

Fresno Flats Community Day School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview 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

www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

School Name Fresno Flats Community Day School

Street 43109 Highway 49

City, State, Zip Ahwahnee, CA 93601

Phone Number (559) 642-1555 ext. 4015

Principal Randall M. Seals

Email Address rseals@basslakesd.org

School Website <https://www.basslakeschooldistrict.com/domain/17>

County-District-School (CDS) Code 20 65185 6113922

District Name Bass Lake Joint Union Elementary School District

Phone Number (559) 642-1555

Superintendent Randall M. Seals

Email Address rseals@basslakesd.org

District Website Address <https://www.basslakeschooldistrict.com>

2021-22 School Overview

The Community Day School (CDS) program in the Bass Lake Joint Union Elementary School District has historically been very successful at providing for the unique educational needs of its students. At Fresno Flats Community Day School, students are provided opportunities to succeed, and even excel, in a smaller, more structured environment. In the vast majority of cases, students at Fresno Flats experience success in school, often for the first time in their lives. Improved classroom grades, attendance, and behavior have come to be the norm for Fresno Flats students. What makes this program even more successful is the carryover of positive behaviors and outcomes for students in their everyday lives away from school, as well as when students complete their course of study at Fresno Flats and return to their home campuses. Not only are the returning students avoiding the negative or problem behaviors that caused their program placement in the first place, but a significant number of them have excelled in their return to their home campuses. The mission statement at Fresno Flats is the same mission statement that guides the entire Bass Lake Joint Union Elementary School District---"Every Child..a Promise". Nowhere in the district is this mission more evident than at Fresno Flats Community Day School.

The District's full mission statement is as follows:

"We will provide an education that emphasizes reading, mathematics, science, technology, communication skills and a broad based exposure to culture, fine arts, and other academic disciplines.

This education will be achieved in an environment which enhances integrity, respect, responsibility, and compassion for others. We recognize that these values are best learned when modeled by all adults and children.

Bass Lake Joint Union Elementary School District...Every Child, a Promise!"

About this School

Grade 5 ₁

Grade 8 ₂

Total Enrollment ₃

Male ₁₀₀

White ₁₀₀

Socioeconomically Disadvantaged _{33.3}

Students with Disabilities _{66.7}

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

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

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)
Unknown
Total Teaching Positions

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Permits and Waivers
Misassignments
Vacant Positions
Total Teachers Without Credentials and Misassignments

Credentialed Teachers Authorized on a Permit or Waiver
Local Assignment Options
Total Out-of-Field Teachers

Misassignments for English Learners

(a percentage of all the classes with English learners taught by teachers that are misassigned)

No credential, permit or authorization to teach

(a percentage of all the classes taught by teachers with no record of an authorization to teach)

The District adopted Eureka Math (K-8) during the 2015-16 school year, followed in 2016-17 with a new Reading/Language Arts adoption, California "Wonders" Reading Program. District staff from each school site served on adoption committees in reviewing the various curriculum available for adoption in an effort to select the curriculum that best meets the needs of Bass Lake School District students.

Year and month in which the data were collected December 2019

Reading/Language Arts California "Wonders" Reading Program Yes 0 **Mathematics** Eureka Math Yes 0 **Science**

Scott Foresman Science--California K-5; CPO Focus on

No 0

Science 6-8

History-Social Science Houghton-Mifflin History-Social Science--California K-5;

No 0

Glencoe CA Series 6-8

Foreign Language N/A No N/A

Health	N/A	No	N/A
Visual and Performing Arts	N/A	No	N/A
Science Laboratory Equipment (grades 9-12)			N/A

The Fresno Flats Community Day School site has maintained an exemplary school rating, as noted on the most recent (December 2021) facility inspection tool report. All facilities meet requirements and are in exemplary repair.

Year and month of the most recent FIT report December 2021

Systems:

X

Gas Leaks, Mechanical/HVAC, Sewer

Interior:

X

Interior Surfaces

Cleanliness:

X

Overall Cleanliness, Pest/Vermin Infestation

Electrical

Restrooms/Fountains:

X

Restrooms, Sinks/ Fountains

Safety:

X

Fire Safety, Hazardous Materials

Structural:

X

Structural Damage, Roofs

External:

