Aspen Ridge Public

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

Address:	3821 North Clark St. Fresno, CA , 93726-4806	**Principal:**	Riley Fox, Site Director
Phone:	(559) 374-0080	**Grade Span:**	7-12

By February 1 of each year, every school in California is required by state 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/sa/.

- 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 data, 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 and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display 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), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible 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 number of students who apply, a few campuses have higher standards (supplementary admission criteria) 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

Riley Fox, Site Director

📍 Principal, Aspen Ridge Public

Contact

Aspen Ridge Public
3821 North Clark St.
Fresno, CA 93726-4806

Phone: (559) 374-0080
Email: riley.fox@aspenps.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Her, Mao Misty
Email Address	misty.her@fresnounified.org
Website	www.fresnounified.org

School Contact Information (School Year 2025–26)

School Name	Aspen Ridge Public
Street	3821 North Clark St.
City, State, Zip	Fresno, CA , 93726-4806
Phone Number	(559) 374-0080
Principal	Riley Fox, Site Director
Email Address	riley.fox@aspenps.org
Website	http://ridge.aspenps.org
Grade Span	7-12
County-District-School (CDS) Code	10621660140806

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

Aspen Ridge Public School (ARPS) is a WASC-accredited, college preparatory charter school currently serving 301 students in grades 7–12 in Fresno, California. As part of Aspen Public Schools, a nonprofit charter management organization, ARPS provides rigorous academic programming designed to prepare all students for post-secondary success.

Students have access to dual enrollment opportunities at Fresno City College at no cost, enabling them to earn college credit while still in high school. ARPS proudly graduated its inaugural Class of 2025 with a 100% graduation rate, with every graduate having applied to and planning to attend post-secondary education.

Student Demographics

Our student population reflects the diversity of the community we serve. Approximately 75% of students identify as Hispanic/Latino, 12% as African American, 6% as White, 3% as Asian, and 4% as Two or More Races. Among our student body, 16% are English Learners, 12% experience homelessness, 19% are Students with Disabilities, and 79% are classified as Socioeconomically Disadvantaged.

Community Context

Many of our students and families face significant adversity, including anxiety, trauma, employment instability, and food or housing insecurity. Research demonstrates that poverty profoundly affects child development, impacting language acquisition, physical and mental health, and academic achievement. The COVID-19 pandemic intensified these challenges by widening economic inequality and limiting access to healthcare, employment, and essential resources. ARPS is committed to addressing these needs through comprehensive support services and community partnerships.

Mission & Vision

Mission

To transform the community by developing exceptional leaders through comprehensive leadership development integrated into all aspects of the school day. We provide a personalized blend of rigorous academic and social-emotional learning alongside customized pathways to success for students, educators, and family leaders. We promote innovative approaches to educational challenges while building a network of community partnerships working toward positive social change.

Vision

A greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. This vision is grounded in the belief that every child and adult can be a leader. We recognize that our students will face future opportunities and challenges we cannot yet imagine. As technological advances, global connectivity, and information exchange continue to evolve, our students must develop essential leadership skills—problem-solving, creative thinking, flexibility, analytical abilities, resource leveraging, and source discernment—to thrive in an ever-changing world.

Academic Program: Summit Learning

ARPS has adopted the nationally acclaimed Summit Learning Platform as our primary academic curriculum. This innovative model combines high expectations with exemplary support through personalized learning plans, rigorous academic classes, one-on-one mentoring, and a small school environment where every student is known.

Students manage their learning through the Summit Personalized Learning platform, which focuses on four key components. **Cognitive Skills** equip students with interdisciplinary 21st-century competencies that prepare them for college and career success. **Content Knowledge** is acquired through self-paced learning with appropriate supports tailored to each student's needs. **Habits of Success** promote independence, sustainability, perseverance, and healthy development. Finally, **Sense of Purpose** helps students understand their interests, values, and skills to construct credible post-high school pathways.

The program includes A-G approved courses and dual enrollment opportunities at Fresno City College, ensuring students graduate prepared for higher education.

Strategic Goals 2024–2029

Aspen Public Schools has established five strategic goal areas to guide our work over the next five years.

Meet the Needs of All Students

Teachers will establish individualized student goals with administrative support, with the aim of having all students meet their growth goals and 80% achieving stretch goals by 2028. All classrooms will demonstrate positive mindsets and inclusive practices that address students' social, emotional, academic, health, and wellness needs. The school expects 90% of students to report feeling a sense of belonging, with 80% expressing confidence they are on track to meet their educational goals.

Reimagine Family Partnerships

ARPS will define a clear vision and outline roles for families as partners in their children's education. By 2029, the goal is for 80% of parents and guardians to feel that school-family partnerships improve outcomes for all students. Additionally, the same percentage should indicate that their engagement in school activities and committees contributes significantly to their child's development and enhances family well-being.

