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

Address:	4221 North Hughes Fresno, CA , 93705-1611	**Principal:**	Christine Montanez, Principal
Phone:	(559) 225-7737	**Grade Span:**	K-6

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

Christine Montanez, Principal

📍 Principal, Aspen Valley Prep Academy

Contact

Aspen Valley Prep Academy
4221 North Hughes
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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 Valley Prep Academy
Street	4221 North Hughes
City, State, Zip	Fresno, CA , 93705-1611
Phone Number	(559) 225-7737
Principal	Christine Montanez, Principal
Email Address	christine.montanez@aspenps.org
Website	http://www.aspenps.org
Grade Span	K-6
County-District-School (CDS) Code	10621660106740

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

Aspen Valley Preparatory Academy (AVPA) was established in 2004 to serve the Fresno community and currently enrolls 349 students in grades Transitional Kindergarten through sixth grade. The school's student population reflects the demographics and needs of the surrounding community: 75% Hispanic, 12% White, 5% African American, 3% Asian, 4% Two or More Races, and 1% Pacific Islander. AVPA serves a high-need population, including 74% socioeconomically disadvantaged students, 14% students with disabilities, 12% English Learners, 11% students experiencing homelessness, and a small percentage of foster youth.

Mission, Vision, and Educational Approach

AVPA's mission is to transform the community by developing exceptional leaders. The school's vision is to improve the quality of life for all people in Fresno—regardless of race or economic status—by ensuring equitable access to high-quality educational opportunities for every child.

Aspen Valley's educational approach is designed to support high levels of academic achievement and leadership development for all students. The school prioritizes the recruitment and development of effective teachers and school leaders who use student performance data strategically to inform instruction. AVPA fosters a positive school culture grounded in joy, belonging, and high expectations, with a strong emphasis on leadership skills and long-term college readiness. Instruction is aligned to grade-level standards and delivered in learning environments that promote deep cognitive engagement, while targeted interventions are provided to ensure every student has a clear pathway to success.

Curriculum and Programs

Aspen Valley Preparatory Academy implements a comprehensive, standards-aligned academic program. Core instructional components include the Summit (Gradient) Learning Platform for sixth grade, Core Knowledge Language Arts (CKLA), and Leader in Me for social-emotional learning and leadership development. Students also participate in general music as well as instrumental and vocal music programs, supporting whole-child development.

The school's Local Control and Accountability Plan (LCAP) is aligned with the California Community Schools Framework and the Multi-Tiered System of Support (MTSS) Framework. AVPA continues to strengthen its MTSS implementation, Community Schools strategy, and Positive Behavioral Interventions and Supports (PBIS). These efforts are integrated with the Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) to provide academic, behavioral, and social-emotional supports across grade levels.

Community Context and Student Needs

The AVPA community experienced significant impacts from the COVID-19 pandemic, including increased homelessness, student mobility, childhood trauma, anxiety, and challenges with emotional regulation. Younger students were particularly affected by prolonged social distancing, which disrupted early developmental and socialization milestones and contributed to separation anxiety. The school also continues to address elevated rates of chronic absenteeism, as families remain cautious about school attendance when students display minor illness symptoms, despite consistent outreach emphasizing the importance of regular attendance.

Grants, Eligibility, and Accountability Status

AVPA is a recipient of the California Community Schools Partnership Program Implementation Grant and the Mental Health ADA Allocation Grant. While the school does not qualify for Equity Multiplier Funds, it is eligible for Additional Targeted Support and Improvement (ATSI) based on performance indicators from the 2023 and 2024 California School Dashboard. AVPA has fully expended its Learning Recovery and Emergency Block Grant (LREBG) funds in alignment with grant requirements.

Achievements and Recognitions

During the 2024–25 school year, AVPA achieved several notable milestones. The school received a five-year charter renewal and launched a Parent Leadership Team, hosting more than 70 family and parent engagement events. AVPA successfully implemented the Parenting Partners workshop series and was awarded a Leader in Me Scholarship to support curriculum and materials for the 2025–26 school year. Campus improvements included the completion of a gymnasium remodel.

Enrollment goals for the 2025–26 school year were exceeded, with 339 students enrolled compared to a target of 325 and an additional 29 students on the waitlist. Student achievement and engagement gains included a 4% reduction in suspensions and a 15% English Learner reclassification rate. Athletic accomplishments included a league championship for the girls' soccer team and a third-place finish for girls' basketball. Community stability remained strong, with 96% of students and 100% of teachers returning for the 2025–26 school year.

