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Aspen Meadow Public
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Overview | Ratings | Chronic Absenteeism | Graduation Rate | Suspension Rate | Expulsion Rate | Academic Indicator | Chronic Absenteeism | Graduation Rate | Suspension Rate | Expulsion Rate | Academic Indicator | Conditions & Climate | Engagement | Conditions & Climate | Engagement

Address:	1400 East Saginaw Way Fresno, CA 93726-6400	**Principal:**	Lisa Taylor, Site Director, Principal
Phone:	(559) 369-3490	**Grade Span:**	K-6

By February 1 of each year, every school in California is required by law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sarc/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test results, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs, schools, and student groups are serving students in order to identify strengths and challenges for improvement. It displays the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), types of permissible activities, and requirements for providing a valid ID or a library card.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow freshman eligibility pathways and the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as students who are eligible for admission to California's public universities, be given first consideration for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University level work. For general admissions requirements, please visit the UC Admissions information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the volume of students who apply, a few campuses have higher standards (supplementary criterion) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Lisa Taylor, Site Director, Principal

Principal, Aspen Meadow Public

Contact

Aspen Meadow Public
1400 East Saginaw Way
Fresno, CA 93726-6400

Phone: (559) 369-3490
Email: lisa.taylor@aspenmp.org

Website: http://www.aspenmeadowpublic.org

Grades Served: K-6

County District School (CDS) Code: 10017630133940

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)	
District Name	Fresno Unified
Phone Number	(559) 457-3900
Superintendent	Michael Hanson, Ed.D.
Email Address	michael.hanson@fresnounified.org
Website	www.fresnounified.org

School Contact Information (School Year 2025–26)	
School Name	Aspen Meadow Public
Street	1400 East Saginaw Way
City, State, Zip	Fresno, CA, 93726-6400
Phone Number	(559) 369-3490
Principal	Lisa Taylor, Site Director, Principal
Email Address	lisa.taylor@aspenmp.org
Website	http://www.aspenmeadowpublic.org
Grades Served	K-6
County District School (CDS) Code	10017630133940

School Description and Mission Statement (School Year 2025–26)

Aspen Meadow Public School (AMPS) is an elementary school serving 300 students in grades Transitional Kindergarten through 6th grade. Located in Fresno, California, our school is dedicated to providing a rigorous, hands-on, high-quality, college-preparatory education that prepares them for academic success and leadership in their communities.

Our school reflects the rich diversity of our community. Our student body is composed of 71% Hispanic, 15% African American, 7% White, 3% Asian, and 4% Other. Nearly 85% of our students are from socioeconomically disadvantaged backgrounds, and 22% are English Learners. We also serve students with English Learners, 10% receive special education services, and 3% are Foster Youth programs.

AMPS continues to experience high enrollment demand, as evidenced by our current waitlist for Transitional Kindergarten. To accommodate our growing student population, we have expanded our campus for the 2025-26 school year with the addition of three new portable classrooms, providing dedicated space for our 6th grade students and our 6th-grade class.

Mission and Vision

Mission

The mission of Aspen Meadow Public School is to transform our community by developing exceptional leaders. We believe that every child, regardless of their circumstances, has the potential to become a compassionate, globally aware, critical thinker, academic, character development, and community engagement and prepares students to lead fulfilling lives and contribute positively to society.

Vision

Our vision is to contribute to a greater quality of life for all people in Fresno, regardless of race or economic status. We envision a Fresno where all families have access to a school like Aspen Meadow Public, where they can be confident their children will receive an education that provides equal educational opportunity for all children. Our college preparatory focus has consistently demonstrated academic gains throughout our network.

Educational Program

Aspen Meadow's approach to teaching and learning enables every student to succeed at the highest levels through three key strategies:

- **Rigorous Curriculum with Strong Support:** Implementing challenging curriculum with differentiated lessons and school leaders who strategically use student data to drive instructional decision-making.
- **Joyful School Culture:** Creating a school culture where joy and belonging characterize the student experience, with an emphasis on developing exceptional skills that prepare students for college and beyond.
- **Rigorous Curriculum with Support:** Providing students with grade-level curriculum, facilitating learning environments that increase student expertise in grade-level standards, and providing intervention when students struggle, ensuring they can access the grade-level curriculum.