Invest in Staff

All staff will receive weekly professional development opportunities aligned with personal and professional growth goals. By 2028, the school aims for 90% staff satisfaction, with 80% demonstrating wellness practices that positively impact productivity and job satisfaction. All teachers and instructional staff with three or more years at Aspen will score proficient or distinguished on core competency evaluations.

Establish Operational Effectiveness

The school will audit current operational systems to identify improvement opportunities and revise all policies and procedures. By 2029, ARPS expects 80% of staff to be satisfied with systems and processes, with at least 95% able to access and use day-to-day operational systems without additional support.

Align Mission and Vision

As Aspen enters its 20th year, goals include defining leadership across the school community, selecting resources to build leadership skills, becoming a certified community school, and collecting alumni success stories. By 2029, all parents and students should be able to identify instances where leadership skills changed their lives, and every community member should feel supported to achieve success with their unique gifts recognized.

Compliance & Designations

Aspen Ridge Public School is a recipient of the California Community Schools Partnership Program Implementation Grant; and is in Implementation Year 2 of the Early Middle College Grant. The school has developed a Local Control and Accountability Plan (LCAP) that aligns with the CA Community School Framework and MTSS Framework. This LCAP also serves as the School Plan for Student Achievement (SPSA), meeting stakeholder engagement requirements outlined in CA EC 64001(j).

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 7	66
Grade 8	71
Grade 9	40
Grade 10	41
Grade 11	17
Grade 12	11
Total Enrollment	246
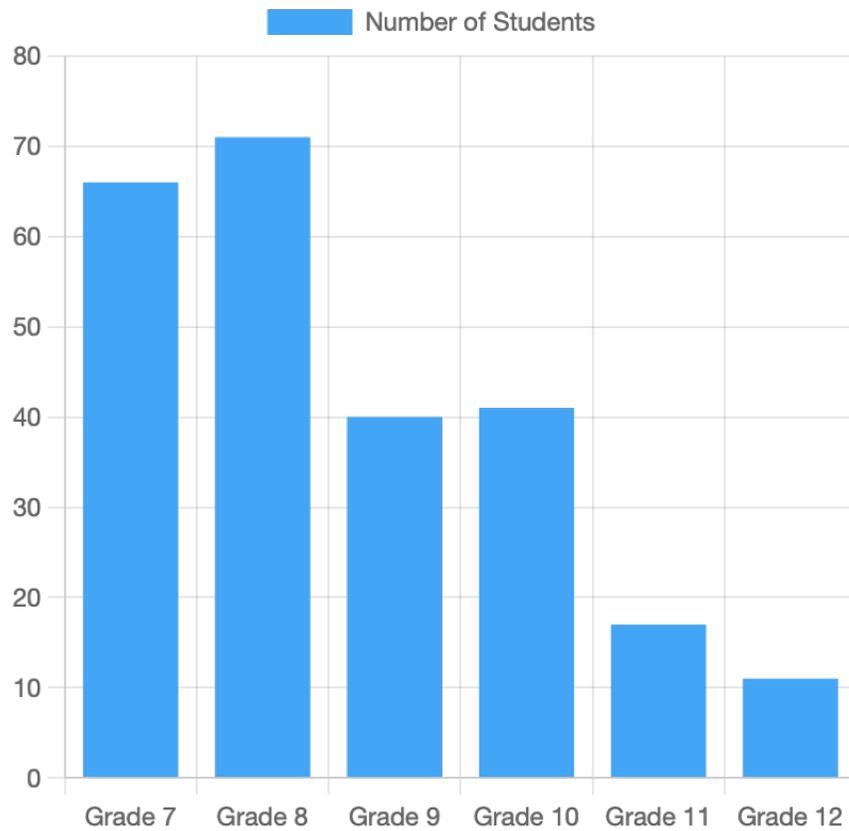
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.80%
Black or African American	10.60%
Filipino	0.40%
Hispanic or Latino	78.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.80%
White	4.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.70%
Foster Youth	0.40%
Homeless	16.70%
Migrant	0.00%
Socioeconomically Disavantaged	81.70%
Students with Disabilities	19.10%