LCAP Development and Compliance

Aspen Valley Preparatory Academy developed a one-year Local Control and Accountability Plan that also serves as the School Plan for Student Achievement (SPSA) and fulfills ATSI planning requirements. The plan meets stakeholder engagement requirements outlined in California Education Code (EC) 64001(j) and complies with EC 52062(a), including:

- Consultation with the Special Education Local Plan Area (SELPA) pursuant to EC 52062(a)(5)

- Input from the Parent Advisory Committee pursuant to EC 52062(a)(1)

- Input from the English Learner Parent Advisory Committee pursuant to EC 52062(a)(2)

- Provision of written responses to stakeholder comments

The 2025–26 LCAP was developed in collaboration with educational partners and aligns with the California Department of Education's ATSI Planning Summary requirements as applicable to charter schools.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	47
Grade 2	29
Grade 3	49
Grade 4	49
Grade 5	44
Grade 6	48
Total Enrollment	320
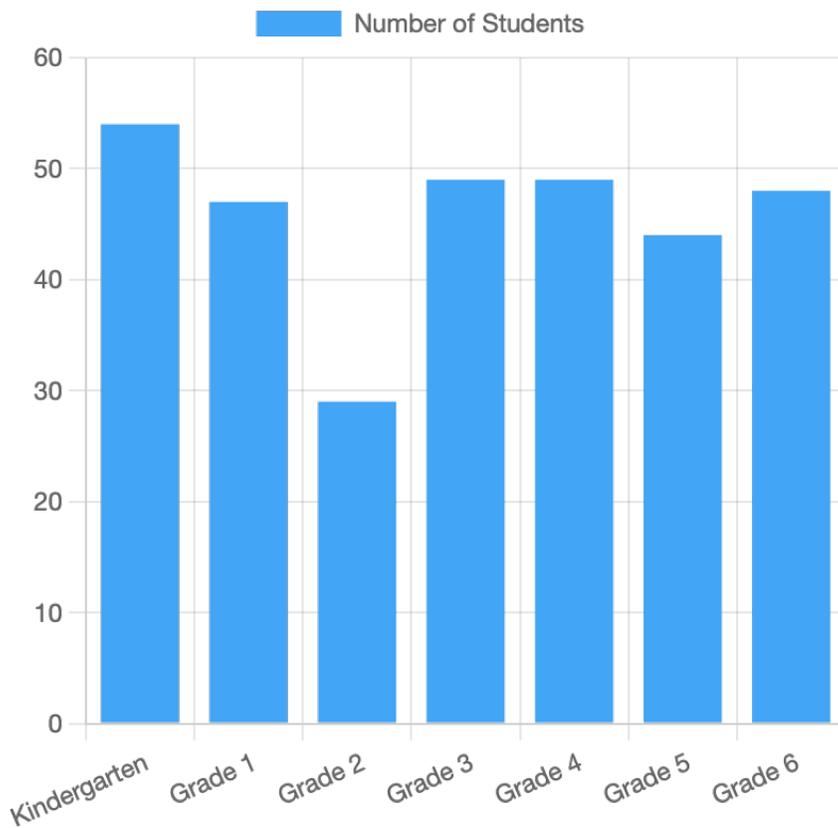
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	52.20%
Male	47.80%
Non-Binary	0.00%
American Indian or Alaska Native	1.60%
Asian	2.50%
Black or African American	6.90%
Filipino	0.00%
Hispanic or Latino	75.30%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	2.20%
White	10.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.80%
Foster Youth	0.60%
Homeless	11.30%
Migrant	0.00%
Socioeconomically Disavantaged	77.50%
Students with Disabilities	10.00%

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)	14.00	82.35%	3405.80	84.16%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	5.88%	101.90	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.88%	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	1.00	5.88%	92.60	2.29%	15831.90	5.67%
Total Teaching Positions	17.00	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)	13.00	66.67%	3256.60	85.12%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	5.13%	126.10	3.30%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	12.46%	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	3.00	15.69%	138.40	3.62%	14303.80	5.15%
Total Teaching Positions	19.50	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)	10.00	52.63%	3262.60	84.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	10.53%	116.10	3.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	36.84%	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	0.00	0.00%	143.30	3.72%	13705.80	4.91%
Total Teaching Positions	19.00	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	2.4	1.00
Misassignments	1.00	0	6.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.4	7.00

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)	2.7%	0%	12.50%
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%	6.60%

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	• TK: The Creative Curriculum • K-5: Core Knowledge • Gr 6: Gradient Learning EL	0
Mathematics	• TK: The Creative Curriculum • K-5: Navigator Math • Gr 6: Gradient Learning IM	0
Science	• TK: The Creative Curriculum • K-6: OpenSciEd	0
History-Social Science	• TK: The Creative Curriculum • K-5: Studies Weekly CKLA • Gr 6: Summit Learning	0
Foreign Language	Not applicable	0
Health	TK-6: Lets Eat Healthy CA Dairy Council	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

AVPA's 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 promotes efficient service, with emergency repairs and health and safety issues receiving the highest priority.