Curriculum and Programs

For our sixth-grade students, we utilize the Accelerated Summit (Elevate) Learning Platform as our primary academic curriculum. This comprehensive program guides students in becoming their best selves, supports teachers in performing their best work, and helps our community realize its educational vision.

Academic Support Services

- **Support Learning Recovery:** Implementing the Accelerate Center (Math, Grades 6-8) and the Reading Excellence Center (Literacy, Grades 2-6) to address learning gaps.
- **MTSS Program:** Provides tailored interventions and Supports system where students earn "Del Sol\$o" for Sense Seeking to Learn, Safe, Respectful, and Responsible. Rewards are redeemable at a monthly Del Pan's Store hosted by grade levels.
- **Mental Health & Behavioral Support:** A dedicated Guidance Learning Specialist provides targeted student support and leads the Crisis/Grief Intervention Program, focusing on restorative behavioral practices.

Extracurricular and Enrichment Activities (ASES) Program

The ASES Grant is the foundation of our after-school program for K-6 students, offering:

- **Academic Assistance:** Daily homework support provided by Teaching Fellow tutors.
- **Enrichment Activities:** Specialized classes such as ASCI and Hip Hop Dance and Camp Brice Boxing.

Grants and Initiatives

Aspen Meadow Public School is the recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant. Our Local Control and Accountability Plan (LCAP) aligns with both the California Community Schools Partnership Framework and Multi-Tiered System of Support (MTSS) frameworks. We collaborate with our partnership organizations, including the Fresno County Office of Education (FCOE) Prevention and Assistance Supports (PASS) initiatives with Behavioral Health Services and the Fresno Unified School District Behavioral Intervention Specialists.

Community Partnerships and Support

As a designated Community School, Aspen Meadow prioritizes partnerships to support our students and their families. During the 2024-2025 school year, we strengthened these relationships through:

Essential Resources

- Collaborated with the Salvation Army of Fresno to provide $100 clothing vouchers.
- Partnered with CalFresh to supply essential personal items for students.
- Worked with Brownstone California, which assists homeless students and their communities with food and healthcare access.

Engagement and Literacy

- Hosted a Scholastic Book Fair on campus, which enhanced a complimentary book.
- Fresno First Baptist Church supported campus events through consistent donations and volunteer service.

Environmental Education

In the 2024-25 school year, we successfully established a Community Garden through CCSPP Grant funding. This initiative engaged students, staff, and families in environmental stewardship, promoted science and nutritional awareness, and strengthened community partnerships. A local nursery generously donated the initial plants, demonstrating community support for our educational goals.

Community Context and Pandemic Response

Our community faces significant challenges, including poverty, violence, crowding, and transient housing, which elevate levels of childhood trauma and anxiety, and challenges with emotional regulation. For our youngest learners, social distancing negatively affected development, with some kindergarten students exhibiting developmental delays.

Three years, we've seen a continued decline in chronic absenteeism rates, though rates remain higher than pre-pandemic levels. This improvement stems from our comprehensive attendance initiative, which includes regular communication with families about how daily attendance impacts academic outcomes, socialization, and safety. We also celebrate attendance milestones and provide recognition for perfect attendance and positive behavior.

School Goals

Aspen Meadow Public is committed to the following goals to ensure the success of every student:

1. **Academic Excellence:** Ensure all students demonstrate measurable growth in literacy and mathematics, with targeted interventions for students performing below grade level.
2. **College and Career Readiness:** Prepare all students for success in higher education and beyond by providing rigorous, college-preparatory instruction and exposure to career pathways.
3. **Attendance and Engagement:** Continue to reduce chronic absenteeism to pre-pandemic levels through family engagement and recognition programs.
4. **Social-Emotional Development:** Support the whole child by integrating mental health services, restorative practices, and PBIS to create a safe, supportive learning environment.
5. **English Learner Progress:** Ensure all English Learners make progress toward English proficiency while maintaining academic achievement in all content areas. Aspen Meadow Public School aims to achieve a BLUE Performance level for the English Learner Progress Indicator (ELPI) on the 2026 CA School Dashboard, where 67% of English Learners make progress in English Language Proficiency as measured on the ELPAC assessment.
6. **Community Partnerships:** Leverage our designation as a community engagement through the Community Schools model, providing integrated services that address the needs of our students and families.
7. **Inclusive Education:** Provide equitable access to high-quality education for all students, including Students with Disabilities, Foster Youth, and Homeless students.