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 (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	58.82%	3405.80	84.16%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	8.14%	101.90	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	29.31%	326.30	8.06%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	119.90	2.97%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	3.53%	92.60	2.29%	15831.90	5.67%
Total Teaching Positions	10.20	100.00%	4046.80	100.00%	279044.80	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 (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.80	72.22%	3256.60	85.12%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	126.10	3.30%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	18.52%	221.10	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%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	9.26%	138.40	3.62%	14303.80	5.15%
Total Teaching Positions	10.80	100.00%	3825.90	100.00%	277698.00	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 (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.60	54.47%	3262.60	84.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.80	5.22%	116.10	3.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	31.45%	245.40	6.38%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	81.20	2.11%	12112.80	4.34%
Unknown/Incomplete/NA	1.30	8.74%	143.30	3.72%	13705.80	4.91%
Total Teaching Positions	15.90	100.00%	3848.90	100.00%	278927.10	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
Permits and Waivers	0.00	2	0.00
Misassignments	2.90	0	5.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.90	2	5.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	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)	32%	3.3%	32.90%
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%	4.8%	16.90%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.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/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• Gr. 7-12: Gradient Learning (Online) • Gr 7-8: EL Education • Gr 9-10: Odell (2024)	0
Mathematics	• Gradient Learning (Online) (2024) • Gr 7-12: Illustrative Math (2024)	0
Science	• Gradient Learning (Online) • Open Sci Ed (2024)	0
History-Social Science	• Gradient Learning (Online) • OER Project (2024)	0
Foreign Language	• Spanish - Dual enrollment Fresno City College	0
Health	• Positive Prevention Plus (2023)	0
Visual and Performing Arts	• CA VAPA Standards-aligned teacher created curricular and instructional materials	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

ARPS is committed to maintaining a clean, safe, and fully functional learning environment. The maintenance staff completes all necessary repairs in a timely manner through a structured work order process, with emergency and health and safety issues receiving highest priority.

The school follows established cleaning standards, with the Site Director and key staff collaborating to develop and monitor custodial schedules. To ensure ongoing facility quality, ARPS conducts an annual inspection using the Facilities Inspection Tool (FIT), developed by the California Office of Public School Construction. Detailed results from each inspection are reported in the School Facility Good Repair Status section of the School Accountability Report Card (SARC).

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
- The overall rating

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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	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], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate 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:
    1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **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 Ready:** 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 and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven 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
English Language Arts / Literacy (grades 3-8 and 11)	35%	38%	35%	37%	47%	48%
Mathematics (grades 3-8 and 11)	15%	18%	25%	27%	35%	37%

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 assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	144	100.00%	0.00%	38.19%
Female	69	69	100.00%	0.00%	37.68%
Male	75	75	100.00%	0.00%	38.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	50.00%
Filipino	--	--	--	--	--
Hispanic or Latino	107	107	100.00%	0.00%	32.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00%	0.00%	8.70%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	125	125	100.00%	0.00%	34.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	12.00%

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 Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	144	100.00%	0.00%	18.06%
Female	69	69	100.00%	0.00%	10.14%
Male	75	75	100.00%	0.00%	25.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	16.67%
Filipino	--	--	--	--	--
Hispanic or Latino	107	107	100.00%	0.00%	15.89%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	125	125	100.00%	0.00%	13.60%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	8.00%

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)	13.33%	21.43%	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 Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00%	0.00%	21.43%
Female	45	45	100.00%	0.00%	15.56%
Male	53	53	100.00%	0.00%	26.42%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00%	0.00%	20.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	81	81	100.00%	0.00%	17.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	21	100.00%	0.00%	4.76%

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.

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The admistration 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)

Aspen Ridge Public School values families as essential partners in student success. Parents and guardians are encouraged to participate in school governance through structured advisory committees that directly influence school programs and policies. These committees include representatives of Unduplicated Pupils and Students with Disabilities to ensure diverse family perspectives inform decision-making.

Staying Connected

ARPS maintains comprehensive communication systems to keep families informed and engaged. Parents receive weekly newsletters and ParentSquare messages with important updates, and the school conducts regular surveys to gather family feedback. Through the Infinite Campus Parent Portal, families have continuous access to monitor their child's academic progress, track attendance, and communicate directly with teachers.

Advisory Committees

The school maintains four advisory bodies through which parents can contribute to school governance.

Parent Advisory Committee (PAC)

The PAC provides oversight and input on schoolwide programs and the Local Control and Accountability Plan (LCAP). This committee operates in accordance with California Education Code Section 52062(a)(1) and welcomes all parents interested in shaping the overall direction of the school.

English Learner Advisory Committee (ELAC)

The ELAC advises on programs and services for English Learners in compliance with California Education Code Section 52062(a)(2). Committee members also have the opportunity to represent ARPS at district-level meetings, including the District English Learner Advisory Committee (DELAC) and English Learner Parent Advisory Committee (EL-PAC).

Community Schools Advisory Committee

This committee guides implementation of the community schools model at ARPS, helping coordinate integrated student support services and strengthen partnerships between the school, families, and community organizations.

SELPA Community Advisory Committee

Parents of students receiving special education services may participate in the El Dorado Charter SELPA's advisory group. This committee focuses on the Special Education Local Plan, annual priorities, parent education, and activities related to special education programming.