X

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

English Language Arts/Literacy

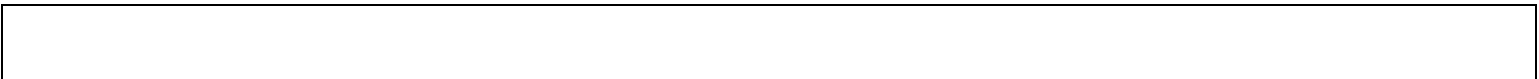
(grades 3-8 and 11)

N/A N/A N/A N/A N/A N/A

Mathematics

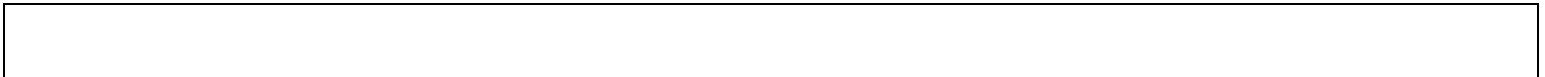
(grades 3-8 and 11)

N/A N/A N/A N/A N/A N/A



This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

All Students -- -- -- -- **Female** 0 0 0 0 0 **Male** -- -- -- -- **American Indian or Alaska Native** 0 0 0 0 0 **Asian** 0 0 0 0
0 **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 0 0 0 0 0 **Native Hawaiian or Pacific
Islander** 0 0 0 0 0 **Two or More Races** 0 0 0 0 0 **White** -- -- -- -- **English Learners** 0 0 0 0 0 **Foster Youth** 0 0 0 0 0
Homeless 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 0 0 0 0 0 **Students Receiving Migrant
Education Services** 0 0 0 0 0 **Students with Disabilities** -- -- -- --



This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

All Students -- -- -- -- **Female** 0 0 0 0 0 **Male** -- -- -- -- **American Indian or Alaska Native** 0 0 0 0 0 **Asian** 0 0 0 0
Black or African American 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 0 0 0 0 0 **Native Hawaiian or Pacific
Islander** 0 0 0 0 0 **Two or More Races** 0 0 0 0 0 **White** -- -- -- -- **English Learners** 0 0 0 0 0 **Foster Youth** 0 0 0 0 0
Homeless 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 0 0 0 0 0 **Students Receiving Migrant
Education Services** 0 0 0 0 0 **Students with Disabilities** -- -- -- --

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students * * * * * **Female** * * * * * **Male** * * * * * **American Indian or Alaska Native** * * * * * **Asian** * * * * * **Black or
African American** * * * * * **Filipino** * * * * * **Hispanic or Latino** * * * * *

Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*

Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*

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Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*

Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*

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Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

*At or above the grade-level standard in the context of the local assessment administered.

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This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students * * * * * **Female** * * * * * **Male** * * * * * **American Indian or Alaska Native** * * * * * **Asian** * * * * * **Black or African American** * * * * * **Filipino** * * * * * **Hispanic or Latino** * * * * * **Native Hawaiian or Pacific Islander** * * * * * **Two or More Races** * * * * * **White** * * * * * **English Learners** * * * * * **Foster Youth** * * * * * **Homeless** * * * * * **Military** * * * * * **Socioeconomically Disadvantaged** * * * * * **Students Receiving Migrant Education Services** * * * * * **Students with Disabilities** * * * * * **All Students** * * * * * **Female** * * * * * **Male** * * * * * **American Indian or Alaska Native** * * * * * **Asian** * * * * * **Black or African American** * * * * * **Filipino** * * * * * **Hispanic or Latino** * * * * * **Native Hawaiian or Pacific Islander** * * * * * **Two or More Races** * * * * * **White** * * * * * **English Learners** * * * * * **Foster Youth** * * * * *

Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*

Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*

English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*

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Students with Disabilities	*	*	*	*	*
All Students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

*At or above the grade-level standard in the context of the local assessment administered.

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This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP

Science.

Science

(grades 5, 8 and high school)

N/A NT N/A NT N/A 28.72



This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

All Students -- NT NT NT NT **Female** 0 0 0 0 0 **Male** -- NT NT NT NT **American Indian or Alaska Native** 0 0 0 0 0
Asian 0 0 0 0 0 **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 0 0 0 0 0 **Native
Hawaiian or Pacific Islander** 0 0 0 0 0 **Two or More Races** 0 0 0 0 0 **White** -- NT NT NT NT **English Learners** 0 0 0
0 0 **Foster Youth** 0 0 0 0 0 **Homeless** 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 0 0 0 0 0
Students Receiving Migrant Education Services 0 0 0 0 0 **Students with Disabilities** -- NT NT NT NT

B. Pupil Outcomes 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.

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade 5 N/A N/A N/A **Grade 7** N/A N/A N/A **Grade 9** N/A N/A N/A

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.