Through these strategic partnerships and comprehensive programs, Aspen Meadow Public School remains dedicated to supporting the whole child—emphasizing academic growth alongside mental health and overall student wellness. Together with our families and community partners, we are transforming our community by developing exceptional leaders.

School Enrollment By Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	59
Grade 1	42
Grade 2	38
Grade 3	43
Grade 4	37
Grade 5	41
Grade 6	41
Total Enrollment	301

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.0%
Male	53.0%
Non-Binary	0.0%
American Indian or Alaska Native	0.30%
Asian	6.30%
Black or African American	15.30%
Filipino	0.00%
Hispanic or Latino	71.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.30%
White	3.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.90%
Foster Youth	1.00%
Homeless	22.60%
Migrant	0.0%
Socioeconomically Disadvantaged	86.40%
Students with Disabilities	14.60%

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Number	Percent
Female	142	47.0%
Male	160	53.0%
Non-Binary	0	0.0%
American Indian or Alaska Native	1	0.30%
Asian	19	6.30%
Black or African American	46	15.30%
Filipino	0	0.0%
Hispanic or Latino	216	71.60%
Native Hawaiian or Pacific Islander	0	0.0%
Two or More Races	13	4.30%
White	10	3.30%
English Learners	66	21.90%
Foster Youth	3	1.0%
Homeless	68	22.60%
Migrant	0	0.0%
Socioeconomically Disadvantaged	260	86.40%
Students with Disabilities	44	14.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared to Teach Credentialed for Subject and Student Placement (properly assigned)	10.20	71.98%	3405.80	84.16%	235455.20	84.83%
Intern Credential Holders Properly Assigned	0.00	0.00%	101.90	2.52%	4853.60	1.74%
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2.00	14.04%	328.30	8.06%	13910.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	119.90	2.97%	1593.10	0.28%
Unknown/Unprepared	1.90	13.97%	82.80	2.28%	15813.90	5.67%
Total Teaching Positions	14.20	100.00%	4048.80	100.00%	279634.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared to Teach Credentialed for Subject and Student Placement (properly assigned)	10.00	66.67%	3261.60	80.57%	239455.60	85.24%
Intern Credential Holders Properly Assigned	4.00	20.51%	126.10	3.30%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2.50	12.82%	231.10	5.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	83.50	2.18%	1746.90	0.23%
Unknown/Unprepared	0.00	0.00%	168.40	3.83%	14303.80	5.15%
Total Teaching Positions	16.50	100.00%	3870.90	100.00%	278010.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared to Teach Credentialed for Subject and Student Placement (properly assigned)	12.00	66.67%	3263.60	84.77%	239355.60	85.00%
Intern Credential Holders Properly Assigned	4.00	22.22%	116.10	3.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2.00	11.11%	245.40	6.38%	16853.80	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	91.20	2.11%	1210.80	0.34%
Unknown/Unprepared	0.00	0.00%	163.30	3.72%	13765.80	4.89%
Total Teaching Positions	18.00	100.00%	3849.60	100.00%	278900.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "Ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8%	3%	3.20%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ca/tq/ESSAteacherEquityDefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Materials Fit from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1. TK: The Creative Curriculum K-5: Reading Wonders 6-8: Elevate Curriculum	0%
Mathematics	1. TK: The Creative Curriculum K-5: Navigator Math 6-8: Elevate Learning M	0%
Science	1. TK: The Creative Curriculum 6-8: OpenSciEd	0%
History-Social Science	1. TK: The Creative Curriculum K-5: Studies Weekly CKLA 6-8: Elevate Curriculum	0%
Foreign Language	Not applicable	0%
Health	TK-6: Lets Eat Healthy, CA Dairy Council	0%
Visual and Performing Arts	Visual and Performing Arts Curriculum K-6 CMA Standards aligned curriculum	0%
Science Lab Equipment (Grades 9-12)	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Maintenance and Repair: AMPS maintenance staff ensures that all necessary repairs are completed in a timely manner to keep the school in good working order. A work order process is used to ensure efficient service, with emergency and health and safety repairs given the highest priority.