Parent Leadership Opportunities

For the 2025–26 school year, ARPS will establish a Parent Leadership/Lighthouse Team to provide structured opportunities for parents to help plan and support school events, initiatives, and fundraising activities. This team will complement existing engagement opportunities, including Coffee with Administrators sessions where school leaders discuss important topics and address parent questions in an informal setting.

Educational Workshop Series

The administrative team will host targeted workshops throughout the year to help parents support their child's education. Topics include understanding student assessment results from iReady and Renaissance STAR, navigating the Gradient Learning Platform, and supporting English Learners while understanding ELPAC assessments. Additional workshops will address attendance challenges, college preparation and FAFSA completion, and dual enrollment opportunities. The series also covers internet safety, cyberbullying, and social media awareness, as well as strategies for supporting social-emotional learning at home. In partnership with the Justice Coalition, the school will offer a session on human trafficking awareness.

Family Engagement Events

ARPS will expand family engagement opportunities for 2025–26 in direct response to educational partner requests for increased involvement. Events will include orientation sessions, back-to-school night, open house, an ice cream social, family fun nights, a cultural food fair, and college and career exploration days. These varied activities are designed to welcome all families and strengthen the connection between home and school.

Community Schools Approach

The Community School Coordinator serves as a liaison between families and community resources. This role includes facilitating parent meetings, conducting outreach to families with specific needs, and developing partnerships with community-based organizations to expand available services and supports for students and families.

Language Access & Inclusion

ARPS is committed to ensuring all families can participate fully in their child's educational experience. All correspondence is provided in both English and Spanish, based on home language survey data and the

requirement to translate materials when 15% or more of families speak a language other than English. Interpreter services are available at all committee meetings and upon request, and meeting schedules, agendas, and minutes are published in both languages. These measures ensure families of Unduplicated Pupils and Students with Disabilities have equal access to information and participation opportunities.

Contact Information

Parents interested in joining an advisory committee, participating in the Parent Leadership Team, or learning more about involvement opportunities are encouraged to contact the school office. Staff can provide information about upcoming meetings, answer questions about committee responsibilities, and help connect families with the participation opportunity that best fits their interests.

Aspen Ridge Public School

Phone: (559) 374-0080

Website: https://ridge.aspenps.org/contact/

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

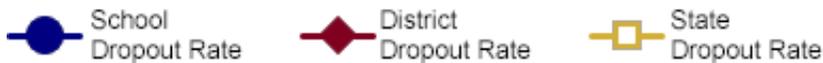## Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

| Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate			--	84.9%	85.8%	90.0%	86.2%	86.4%	87.5%
Dropout Rate			--	8.6%	11.9%	6.4%	8.2%	8.9%	8.0%