The school has adopted cleaning standards that are monitored by the Site Director in conjunction with key staff. Together, they oversee custodial personnel and develop cleaning schedules to ensure a clean and safe environment.

To verify that facilities remain clean, safe, and functional, AVPA annually administers the Facilities Inspection Tool (FIT), developed by the California Office of Public School Construction. Results from this inspection are detailed 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)	38%	32%	35%	37%	47%	48%
Mathematics (grades 3-8 and 11)	33%	27%	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	180	177	98.33%	1.67%	32.20%
Female	99	96	96.97%	3.03%	37.50%
Male	81	81	100.00%	0.00%	25.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	28.57%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	129	126	97.67%	2.33%	26.98%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00%	0.00%	56.00%
English Learners	26	26	100.00%	0.00%	7.69%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	136	134	98.53%	1.47%	32.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	24	100.00%	0.00%	4.17%

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	180	176	97.78%	2.22%	26.70%
Female	99	96	96.97%	3.03%	26.04%
Male	81	80	98.77%	1.23%	27.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	13	92.86%	7.14%	15.38%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	129	126	97.67%	2.33%	26.98%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00%	0.00%	32.00%
English Learners	26	26	100.00%	0.00%	15.38%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	136	134	98.53%	1.47%	24.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	24	100.00%	0.00%	0.00%

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)	21.43%	12.50%	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	41	40	97.56%	2.44%	12.50%
Female	25	24	96.00%	4.00%	20.83%
Male	16	16	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	26	25	96.15%	3.85%	4.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	27.27%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	6.45%
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 Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	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)

At **Aspen Valley Preparatory Academy**, parent input in school decision-making is actively and intentionally sought through multiple advisory structures that include representation from families of Unduplicated Pupils (UP) and Students with Disabilities (SWD). These structures ensure meaningful family engagement and shared leadership during the 2025–26 school year and beyond.

The school maintains the following parent and community committees:

- **English Learner Advisory Committee (ELAC)/District English Learner Advisory Committee (DELAC):** Advises on site-level programs and services for English Learners.

- **EL-PAC:** Provides input on school-level English Learner programs and policies and advises on LCAP Title funding and Local Control Funding Formula (LCFF) priorities, in accordance with California Education Code (EC) 52062(a)(2), as applicable.

- **Parent Advisory Committee (PAC):** Provides feedback and recommendations on the Local Control and Accountability Plan (LCAP) and other key schoolwide decisions, pursuant to EC 52062(a)(1).

- **Community Engagement Initiative (CEI) Team:** Collaborates with school staff to strengthen school–community partnerships and deepen family engagement.

- **El Dorado Charter SELPA Community Advisory Committee:** Advises on the Special Education Local Plan, annual priorities, parent education opportunities, and other special education–related activities.

In addition, AVPA maintains a **Parent Leadership Team** that meets monthly to provide ongoing, meaningful input into school planning, programs, and decision-making processes.

Interpreter services are provided for all committee meetings and are available upon request to ensure full access and participation for all families. AVPA remains committed to maintaining and strengthening these engagement structures, with a particular emphasis on elevating the voices of historically underrepresented families in shaping school programs, services, and policies.

Family Engagement Opportunities

Aspen Valley Preparatory Academy provides all parents and guardians, including families of Unduplicated Pupils and Students with Disabilities, with meaningful opportunities to engage as active partners in their child's education. The school fosters strong home–school connections through multiple outreach and communication strategies, including Pastries with the Principal, Partnering with Parents workshops, family-

open assemblies, weekly newsletters, ParentSquare messaging, and parent surveys.

Parent Workshop Series

AVPA hosts a comprehensive parent workshop series aligned to schoolwide initiatives and informed by feedback from educational partners. Workshop topics include understanding state-mandated assessments and results, interpreting i-Ready reports, MTSS mental health services and suicide prevention, the Science of Reading, math fluency strategies, Gradient Learning, parent learning walks, the LCAP and School Safety Plans, the English Learner Master Plan, social-emotional learning programs at AVPA, Leader in Me training for families, and the impact of student attendance and chronic absenteeism.