Parents are highly encouraged to take an active role in their child's educational program while enrolled at Fresno Flats Community Day School. Parents attend a program induction meeting when the determination has been made that their child would benefit from a placement at Fresno Flats. Parents, along with their child, are active participants in establishing goals and objectives for the duration of the placement period. These objectives are continually modified to reflect changes in the student's attitude, work habits, academic achievement, and behavior. Due to the small number of students assigned to Fresno Flats at any given time, communication with parents takes place on an almost daily basis, which allows continuous parental involvement. _____

All Students 4 3 1 33.3 **Female** 1 0 0 0.0 **Male** 3 3 1 33.3 **American Indian or Alaska Native** 0 0 0 0.0 **Asian** 0 0 0 0.0 **Black or African American** 0 0 0 0.0 **Filipino** 0 0 0 0.0 **Hispanic or Latino** 0 0 0 0.0 **Native Hawaiian or Pacific Islander** 0 0 0 0.0 **Two or More Races** 0 0 0 0.0 **White** 4 3 1 33.3 **English Learners** 0 0 0 0.0 **Foster Youth** 0 0 0 0.0 **Homeless** 0 0 0 0.0 **Socioeconomically Disadvantaged** 2 1 1 100.0 **Students Receiving Migrant Education Services** 0 0 0 0.0 **Students with Disabilities** 2 2 0 0.0

C. Engagement 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions -- -- 2.89 0.53 3.47 0.20 **Expulsions** -- -- 0.00 0.00 0.08 0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Suspensions -- 1.95 2.45

Expulsions -- 0.00 0.05

All Students 0.00 0.00 **Female** 0.00 0.00 **Male** 0.00 0.00 **American Indian or Alaska Native** 0.00 0.00 **Asian**
 0.00 0.00 **Black or African American** 0.00 0.00 **Filipino** 0.00 0.00 **Hispanic or Latino** 0.00 0.00 **Native**
Hawaiian or Pacific Islander 0.00 0.00 **Two or More Races** 0.00 0.00 **White** 0.00 0.00 **English Learners** 0.00
 0.00 **Foster Youth** 0.00 0.00 **Homeless** 0.00 0.00 **Socioeconomically Disadvantaged** 0.00 0.00 **Students**
Receiving Migrant Education Services 0.00 0.00 **Students with Disabilities** 0.00 0.00

A Comprehensive School Safety Plan has been established by the District. This plan is reviewed and updated as necessary annually by district and site level administration, as well as by the District Safety Officer. The plan contains all mandated components. This plan is also reviewed by law enforcement and other emergency first responders as necessary. The District's Board of Trustees approved the plan at their regular meeting in February 2021. Additionally, Fresno Flats staff participates in site level safety meetings with staff from Wasuma Elementary School since Fresno Flats is housed on the Wasuma campus in Ahwahnee. Fresno Flats also participates in regular safety and disaster drills in collaboration with Wasuma and all other District sites.

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

English Language Arts 3 1

Mathematics 3 1

Science 3 1

Social Science 3 1

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This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

English Language Arts

Mathematics

Science

Social Science

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

English Language Arts

Mathematics

Science

Social Science

This table displays the ratio of pupils to Academic Counselor. 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.

Pupils to Academic Counselor

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This table displays the number of FTE support staff assigned to this school. 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.

Counselor (Academic, Social/Behavioral or Career Development) 0 **Library Media Teacher (Librarian)** 0 **Library Media Services Staff (Paraprofessional)** 0 **Psychologist** 0 **Social Worker** 0 **Speech/Language/Hearing Specialist** 0 **Resource Specialist (non-teaching)** 0

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

School Site	\$44,393.88	\$1,145.51	\$43,248.37	\$71,039	District	N/A	N/A	\$9,608.79	\$63,980	Percent Difference -
School Site and District	N/A	N/A	127.3	10.5	State	\$8,444	\$72,352	Percent Difference - School Site and State N/A		

N/A 134.7 -1.8

The District's adopted mission statement, "Every Child...a Promise", in conjunction with the Local Control Accountability Plan, both guide and drive the fiscal direction of Fresno Flats Community Day School. Because Fresno Flats Community Day School is housed on the campus of Wasuma Elementary School, students and staff share a variety of services with Wasuma's school community. Services include: nutritional services (breakfast and lunch programs), Special Education services, Response to Intervention, reading specialist, resource specialist, Title II funding, core academic program, and supplementary academic enrichment programs. _____