Cleaning Process and Schedule: AMPS has adopted cleaning standards to ensure a clean and safe school environment. The Site Director, in conjunction with the custodial staff, develops a daily cleaning schedule to maintain these standards throughout the school.

Facilities Inspection Tool (FIT): AMPS annually administers the Facilities Inspection Tool (FIT) to ensure the school is clean, safe, and functional. The FIT was developed by the State of California Office of Public School Construction (OPSC). The results of this annual inspection are detailed in the School Facility Good Repair Status chart of this SARC.

Current Improvements: Interior renovations are taking place this school year in Wing 4(Cafeteria, including upgrades to the HVAC system, installation of new flooring, and new paint throughout the interior of the building.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected

Year and month of the most recent FIT report: December 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA] and mathematics, California Science Test [CAST], California Alternate Assessments [CAA] for English language arts/literacy [ELA], mathematics, and science): Number of students who participated in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards (CCSS) or California Next Generation Science Standards (CA NGSS) for students with the most significant cognitive disabilities;
- The CAASPP System encompasses the following assessments and student participation requirements:
  - **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven;
  - **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven;
  - **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve);
- **College and Career Readiness**: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Student Group	Total Enrollment	Number Tested	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3-8 and 11)	24%	29%	35%	37%	47%	48%
Mathematics (grades 3-8 and 11)	23%	25%	27%	30%	37%	39%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 alternate on the CAA) divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessments Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	149	100.00%	0.00%	28.86%
Female	72	72	100.00%	0.00%	30.56%
Male	77	77	100.00%	0.00%	27.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	—	—	—	—	—
Black or African American	18	18	100.00%	0.00%	33.33%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	108	108	100.00%	0.00%	28.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	39	39	100.00%	0.00%	13.82%
Foster Youth	—	—	—	—	—
Homeless	34	34	100.00%	0.00%	32.35%
Military	—	—	—	—	—
Socioeconomically Disadvantaged	131	131	100.00%	0.00%	25.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	30	100.00%	0.00%	3.33%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-alternate on the CAA) divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	149	100.00%	0.00%	23.49%
Female	72	72	100.00%	0.00%	16.08%
Male	77	77	100.00%	0.00%	28.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	—	—	—	—	—
Black or African American	18	18	100.00%	0.00%	22.22%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	108	108	100.00%	0.00%	18.44%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	39	39	100.00%	0.00%	10.26%
Foster Youth	—	—	—	—	—
Homeless	34	34	100.00%	0.00%	26.47%
Military	—	—	—	—	—
Socioeconomically Disadvantaged	131	131	100.00%	0.00%	21.37%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	30	100.00%	0.00%	3.33%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-alternate on the CAA) divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	15.38%	22.86%	17.18%	18.29%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-alternate on the CAA for Science) divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	35	97.22%	2.78%	22.86%
Female	19	19	100.00%	0.00%	15.79%
Male	17	16	94.12%	5.88%	31.25%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	—	—	—	—	—
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	26	25	96.15%	3.85%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	7	7	100.00%	0.00%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	30	29	96.67%	3.33%	20.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	—	—	—	—	—

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extension and Strength and Flexibility	Component 4: Upper Body Strength and Flexibility	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

At Aspen Meadow Public School, we believe that strong partnerships between families and schools are essential for student success. As outlined in our 2025–26 Local Control and Accountability Plan (LCAP Goal 3, Action 3.1), we are committed to providing meaningful opportunities for all parents to engage with our school community and participate in decisions that affect their children's education.