Community Partnerships and Family Events

The Community School Coordinator facilitates parent meetings and workshops, conducts targeted family outreach, and actively seeks partnerships with community-based organizations to expand access to resources and services for students and families. The school leadership team hosts Family Nights and additional engagement events, as well as Coffee with the Leadership sessions, to promote open communication and strengthen relationships between families and school administration.

Communication and Accessibility

All written and electronic communications to families are provided in English and translated into Spanish in alignment with the primary language survey and the "15 percent and above" translation threshold. This ensures equitable access to information and supports full participation by families in their children's educational experiences.

Through these comprehensive and inclusive engagement practices, Aspen Valley Preparatory Academy demonstrates its commitment to building strong, collaborative partnerships with families, recognizing that meaningful parent involvement is essential to student success and overall school improvement.

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

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	343	326	60	18.4%
Female	174	169	33	19.5%
Male	169	157	27	17.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	--	--	--
Black or African American	25	23	5	21.7%
Filipino	--	--	--	--
Hispanic or Latino	251	245	42	17.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	35	8	22.9%
English Learners	43	42	11	26.2%
Foster Youth	--	--	--	--
Homeless	44	39	13	33.3%
Socioeconomically Disadvantaged	276	264	54	20.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	46	6	13.0%

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	3.91%	8.61%	4.66%	7.20%	6.57%	5.92%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	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	4.66%	0.00%
Female	2.30%	0.00%
Male	7.10%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.98%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	11.43%	0.00%
English Learners	6.98%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.55%	0.00%
Socioeconomically Disadvantaged	4.71%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.87%	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 Valley Preparatory Academy maintains a Comprehensive School Safety Plan in compliance with California Education Code sections 32280–32288. The plan provides a systematic framework to ensure the safety and well-being of students, staff, and visitors and addresses prevention, preparedness, response, and recovery protocols.

Plan Review, Update, and Discussion Dates
- **Last Updated:** February 2026

- **Annual Review:** January–February 2026

- **Discussion with School Faculty and Student Representative:** February 2025, as part of the school's safety planning and review process through the School Safety Leadership Team and parent advisory structures

Key Elements of the Comprehensive School Safety Plan

The Comprehensive School Safety Plan includes the following core components:
- **Safe School Leadership Team (SSLT):** A designated site-based team aligned to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS), responsible for coordinating emergency response and ensuring clear roles and communication during incidents.

- **Emergency Preparedness and Response Procedures:** Detailed procedures for fire, earthquake, lockdown (soft and hard), active assailant (Run–Hide–Fight), medical emergencies, and other critical incidents, including staff responsibilities and communication protocols.

- **Evacuation and Reunification Plans:** Stage One (on-campus) and Stage Two (off-campus) evacuation procedures, designated evacuation routes, student supervision areas, and a parent reunification process to ensure safe and orderly student release during emergencies.

- **Threat Assessment and Student Wellness:** Site-based Threat Assessment and Student Wellness Team protocols to identify, assess, and respond to potential threats, including coordination with mental health professionals and law enforcement when necessary.

- **Health and Medical Response:** Identification of trained first aid, CPR, AED, and immediate care responders; procedures for supporting students with significant medical needs; and protocols for emergency medical care.

- **Drills and Training:** A scheduled program of required drills, including monthly fire drills, quarterly lockdown drills, earthquake drills, and reunification drills, to ensure staff and students are prepared to respond effectively.

- **Pandemic and Public Health Preparedness:** Pandemic Influenza Management procedures aligned with public health guidance to support continuity of instruction and protect the health of the school community.

- **Communication Systems:** Use of radios, intercoms, phone trees, and emergency notification

procedures to ensure timely and accurate communication with staff, families, and emergency responders.

Through the annual review and ongoing implementation of its Comprehensive School Safety Plan, Aspen Valley Preparatory Academy demonstrates its commitment to maintaining a safe, secure, and well-prepared learning environment for all students and staff.

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	19.00	9	0	0
1	23.00	0	8	0
2	22.00	0	8	0
3	22.00	0	8	0
4	21.00	4	4	0
5	25.00	0	6	0
6	22.00	0	6	0
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		6	
1	19.00	6		
2	27.00		6	
3	23.00		6	
4	26.00		6	
5	23.00		6	
6	24.00		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	17.00	8		
1	24.00		8	
2	15.00	8		
3	25.00		8	
4	25.00		8	
5	17.00	6	12	
6	24.00		14	
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.