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

Graduation Rates
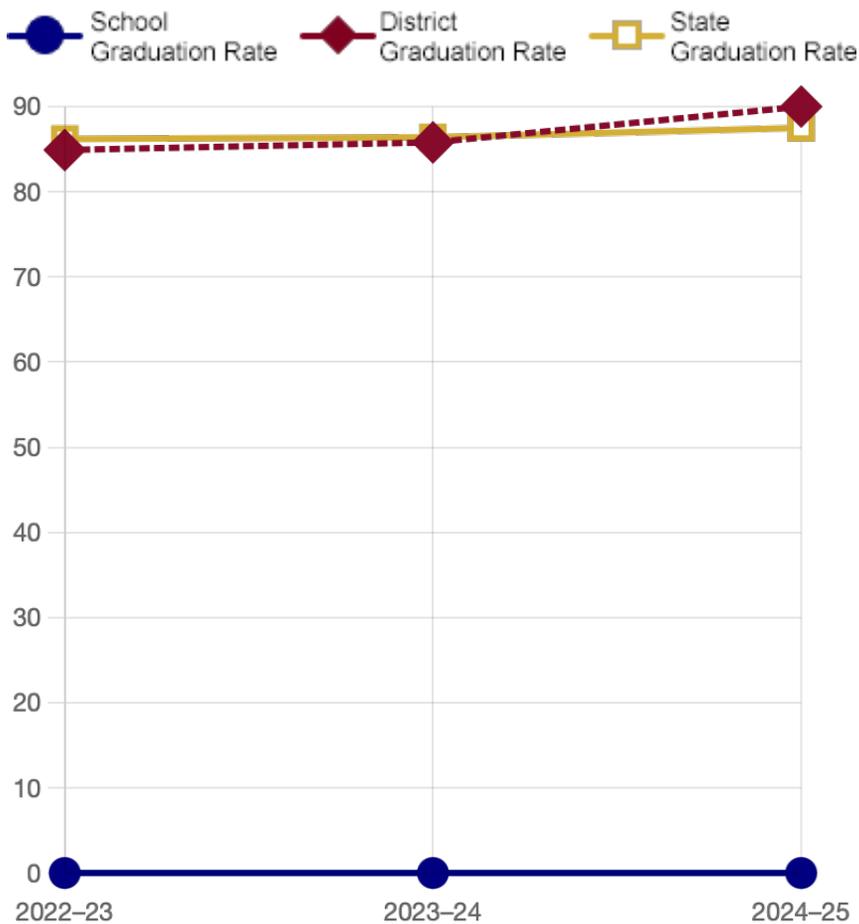
Dropout Rates
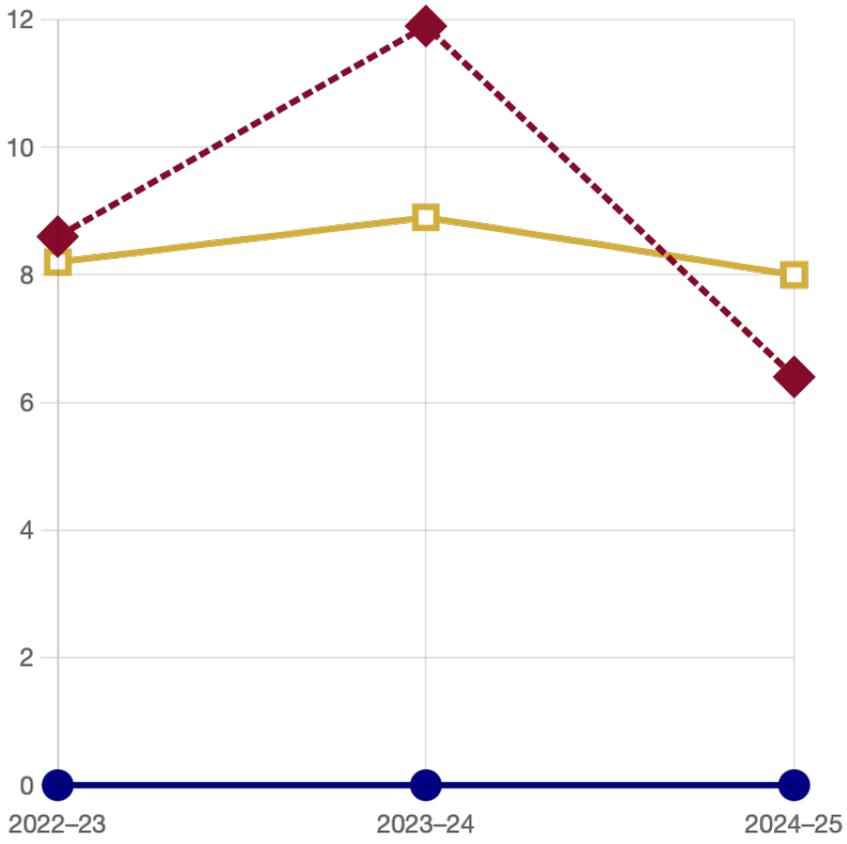
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

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	265	250	83	33.2%
Female	131	124	43	34.7%
Male	134	126	40	31.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	26	26	4	15.4%
Filipino	--	--	--	--
Hispanic or Latino	205	196	70	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	13	3	23.1%
English Learners	42	42	11	26.2%
Foster Youth	--	--	--	--
Homeless	58	54	23	42.6%
Socioeconomically Disadvantaged	231	219	74	33.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	52	11	21.2%

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 sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	22.45%	14.22%	15.85%	7.20%	6.57%	5.92%	3.60%	3.28%	2.94%
Expulsions	0.51%	1.29%	0.75%	0.23%	0.13%	0.17%	0.08%	0.07%	0.06%

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	15.85%	0.75%
Female	9.92%	0.00%
Male	21.64%	1.49%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	11.54%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	16.10%	0.98%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	15.38%	0.00%
English Learners	9.52%	0.00%
Foster Youth	0.00%	0.00%
Homeless	17.24%	0.00%
Socioeconomically Disadvantaged	16.88%	0.87%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	25.00%	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 Ridge Public School maintains a Comprehensive School Safety Plan in accordance with **California Education Code sections 32280–32288**. The plan addresses prevention, preparedness, response, and recovery procedures to ensure a safe and orderly learning environment for all students and staff.

Annual Review and Update

The Comprehensive School Safety Plan was **annually reviewed and updated on January 2025**, and applies to the **2025–26 school year** . The plan reflects current site conditions, staffing assignments, emergency protocols, and required drill schedules.

Discussion with Faculty and Student Representative

Consistent with Education Code requirements, the plan was developed and reviewed in collaboration with the school's leadership structures and discussed with school faculty and Advisory Committees. This process ensured staff input and student voice were incorporated into campus safety planning.