We invite parents to participate in School Site Council, English Learner Advisory Committee, parent conference committees, and access resources to support your family's learning at home. Our Parent Leadership Academy, Students with Disabilities, and socioeconomically disadvantaged students, to take an active role in our school community.

Parent Input in Decision-Making

Aspen Meadow Public School facilitates parent participation in school governance through established committees that include representation from parents and families of Students with Disabilities (SWD). Your voice matters in shaping our school's programs and policies!

Governance Committees

English Language Advisory Committee (ELAC)	Advises on programs and services for English Learners. Required per EC Education Code 52063(a)(2).
District English Learner Advisory Committee (DELAC)	District-level committee providing input on English Learner programs and policies.
English Learner Parent Advisory Committee (EL-PAC)	Provides parent voice on English Learner educational programs and LCAP development.
Parent Advisory Committee (PAC)	Receives and provides input on the school's LCAP. Required per CA Education Code 52063(a)(1).
Community Engagement Initiative (CEI) Team	Representatives from all three Aspen schools meet monthly to enhance community involvement through projects like the Community Garden.
Parent Leadership Team (Leader in Me)	Parent leaders who support the school's Leader in Me initiative and help plan family engagement activities.
El Dorado Charter SELPA Community Advisory Committee	Advises on Special Education Local Plan, annual priorities, parent education, and related activities for Students with Disabilities.

*** Interpreter services are available for all committee meetings upon request to ensure equitable access to participation.*

Opportunities for Parent Involvement

Aspen Meadow Public School engages all parents, including those of undiagnosed students and Students with Disabilities, as educational partners through multiple pathways.

Engagement Opportunities

- **Meadow Nest Connection:** Regular meetings with administration to discuss school updates and parent concerns
- **Parent Leadership Academy:** Leadership training for parents
- **Family Accessible Guidance:** Resources for Family Circle assessments when families are called to attend
- **Volunteer Opportunities:** Help at the Oak Ranch FBID, Store, book fairs, and school events
- **Surveys:** Regular opportunities to provide feedback on school programs and initiatives
- **SPOC Meetings:** Monthly Black, Indigenous, People of Color meetings in conjunction with the ELDP Program

Community Garden Initiative

The Garden Leadership Team, composed of staff and family volunteers, oversees the school's environmental curriculum garden projects. This dedicated group meets bi-monthly to manage garden operations, plan events, coordinate fundraising efforts, and establish policies. Their work strengthens the connection between the school and community while providing hands-on learning opportunities for students.

Communication Channels

The school maintains consistent communication through weekly newsletters and ParentSquare messaging. All correspondence is provided in English and Spanish based on language survey data and the "10% and above translation threshold" criteria.

Community Connections

The Community Service Committee organizes parent-led workshops and workshops, conducts family outreach, and developes partnerships with community-based organizations to connect families with resources and support services.

Family Events

The Leadership team hosts family nights and events designed to build school-home partnerships while communicating important information about attendance policies, behavior expectations, and academic initiatives.

Parent Leadership Development

The Leadership Committee team collaborates with school leaders to implement Parent Leadership Classes, offering two six-week cycles annually that culminate in graduation ceremonies with certificates of completion. Workshop topics address schoolwide initiatives and respond to specific requests from educational partners.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rate;
- Middle school dropout rates; and
- Chronic absenteeism rates.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	306	302	80	26.5%
Female	141	142	38	26.4%
Male	162	160	44	27.5%
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	19	19	2	10.5%
Black or African American	32	30	14	46.7%
Filipino	—	—	—	—
Hispanic or Latino	223	221	55	24.9%
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	14	14	5	35.7%
White	17	17	3	17.6%
English Learners	67	67	16	23.9%
Foster Youth	—	—	—	—
Homeless	83	83	34	39.8%
Socioeconomically Disadvantaged	276	273	76	27.8%
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	55	54	13	24.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the safety of

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24	State 2024–25
Suspensions	4.27%	6.82%	6.80%	7.20%	6.57%	3.50%	3.46%
Expulsions	0.00%	0.00%	0.00%	0.23%	0.11%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.86%	0.00%
Female	4.17%	0.00%
Male	8.39%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	5.26%	0.00%
Black or African American	10.63%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.38%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	14.29%	0.00%
White	5.88%	0.00%
English Learners	4.48%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.23%	0.00%
Socioeconomically Disadvantaged	6.52%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.09%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Aspen Meadow School maintains a Comprehensive Safety Plan in compliance with California Education Code sections 32280–32289. The plan is designed to ensure a safe, orderly, and caring learning environment through coordinated prevention, preparedness, response, and recovery strategies.