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

Title	Ratio
Pupils to Academic Counselor*	347

* 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	1.10
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.40
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	$20747.00	$7433.00	$13314.00	$59495.00
District	N/A	N/A	--	$98522.00
Percent Difference – School Site and District	N/A	N/A	--	-49.40%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	17.70%	-51.10%

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

Types of Services Funded (Fiscal Year 2024–25)

Aspen Valley Preparatory Academy provides a comprehensive system of academic, social-emotional, behavioral, and attendance supports through a fully implemented Multi-Tiered System of Supports (MTSS). All students have access to tiered interventions, with a strategic focus during the 2025–26 school year on strengthening Tier 1 core instruction and enhancing Tier 2 targeted supports in response to student performance data.

In English Language Arts, AVPA implements a multi-year literacy improvement strategy. During the 2023–24 school year, all teachers received professional learning in phonics and phonemic awareness to strengthen foundational reading skills. Instruction has since shifted toward building vocabulary and improving reading comprehension to support grade-level proficiency and deeper engagement with complex texts. Students who require additional literacy support receive targeted interventions aligned to diagnostic data.

In mathematics, students who demonstrate gaps in foundational skills such as math facts, fluency, and number sense receive structured support through adaptive instructional tools and tutoring. Reflex is used to build automaticity with math facts, while Frax strengthens fraction understanding and student confidence. In partnership with the Eurgubian Center, credentialed math tutors provide targeted number sense support during the instructional day and through after-school programming.

AVPA's tiered intervention structure ensures that students receive support matched to their level of need. At the Tier 1.5 level, classroom teachers implement targeted interventions using remedial and enrichment instructional materials. The i-Ready Teacher Toolbox, funded through Title I, supports both students who are struggling and those who require academic acceleration. Instructional aides provide high-dosage individual and small-group tutoring during ELA and math instructional blocks and receive ongoing

coaching from the PBIS team in evidence-based instructional practices and behavior management strategies.

Tier 2 interventions are led by a credentialed Intervention Coordinator who provides direct reading intervention for students in grades two through six who are performing two or more years below grade level, as identified through i-Ready diagnostics. The Intervention Coordinator also provides push-in literacy support in transitional kindergarten through second grade, with a focus on CKLA implementation and decoding skills, and coaches teachers and instructional aides on evidence-based reading strategies. Additional academic support is provided through AIMS Reading Intervention, which delivers targeted instruction four times per week in eight-week cycles, the Expanded Learning Opportunities Program (ELOP), and the Reading Excellence Center, which offers supplemental tutoring to all students.

Student progress is systematically monitored at the end of each eight-week intervention cycle to determine instructional next steps. Families of students receiving interventions are actively engaged in the process and encouraged to participate in ELOP programming to reinforce learning and improve academic outcomes. Intervention support in English and mathematics is offered both during the school day and through after-school programming to ensure continuity of services.

In addition to academic supports, AVPA addresses students' social-emotional and behavioral needs through a comprehensive MTSS framework focused on reducing academic anxiety, strengthening positive school culture, and improving student behavior outcomes. Personalized learning platforms and small-group instruction allow students to progress at an individualized pace, reducing pressure and increasing confidence. Restorative practices are emphasized schoolwide to address behavioral challenges and reduce suspensions, with the SEL Counselor and Principal leading conflict resolution mediations that focus on repairing harm and restoring relationships. These practices are integrated with the Leader in Me curriculum and Covey's 7 Habits to reinforce leadership, self-regulation, and responsible decision-making. AVPA's participation in the Community Schools initiative further strengthens the connection between school, families, and community partners.

Key staff members play critical roles in MTSS implementation. The Assistant Site Director, funded through Title I, serves as the PBIS Team Lead and participates in the local PBIS Cohort and Community of Practice. This role includes leading professional learning on behavior intervention and de-escalation strategies, meeting with students who receive referrals, and ensuring consistent schoolwide implementation of PBIS practices. The SEL Counselor provides individual and group counseling services, including grief counseling and social skills groups, coordinates Leader in Me implementation, supports restorative mediations, and facilitates Parenting Partners workshops. The Family Resource Counselor, who also serves as the Homeless and Foster Youth Liaison, conducts home visits and family meetings, participates in attendance and SST meetings for unhoused students, and provides essential resources such as transportation assistance, food, clothing, and school supplies to remove barriers to attendance and engagement.