Key Elements of the Safety Plan

The Comprehensive School Safety Plan includes the following core components:

- **Safe School Leadership Team (SSLT):** A designated site-based team aligned with the Standardized Emergency Management System (SEMS) to coordinate emergency response and decision-making.

- **Emergency Preparedness and Response Procedures:** Detailed protocols for fire, earthquake, lockdown (including RUN–HIDE–FIGHT), medical emergencies, and active threat situations.

- **Evacuation and Reunification Plans:** Stage One (on-campus) and Stage Two (off-campus) evacuation procedures, designated relocation sites, and structured parent–student reunification processes.

- **Threat Assessment and Student Wellness:** A Threat Assessment Management Team (TAMT) and procedures for identifying, assessing, and responding to potential threats, including mental health supports and follow-up monitoring.

- **Health and Medical Response:** Identification of First Aid Responders, Immediate Care Responders, AED maintenance procedures, and pandemic influenza response planning.

- **Safety Walks and Facility Monitoring:** Required biannual campus safety inspections to assess facilities, access points, lighting, and emergency systems.

- **Training and Drills:** Regularly scheduled fire, lockdown, earthquake, and reunification drills to ensure staff and students are prepared to respond effectively during emergencies.

- **Communication Systems:** Use of intercoms, radios, phone trees, and coordination with district and emergency agencies to ensure timely and accurate information sharing.

Together, these elements ensure Aspen Ridge Public School's safety plan is comprehensive, compliant with state law, and responsive to the needs of students, staff, and the broader school community .

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 (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	22.00	5	3	0
Mathematics	21.00	6	3	0
Science	22.00	5	3	0
Social Science	22.00	5	3	0

* 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	18.00	10	6	
Mathematics	18.00	9	5	
Science	24.00	3	6	
Social Science	23.00	4	6	

* 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	14.00	17	5	
Mathematics	12.00	15	5	
Science	17.00	9	5	
Social Science	18.00	9	5	

* 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*	119.47

* 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)	1.90
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
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	$16911.00	$4086.00	$12825.00	$63427.00
District	N/A	N/A	--	$98522.00
Percent Difference – School Site and District	N/A	N/A	--	-43.30%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	14.00%	-45.10%

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

Types of Services Funded (Fiscal Year 2024–25)

Aspen Ridge Public School implements a multi-faceted approach to address student performance gaps and support the academic, social-emotional, and post-secondary success of all students. This document outlines the comprehensive programs and services available to support and assist students.

Academic Intervention Programs

Daily Intervention Courses

The school offers several daily intervention courses designed to address specific academic needs. **English Success** provides reading and writing intervention for students in grades 7-12, while **Math Success** offers mathematics intervention for the same grade levels. The **Self-Directed Learning (SDL)** program supports independent learning skills for students in grades 7-12. Additionally, an **Extended Algebra Course** spans two years and serves students in grades 9-12 who did not pass Math 8 or Algebra, providing the additional time and support needed to master foundational mathematical concepts.

Enhanced Tutoring Program (2025-26)

For the 2025-26 school year, math tutoring operates entirely during the school day to eliminate attendance barriers that previously affected after-school participation. The program is delivered through an established third-party provider and operates in three 8-week cycles, with students receiving three 30-minute sessions weekly. Socioeconomically disadvantaged (SED) and Hispanic students receive priority access to ensure equitable participation for underperforming groups. In addition to the in-school tutoring program, teachers across all content areas provide after-school tutoring for students seeking additional

support.

Additional Academic Support

Beyond the core intervention programs, the school provides multiple layers of academic support. Weekly targeted small group instruction is offered on Fridays, led by teachers and instructional aides who determine groupings based on both formal and informal assessments. Teacher office hours are available four days weekly across all subject areas, allowing students to seek individualized help. Instructional aides provide evidence-based interventions under teacher supervision, extending the reach of classroom instruction. The summer school credit recovery program uses the Edgenuity platform with credentialed teachers to ensure all students remain on track for graduation.

Student Identification Process

The MTSS/Leadership team identifies students for appropriate interventions using multiple measures, including diagnostic assessments, curriculum-based assessments, academic grades, state assessment performance, teacher referrals, and ongoing informal assessments for flexible groupings. This comprehensive approach addresses the specific needs of underperforming student groups while providing robust academic support for all students requiring intervention.

Behavioral Support Programs

Aspen Ridge Public School has made significant progress in addressing behavioral concerns. The 2024 California Dashboard shows no RED indicators for suspension or chronic absenteeism, demonstrating the effectiveness of the school's comprehensive approach to student support. In the 2024-25 school year, there was an increase in suspension rates primarily due to vaping, as well as an increase in chronic absenteeism rates. Strategies to address these issues are outlined in the sections below.

