

Fresno Flats Community Day School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|----------------------------|---|
| School Name | Fresno Flats Community Day School |
| Street | 43109 Highway 49 |
| City, State, Zip | Ahwahnee, CA 93601 |
| Phone Number | (559) 642-1578 |
| Principal | Randall M. Seals |
| E-mail Address | rseals@basslakesd.org |
| Web Site | https://www.basslakeschooldistrict.com/domain/17 |
| CDS Code | 20 65185 6113922 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | Bass Lake Joint Union Elementary School District |
| Phone Number | (559) 642-1555 |
| Superintendent | Randall M. Seals |
| E-mail Address | rseals@basslakesd.org |
| Web Site | https://www.basslakeschooldistrict.com |

School Description and Mission Statement (School Year 2017-18)

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!"

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 5 | 3 |
| Grade 8 | 3 |
| Total Enrollment | 6 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 16.7 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 0 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 66.7 |
| Two or More Races | 16.7 |
| Socioeconomically Disadvantaged | 100 |
| English Learners | 0 |
| Students with Disabilities | 33.3 |
| Foster Youth | 0 |

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 Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 1 | 1 | 1 | 44 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2016-2017

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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Reading/Language Arts | California "Wonders" Reading Program | Yes | 0 |
| Mathematics | Eureka Math | Yes | 0 |
| Science | Scott Foresman Science--California K-5; CPO Focus on Science 6-8 | No | 0 |
| History-Social Science | Houghton-Mifflin History-Social Science--California K-5; Glencoe CA Series 6-8 | No | 0 |
| 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: June 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: June 2017 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | 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, which 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 42 | 43 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | -- | -- | 37 | 40 | 36 | 37 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | -- | -- | 59 | 57 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| | | | |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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 | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | * | * | * | 2.5 | 3.5 | 2.4 | 3.8 | 3.7 | 3.6 |
| Expulsions | * | * | * | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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. The District's Board of Trustees approved the plan at their regular meeting in November 2017. 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. Fresno Flats also participates in regular safety and disaster drills in collaboration with Wasuma.

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2013-2014 |
| Year in Program Improvement* | | Year 1 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 75 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 3 | 1 | | | 3 | 1 | | | 3 | 1 | | |
| Mathematics | 3 | 1 | | | 3 | 1 | | | 3 | 1 | | |
| Science | 3 | 1 | | | 3 | 1 | | | 3 | 1 | | |
| Social Science | 3 | 1 | | | 3 | 1 | | | 3 | 1 | | |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0.0064 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.001 FTE | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist | 0 | N/A |
| Other | .5 FTE | N/A |

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 25,923.45 | 920.39 | 20,003.06 | 60,315.00 |
| District | N/A | N/A | 7,908.69 | \$58,230 |
| Percent Difference: School Site and District | N/A | N/A | 86.7 | 3.5 |
| State | N/A | N/A | \$6,574 | \$61,939 |
| Percent Difference: School Site and State | N/A | N/A | 101.1 | -2.7 |

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$39,610 | \$42,598 |
| Mid-Range Teacher Salary | \$56,322 | \$62,232 |
| Highest Teacher Salary | \$71,920 | \$80,964 |
| Average Principal Salary (Elementary) | \$93,243 | \$102,366 |
| Average Principal Salary (Middle) | \$93,243 | \$104,982 |
| Average Principal Salary (High) | | |
| Superintendent Salary | \$135,733 | \$117,868 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 7% | 7% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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.