Mental health services are further strengthened through a partnership with All 4 Youth, which provides school-based counseling services coordinated with the SEL Counselor to address emotional and behavioral challenges that may impact student behavior, attendance, and learning.

AVPA implements a systematic, multi-tiered attendance intervention system to improve student attendance and reduce chronic absenteeism. Attendance data are reviewed weekly, with progressive

family outreach occurring at the two-, five-, and seven-absence thresholds. Student Success Team meetings are held after five absences to develop individualized attendance plans, and Student Attendance Review Team meetings are convened after seven absences to provide additional support and accountability. The Family Resource Counselor conducts home visits for disengaged students and provides transportation assistance when needed. During the 2024–25 school year, AVPA conducted 35 truancy-level attendance meetings and 13 Student Attendance Review Team meetings in collaboration with Aspen Public Schools.

Family engagement remains a central component of AVPA's student support system. The school maintains strong partnerships with families through regular communication, Parenting Partners workshops, a Parent Leadership Team, and monthly schoolwide events. As part of the Community Schools initiative, a Community Advisory Council composed of families, students, staff, and community partners ensures that parent voices inform decision-making and that services remain aligned to student and family needs.

Through these integrated academic, behavioral, social-emotional, and attendance supports, Aspen Valley Preparatory Academy ensures that all students have access to the programs, services, and resources necessary to achieve academic success and personal growth.

Professional Development

Aspen Valley Preparatory Academy provides all educators, including General Education and Special Education teachers, with robust, evidence-based professional development throughout the school year. Professional learning occurs through nine days of Summer Professional Learning, four non-instructional days, and ongoing weekly professional development sessions.

Due to budget constraints, AVPA does not contract with Instructional Partners, as the previous grant has concluded, and there is no Marshall Teacher Resident available during the current school year. Despite these changes, the school remains committed to strengthening instructional quality through intentional planning and the strategic use of internal expertise and resources.

Instructional Coaching

In lieu of a comprehensive external coaching model, AVPA provides access to a dedicated mathematics coach who supports teachers in strengthening mathematics instruction through targeted guidance, modeling, and instructional resources aimed at improving student outcomes. The Site Director also serves as an instructional coach, offering ongoing support and feedback to teachers across subject areas. Sixth-grade teachers continue to receive coaching from the Summit Director, including professional learning aligned to the Summit Gradient Learning curriculum.

Curriculum Updates

Aspen Valley Preparatory Academy implements OpenSciEd, a research-based, open-source science curriculum aligned with the Next Generation Science Standards (NGSS) for grades K–6. OpenSciEd emphasizes phenomena-based learning, engaging students in real-world scenarios that drive scientific inquiry. Instructional units are intentionally sequenced to build coherence across lessons, fostering deep conceptual understanding and critical thinking skills.

Professional Learning Focus Areas

Based on an analysis of student performance data, educator needs, and feedback from educational partners,

professional learning focuses on the following priority areas:

- **Social-Emotional and Behavioral Support:** Implementation of PBIS, including social-emotional learning, trauma-informed practices, restorative practices, and community circles; training on MTSS referral processes and flow charts; Leader In Me SEL implementation; and promoting equitable outcomes and inclusive behavior practices through Fair Schools.

- **Academic Support and Data Analysis:** i-Ready coaching to support data analysis and instructional application; implementation of Tier 1 and Tier 2 interventions; Core Knowledge and CKLA coaching; Leap Math coaching; OpenSciEd implementation; and Gradient Learning for mathematics and science as well as ELA and history in sixth grade.

- **Support for Specialized Populations:** Designated and integrated ELD strategies to support English Learners; Universal Design for Learning (UDL) Tier 1 practices for students with disabilities; and training on accommodations and modifications to support the school's inclusion model.

- **Health and Safety:** Ongoing training to ensure all staff maintain current health, safety, and emergency procedures.

Leadership Development

The Administrative and Leadership Team participates in additional professional learning through workshops and conferences throughout the year, with a focus on strategic planning, leadership development, and strengthening core leadership competencies.

Teacher Support

To support teacher effectiveness and credential completion, AVPA funds teacher induction expenses, ensuring new educators receive the mentorship, guidance, and professional support necessary for long-term success.

Through these professional development opportunities, Aspen Valley Preparatory Academy demonstrates its continued commitment to instructional excellence and continuous improvement by leveraging internal capacity to provide high-quality, sustained professional learning for all educators.

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