Positive Behavior Interventions and Supports (PBIS)

ARPS continues to implement its successful PBIS program, led by the Assistant Site Director (Title I Funded: $114,300; LCFF S&C: $12,941). The program centers on the "RAVEN Way" expectations and emphasizes consistent communication of behavior expectations to all educational partners. Staff receive regular training in behavior management and de-escalation techniques. A tiered incentive system allows students to earn Raven cards for positive behavior, with weekly recognition through "Raven of the Week" awards. The school maintains its focus on alternatives to suspension, restorative practices, and trauma-informed approaches that have successfully reduced suspension rates.

Social-Emotional Learning (SEL) Program

For 2025-26, the SEL curriculum features **Second Step**, implemented school-wide for grades 7-12 to ensure instructional consistency. This program replaces IMAGO for high school students. The adoption of the **Leader in Me** program provides additional support for leadership development, coping skills, and healthy habits through its seven habits framework. Student, staff, and parent "Lighthouse" teams identify and support school-wide initiatives, creating opportunities for student voice and leadership. This approach directly addresses LCAP survey results showing approximately half of students feel meaningfully connected at school. Counselors integrate drug awareness and education into SEL lessons, including

guest speakers and access to community resources.

Student Support Structure

The comprehensive support system includes two full-time counselors who support both academic and social-emotional needs. Targeted small group counseling and "academies" address specific identified needs, including friendship skills, coping strategies, self-regulation, and conflict resolution. The Assistant Site Director leads Tier Two academies to address and target student behavioral incidents; these groups run weekly each quarter with school counselors, with participation determined by behavior referral data and teacher input. A structured referral process through the Student Success Team approach identifies students requiring intervention. The school's partnership with All 4 Youth provides on-campus mental health services through Fresno County.

Attendance Support

While no longer showing RED indicators for chronic absenteeism, ARPS maintains an effective attendance monitoring system. The school engages in ongoing communication with parents using multiple modalities and takes a proactive approach at the start of the school year by partnering with at-risk students and their families to identify root causes, develop attendance plans, and provide ongoing monitoring. Communication and expectations with students and families have increased, including Student Attendance Review Team (SART) meetings for truancy concerns and individualized attendance plans developed collaboratively with families to address specific barriers to attendance. The aim is to improve overall school culture and create an environment conducive to learning.

This integrated approach addresses the whole child, fostering a positive school climate where students develop both academic and social-emotional skills essential for long-term success.

College-Going Culture and Post-Secondary Readiness

Aspen Ridge Public School fosters a comprehensive college-going culture, ensuring all students have access to A-G approved courses, graduate on time, and develop post-secondary readiness. This commitment is especially significant as the school prepares for its first graduating class in June 2025.

Individualized College Planning

The Academic Counselor meets regularly with every high school student to develop and monitor personalized A-G course plans. These individualized meetings ensure students remain on track for graduation while meeting college entrance requirements. This counseling program is complemented by a partnership with Fresno City College, which assigns dedicated counselors to support Aspen Ridge students with post-secondary planning.

Enhanced College Pathway Programs (2025-26)

For the 2025-26 school year, Aspen Ridge students participate in Fresno State's **Bulldog Bound** program, a guaranteed admission initiative for college-bound students. This program provides a clear pathway to higher education beginning as early as ninth grade. Students who maintain A-G course completion remain

on track for guaranteed admission to Fresno State upon graduation. Program benefits include early admission opportunities, access to university resources such as student ID cards and library privileges, financial aid assistance, and dual enrollment options.

Comprehensive College Access

All students, including Unduplicated Pupils and Students with Disabilities, access dual enrollment opportunities through Fresno City College and UC Scout online courses for additional UC-approved electives. Designated teachers support students in navigating college coursework while still in high school, ensuring that the transition to higher education is as seamless as possible.

## College Exploration and Application Support

Students participate in various college preparation activities, including college tours, application workshops, FAFSA/CADAA completion events, college nights, and exploration of diverse post-secondary options such as vocational and military pathways. Academic honor societies, including the California Scholarship Foundation (CSF) and California Junior Scholarship Foundation (CJSF), recognize and support high-achieving students in their college preparation.