Key Components of the Safety Plan

- **Last presented:** January 2025
- **Last updated:** February 2025 (for the 2025–26 school year)
- **Last reviewed with faculty and student representatives:** The plan was reviewed and discussed with school faculty and a student representative through the school's safety planning and leadership processes during the annual review cycle (in January-February 2025), consistent with statutory requirements for staff and stakeholder involvement.

Key Elements of the Safety Plan

The Comprehensive Safety Plan includes the following major components:

- **Safe School Leadership Team (SSLT):** A designated team aligned to the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), with clearly defined roles and alternates to ensure continuity during emergencies.
- **Emergency Preparedness and Response Procedures:** Detailed protocols for fire, earthquake, lockdown (including Run-Hide-Fight guidance), evacuation (on-campus and off-campus), reunification, medical emergencies, and other critical incidents.
- **Hazard Identification and Risk Assessment:** Annual hazard mapping and risk assessments to identify, assess, and respond to potential threats, including coordination with mental health professionals and law enforcement when necessary.
- **Campus Safety and Facilities:** Regular inspections of walks and trackways, secured facilities, visitor control procedures, emergency communications systems, and maintenance of safe facilities.
- **Training and Drills:** A comprehensive schedule of required fire, lockdown, earthquake, and reunification drills conducted throughout the school year to ensure staff and student readiness.
- **Communication and Coordination:** Clear internal and external communication protocols, including phone trees, radio procedures, and coordination with district leadership and emergency responders.

Together, these elements support Aspen Meadow School's commitment to student safety and continuous improvement of emergency preparedness practices.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	3	0	0
1	16.50	2	0	0
2	17.00	2	0	0
3	21.00	4	0	0
4	23.00	2	0	0
5	20.00	6	0	0
6	18.00	6	0	0
Other**	0.00	0	0	0

**Number of classes indicates how many classes fell into each size category (a range of total students per class).*

*** "Other" category is for multi-grade level classes.*

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	3	0	0
1	21.00	3	0	0
2	20.00	4	0	0
3	22.00	3	0	0

4	20.00	3	3	
5	21.00	3	3	
6	19.00	6		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	4	4	
1	21.00	2	6	
2	20.00	4	4	
3	22.00		8	
4	19.00	8		
5	20.00	7	7	
6	16.00	8	10	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	296

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21643.00	$7455.00	$14188.00	$55925.00
District	N/A	N/A	--	$98522.00
Percent Difference – School Site and District	N/A	N/A	--	-55.20%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	24.00%	-56.80%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

Comprehensive Educational Experience

Aspen Meadow Public School (AMPS) provides all students with a comprehensive educational experience that extends beyond core academic subjects, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. This broad course of study includes sequential arts education delivered through the following programs:

Visual Arts Program: All students in grades TK–6 participate in standards-aligned visual arts instruction that develops creativity, cultural understanding, and cross-curricular connections. Upper-grade students engage in advanced ceramic work utilizing the school's kiln facility.

Music Education Sequence: Students in grades TK–4 receive foundational music instruction focusing on vocal development, rhythm, musical literacy, and cultural appreciation. Students in grades 5–6 advance to specialized Band and Choir programs that build on these foundational skills through instrumental and choral performance opportunities.

Educational Benefits and Rationale

Research consistently demonstrates that arts education provides significant benefits extending across all subject areas. Music education enhances students' ability to think critically about societal structures and interdisciplinary connections, while arts instruction strengthens neural pathways that support memory formation and content retention. These programs directly support core academic skills development by improving communication abilities, attention span, and memory functions—all critical factors in closing achievement gaps. For English Learners in particular, musical instruction offers an alternative pathway for language acquisition through song, engaging different cognitive processes in language development.

