

Fresno Flats Community Day School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Fresno Flats Community Day School
Street	43109 Highway 49
City, State, Zip	Ahwahnee, CA 93601
Phone Number	(559) 642-1555
Principal	Randall M. Seals
Email Address	rseals@basslakesd.org
Website	https://www.basslakeschooldistrict.com/domain/17
County-District-School (CDS) Code	20 65185 6113922

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

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Grade 6	1
Grade 7	2
Grade 8	1
Total Enrollment	4

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
White	100
Socioeconomically Disadvantaged	100
Students with Disabilities	50
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	1	1	43
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Fresno Flats Community Day School site has maintained an exemplary school rating, as noted on the most recent (June 2019) facility inspection tool report. A previous concern noted in the June 2018 report was a leak in the roof of the main classroom building was repaired. All facilities meet requirements and are in good repair. Repairs on the roof were completed during the 2018-19 school 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

Year and month of the most recent FIT report: June 2019

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 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, 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	45	43	50	50
Mathematics (grades 3-8 and 11)	--	--	38	35	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	--	--	--	2.4	3.9	2.9	3.6	3.5	3.5
Expulsions	--	--	--	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 January 2019. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 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		

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	41177.07	883.72	40293.35	62030
District	N/A	N/A	8436.64	\$60,765.00
Percent Difference - School Site and District	N/A	N/A	130.7	2.1
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	137.2	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,623	\$45,252
Mid-Range Teacher Salary	\$57,762	\$65,210
Highest Teacher Salary	\$73,759	\$84,472
Average Principal Salary (Elementary)	\$93,942	\$107,614
Average Principal Salary (Middle)	\$93,942	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$119,112	\$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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.