This comprehensive approach ensures all Aspen Ridge students receive the guidance, opportunities, and support necessary to develop and pursue post-secondary educational goals.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57334.00	$60862.67
Mid-Range Teacher Salary	$95174.00	$93575.04
Highest Teacher Salary	$133776.00	$125548.29
Average Principal Salary (Elementary)	$159684.00	$157644.72
Average Principal Salary (Middle)	$160910.00	$165340.66
Average Principal Salary (High)	$185669.00	$182579.89
Superintendent Salary	$406886.00	$357064.20
Percent of Budget for Teacher Salaries	27.63%	30.36%
Percent of Budget for Administrative Salaries	5.84%	4.88%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at
https://www.cde.ca.gov/ds/fd/cs/.
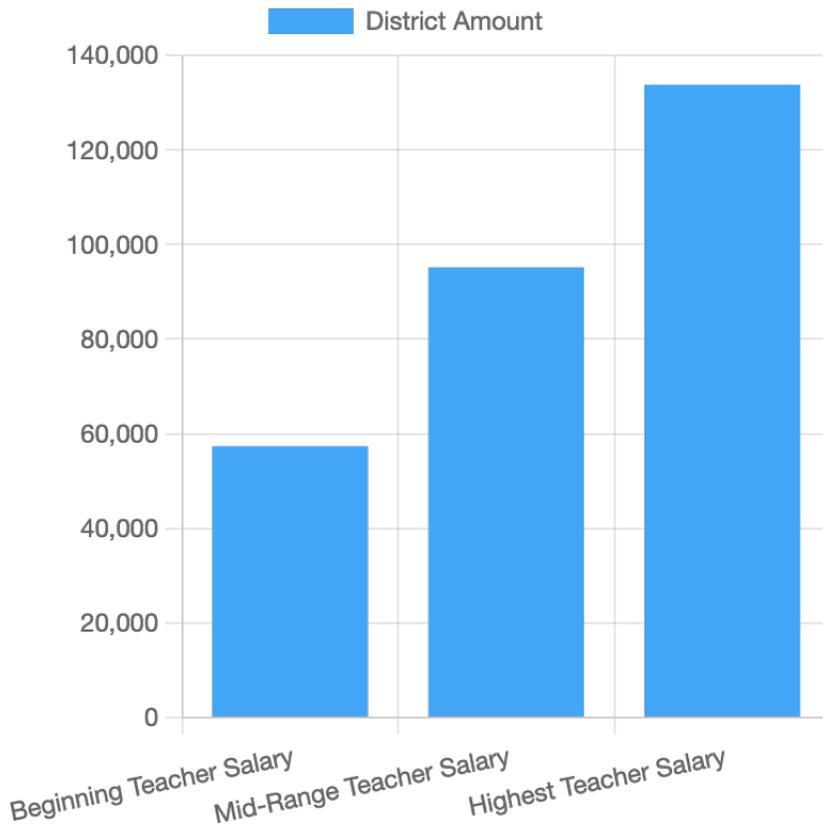
Professional Development

Aspen Ridge Public School provides all educators, including General Education and Special Education staff,

with robust, evidence-based professional development throughout the 2025–26 school year. Professional learning includes six days of Summer Professional Learning, two non-instructional professional development days during the school year, and ongoing weekly professional development sessions.

Instructional Coaching Model

All teachers receive ongoing instructional coaching focused on implementing evidence-based pedagogical strategies that address diverse learning needs. Educators engage in curriculum implementation and coaching aligned to Gradient Learning (formerly Summit Learning), including Open Educational Resources for History, EL Education for grades 7–8 ELA, a specialized ELA curriculum for grades 9–12, Illustrative Mathematics, and Open Science Education.

Professional Development Focus Areas for 2025–26

Professional learning addresses a comprehensive range of instructional and student support priorities. These include the effective use of credit recovery platforms; assessment systems such as i-Ready and Renaissance STAR; and social-emotional learning through the Leader in Me and Second Step curricula across all grade levels. Training also emphasizes trauma-informed educational practices.

Teachers receive targeted professional development to support specific student populations, including designated English Language Development (ELD), instructional differentiation, Individualized Education Program (IEP) implementation, and Universal Design for Learning (UDL), which is provided in-house rather than through Fresno County Superintendent of Schools.

Behavioral support training focuses on functions of behavior analysis, de-escalation strategies, intervention referral processes, and alternatives to suspension. Additional professional learning areas include diversity, equity, and inclusion practices; health education implementation; and specialized topics such as human trafficking awareness delivered in partnership with the Justice Coalition.

Specialized Staff Development and Leadership Learning

Instructional aides participate in targeted professional learning focused on evidence-based high-dosage tutoring, effective classroom management strategies, and implementation of Positive Behavioral Interventions and Supports (PBIS). Members of the leadership team attend conferences and workshops aligned with schoolwide initiatives to support coherent and effective program implementation.

External Partnerships

Aspen Ridge Public School strengthens professional learning through strategic external partnerships. These include English Learner and Long-Term English Learner (EL/LTEL) supports and instructional coaching provided by the Fresno County Superintendent of Schools, as well as ongoing professional development through the El Dorado Charter SELPA. To support teacher retention and instructional effectiveness, Aspen Ridge partially funds teacher induction expenses to support credential clearance.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	12