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This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE [Certification Salaries & Benefits](http://www.cde.ca.gov/ds/fd/cs/) web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Beginning Teacher Salary \$42,679 \$47,265 **Mid-Range Teacher Salary** \$60,685 \$69,813 **Highest Teacher Salary** \$80,491 \$91,237 **Average Principal Salary (Elementary)** \$97,349 \$113,466
Average Principal Salary (Middle) \$97,349 \$115,186 **Average Principal Salary (High)** \$0 \$0 **Superintendent Salary** \$136,446 \$131,359 **Percent of Budget for Teacher Salaries** 32% 30% **Percent of Budget for Administrative Salaries** 6% 7%

Fresno Flats staff participates in a number of professional development opportunities throughout the school year, usually in conjunction with the staff from Wasuma Elementary School. Staff receives professional development during three full staff development days as provided by the District. These days occur at the outset of the school year, as well as scattered throughout the year. Individual and teams of teachers are sent to conferences throughout California and the region focused on topics that help further the District's mission and focus on implementation of Common Core State Standards and curriculum, classroom management, technology integration, and Positive Behavior Intervention and Support (PBIS). The District is committed to regular and ongoing professional development by scheduling early-release Mondays throughout the school year, time dedicated to principal-staff collaboration, grade-level articulation, and coaching. _____

This table displays the number of school days dedicated to staff development and continuous improvement.

Number of school days dedicated to Staff Development and Continuous Improvement 4 4

Bass Lake Joint Union Elementary School District 2020-21 Local Accountability Report Card (LARC) Addendum

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Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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District Name Bass Lake Joint Union Elementary School District

Phone Number (559) 642-1555

Superintendent Randall M. Seals

Email Address rseals@basslakesd.org

District Website Address <https://www.basslakeschooldistrict.com>

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This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local [assessment\(s\) table for more information.](#)

All Students 567 490 86.42 13.58 36.81 **Female** 279 241 86.38 13.62 40.00 **Male** 288 249 86.46 13.54 33.73
American Indian or Alaska Native 16 14 87.50 12.50 14.29 **Asian** 11 11 100.00 0.00 45.45 **Black or African American** -- -- -- -- --
Filipino -- -- -- -- -- **Hispanic or Latino** 138 121 87.68 12.32 27.27 **Native Hawaiian or Pacific Islander** -- -- -- -- -- **Two or More Races** 15 12 80.00 20.00 58.33 **White** 379 325 85.75 14.25 39.51 **English Learners** 51 47 92.16 7.84 8.51
Foster Youth 0 0 0 0 0 **Homeless** 36 26 72.22 27.78 30.77 **Military** -- -- -- -- -- **Socioeconomically Disadvantaged** 315 266 84.44 15.56 30.94 **Students Receiving Migrant Education Services** 0 0 0 0 0 **Students with Disabilities** 81 62 76.54 23.46 3.23

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This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

All Students 567 493 86.95 13.05 25.76 **Female** 279 244 87.46 12.54 24.59 **Male** 288 249 86.46 13.54 26.91
American Indian or Alaska Native 16 14 87.50 12.50 7.14
Asian 11 11 100.00 0.00 36.36 **Black or African American** -- -- -- -- -- **Filipino** -- -- -- -- -- **Hispanic or Latino** 138 122
88.41 11.59 20.49 **Native Hawaiian or Pacific Islander** -- -- -- -- -- **Two or More Races** 15 13 86.67 13.33 46.15 **White**
379 325 85.75 27.08 **English Learners** 51 49 96.08 3.92 4.08 **Foster Youth** 0 0 0 0 0 **Homeless** 36 26 72.22 27.78
23.08 **Military** -- -- -- -- -- **Socioeconomically Disadvantaged** 315 270 85.71 14.29 20.37 **Students Receiving Migrant**
Education Services 0 0 0 0 0 **Students with Disabilities** 81 62 76.54 23.46 6.45

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students N/A N/A N/A N/A N/A

All Students N/A N/A N/A N/A N/A

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All Students	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students N/A N/A N/A N/A N/A

All Students N/A N/A N/A N/A N/A

All Students N/A N/A N/A N/A N/A

All Students N/A N/A N/A N/A N/A

All Students N/A N/A N/A N/A N/A *At or above the grade-level standard in the context of the local assessment administered.