Implementation Approach

The credentialed music teacher continues to develop the choral and band programs with specific attention to incorporating multicultural musical traditions that expose students to diverse global cultures. Through this approach, English Learners benefit from additional language acquisition opportunities embedded within musical instruction.

The art teacher delivers a comprehensive visual arts curriculum during the regular school day and extends learning through specialized ceramic classes utilizing the school kiln during after-school programming. This extended opportunity allows students to engage in more complex, multi-session art projects that develop persistence and creative problem-solving.

Both programs intentionally incorporate multicultural and diverse art forms, helping students develop understanding and appreciation of various cultural traditions while building their own creative expression skills. This culturally responsive approach supports identity development, global awareness, and cross-cultural understanding for all students.

Academic Intervention Programs

The educational impacts of the pandemic were historically significant and disproportionately affected communities with high proportions of low-income and minority students. To address resulting learning gaps, AMPS has implemented comprehensive intervention programs in both mathematics and reading.

Mathematics Intervention

The school has implemented Reflex and Frax intervention programs to address fundamental skill gaps in mathematics. Reflex is an interactive online solution focused on building math facts fluency, while Frax targets specialized development of fraction concepts and operations. Through partnership with the Eurgubian Center, dedicated math tutors provide focused instruction on number sense development. These tutors are strategically deployed during both the instructional day and after-school periods to support struggling learners with consistent, targeted intervention.

Reading/ELA Intervention

Teachers receive targeted professional development in phonics and phonemic awareness, with emphasis on explicitly teaching the foundational skills linking sounds of spoken English to written letters. The AIMS reading intervention program is tailored to address specific reading gaps identified through iReady diagnostic assessment results. Intervention sessions occur four times weekly during the instructional day, organized in eight-week cycles with regular progress assessment and instructional adjustments based on student performance data.

Tiered Intervention Implementation

- **Tier 1 (Core Instruction):** All students receive high-quality, standards-aligned instruction with differentiated classroom approaches based on ongoing formative assessment.
- **Tier 1.5 (Classroom Intervention):** Classroom teachers implement targeted interventions using iReady Teacher Toolbox resources to support struggling learners in reading and mathematics while providing extension activities for high-performing students. Instructional aides and Teaching Fellows deliver high-dosage tutoring and small group instruction under teacher supervision. These aides receive professional development in evidence-based pedagogical strategies and behavior management techniques led by the PBIS team.
- **Tier 2 (Targeted Intervention):** A part-time Reading Intervention Teacher provides dedicated support for students in grades 2–6 reading two or more years below grade level, with English Learners performing two or more grade levels below receiving priority access. This specialist also provides systematic coaching for teachers and Instructional aides on evidence-based reading strategies. Regular progress monitoring using iReady diagnostic assessments ensures interventions remain responsive to student needs.

Extended Learning Opportunities

Students have access to after-school, intersession, and summer programming through the Expanded Learning Opportunities Program (ELOP). Teachers strategically communicate with families of struggling learners to encourage participation in targeted academic support designed to accelerate learning and close achievement gaps.

Multi-Tiered System of Support (MTSS) Framework

AMPS's Multi-Tiered System of Support framework provides comprehensive social-emotional, behavioral, and mental health services to address student needs, re-engage students with school, and reduce behavioral challenges. A thorough needs assessment and root cause analysis identified several critical areas requiring intervention: suspension rates have increased for all students, and English Learner, Socioeconomically Disadvantaged, and Hispanic student groups received a red performance level on the 2024 CA School Dashboard. Additionally, AMPS students experienced significant trauma during the pandemic, requiring expanded mental health support. Educational partners—including teachers, parents, and the Community School Advisory Committee—emphasized the need for enhanced support in both academic achievement and social-emotional learning.

Tiered Support Framework

- **Universal Support (Tier 1):** AMPS fully implements Covey's Leader in Me program in combination with Positive Behavioral Interventions and Supports (PBIS). Leader in Me develops leadership and life skills in students and staff while creating a high-trust culture that supports academic achievement. The PBIS framework, led by the Assistant Site Director and a teacher representative, establishes consistent behavioral expectations through comprehensive staff training, parent workshops, and student instruction. This approach includes daily community circles, wellness checks, and a schoolwide incentive system featuring "Owl Bucks" to acknowledge positive behavior.
- **Targeted Support (Tier 2):** The school's SEL Counselor provides individual and small group counseling for students requiring additional social-emotional support. This position also coordinates the schoolwide implementation of Leader in Me, delivering training for staff and students while conducting parent workshops to ensure consistent implementation across school and home environments. Through partnership with All4Youth, students have access to a full-time associate therapist and part-time behavior interventionist for more intensive intervention needs.
- **Intensive Support (Tier 3):** A full-time school psychologist provides behavioral and mental health support for students with significant challenges. This position delivers staff coaching on de-escalation techniques and evidence-based strategies to increase student engagement. The psychologist works with teachers to develop, implement, and monitor individualized student behavior plans, ensuring consistent application of intervention strategies across all educational settings.

Support for Vulnerable Populations

The Family Resource Counselor (FRC) serves homeless and foster youth through targeted outreach, including home visits and regular family meetings. This position addresses barriers to attendance and learning by providing essential resources such as transportation assistance (bus passes and gas cards), food, clothing, and school supplies. For the 2025–26 school year, this program will expand to serve a greater number of foster and homeless students, recognizing the heightened needs of these vulnerable populations.

Professional Development and Implementation

All staff receive comprehensive training in both Leader in Me and PBIS frameworks, with ongoing coaching to ensure fidelity of implementation. Professional development emphasizes restorative practices, de-escalation techniques, and trauma-informed approaches. The PBIS team receives extensive and continuous training to build capacity for schoolwide implementation, allowing them to effectively train other staff members and provide parent education.

The MTSS framework includes regular data analysis cycles to identify students with learning gaps using both local and state-mandated assessments in ELA/Reading and mathematics. Eight-week intervention cycles include comprehensive assessment of student progress and identification of next steps. Enhanced communication with families regarding student progress and available support options ensures a collaborative approach to addressing academic needs.

Through this integrated approach to academic intervention and social-emotional support, AMPS addresses the needs of all students—including English Learners and vulnerable populations—while providing additional targeted services for those requiring more intensive intervention.

Professional Development

Aspen Meadow Public School (AMPS) provides all educators—both General Education and Special Education—with evidence-based professional development. This includes six days of Summer Professional Learning, two non-instructional days, and weekly development sessions throughout the school year.

Instructional Support

Teachers receive differentiated support from grade-level lead teachers, administrators, and the math instructional coach. Sixth-grade teachers will receive specialized coaching on implementing the new Gradient Learning curriculum. Substitute teachers are employed to enable peer observations and instructional coaching while maintaining instructional continuity.

Focus Areas

Based on analysis of student and educator needs, professional learning will address the following areas:

School Climate and Student Support

- PBIS implementation and Leader In Me program
- Trauma-informed and restorative practices
- De-escalation techniques and self-regulation strategies
- APS Discipline Matrix Process

Instructional Frameworks

- MTSS referral processes and Tier 1 and 2 intervention implementation
- Data analysis using iReady (Title I Funded: $2,300)
- Universal Design for Learning

Curriculum Implementation

- Core Knowledge/CKLA and Leap Math
- Amplify Science
- Gradient Learning for 6th grade

Specialized Populations

- Designated and Integrated ELD strategies for English Learners
- Accommodations and modifications for Students with Disabilities
- Inclusion model implementation

Leadership Development

The Administrative and Leadership Team participates in additional professional learning through workshops, conferences, and leadership coaching focused on strategic planning and core competencies.

Teacher Certification

To support teacher effectiveness and retention, AMPS will fund teacher induction expenses for credential clearance (Title II Funded: $11,000).

Measure	2023–24	2024–25	2025–26
School days dedicated to Staff Development and Continuous Improvement	8	12	8

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