

Deep Creek Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Deep Creek Academy
Street	281 S. Farmersville Blvd.
City, State, Zip	Farmersville, CA
Phone Number	(559) 747-6205
Principal	Emily Koop
E-mail Address	ekoop@farmersville.k12.ca.us
Web Site	www.farmersville.k12.ca.us/Domain/8
CDS Code	5430277

District Contact Information	
District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Randy DeGraw
E-mail Address	rdegrow@farmersville.k12.ca.us
Web Site	www.farmersville.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Deep Creek Academy (DCA) opened its doors in 1999; one year after the new comprehensive high school was established. It is now one of six schools serving student needs in the Farmersville Unified School District. Deep Creek Academy serves as the continuation high school for the district. It is located in the small rural community of Farmersville in Tulare County which is located in the central San Joaquin Valley, approximately 45 miles southwest of the metropolitan area of Fresno.

Deep Creek Academy serves the alternative education/continuation high school needs for the district. We have three programs that serve our students. Our programs are customized to fit the various needs of our students. Within DCA we have a Main Program, Flex Program, and Independent Study. In the Main Program students attend every day from 8:00am-11:45am. In the Flex Program students attend from 12:00pm-2:00pm from two days a week to five days a week depending on the needs of the students. Our Independent Study students attend on Fridays from 12:00pm-2pm. Collectively, these programs provide the school with a population of approximately seventy students served by two instructors. Vital support staff includes one full-time secretary, a part-time campus aide, an on-call school nurse and one custodian. The principal also serves the students as a counselor. The length of the school year is one hundred and eighty days.

The current student population mirrors the community as a whole. 92% of the students are Hispanic and 8% are White/Non-Hispanic which includes Native American, African American or Asian. We have a small migrant population. Generally, students come to DCA as transfers from the comprehensive site--Farmersville High School. Students are referred and transferred for a variety of reasons, primarily for insufficient credits. This insufficiency may be the result of poor attendance, behavioral issues, social anxieties, parenthood, or late entry into the school program. In addition, parents who wish to place their students in a smaller school setting may request a transfer. The Juvenile Court may make referrals, as well.

All courses at DCA are through APEX Learning which is an online curriculum. APEX Learning is CDE approved with A-G courses, AP courses, and some remediation courses as options. Each student is assigned courses based on needed requirements and interests. Students complete courses at their pace with the assistance of instructors. Students are provided one on one instruction and can be set in groups to address specific academic needs. Guest speakers, presenters, and workshops provide students with CTE and college exposure.

Deep Creek Academy is WASC accredited. We provide students with quality education that fits their academic goals, at their pace, with a customized schedule to fit their unique needs. We strive to ensure that their specific goals are being met. Examples of these goals include credit recovery and transferring back to the comprehensive site, graduating early and entering a community college, going directly to a 4-year university, completing a career/technical program to enter the workforce skilled and prepared, or serving our county in the military.

Deep Creek Academy's Mission Statement: Providing a nurturing environment, individualized curriculum, and acquiring essential skills for career readiness.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	23
Grade 12	43
Total Enrollment	66

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.0
White	7.6
Socioeconomically Disadvantaged	93.9
English Learners	30.3
Students with Disabilities	6.1
Foster Youth	1.5

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	2	1	1	112
Without Full Credential	0	1	1	21
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 20, 2018

The school district held a public hearing on August 28, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

At Deep Creek Academy, Apex Learning is our online curriculum source. This curriculum contains A-G approved courses (which is on UC Doorways approval list) and foundations courses to assist with credit recovery. Within Apex Learning there is digital text where students can access full novels and text related to the content area they are working on. Textbooks are used in the classroom to enhance education and reference when needed.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell 2003	Yes	0
Mathematics	Globe Fearson 2003 CPM 2015	Yes	0
Science	Pearson 2013 Prentice Hall 1999 Thompson DelMar 2003	Yes	0
History-Social Science	McDougal 2003 Prentice Hall 2003	Yes	0
Foreign Language	Holt, Rinehart & Winston 2005	Yes	0
Health	Prentice Health 1999	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Deep Creek Academy's facilities were built in 2012. The campus consists of one permanent classroom, three portable classrooms, a staff room, and an eating area.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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: August 2018		
System Inspected	Repair Status	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 Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0.0	0.0	21.0	23.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	12.0	12.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	20	83.33	0.00
Male	16	13	81.25	0.00
Female	--	--	--	--
Hispanic or Latino	20	17	85.00	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	23	19	82.61	0.00
English Learners	11	9	81.82	0.00
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	19	79.17	0
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	23	18	78.26	0
English Learners	11	8	72.73	0
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents and guardians are informed of school activities through phone calls (Black Board Connect) , the web site , Remind texting app, notes home concerning specific events from site/ district, the school marquee, a parent/student handbook, and parent login system through Aeries (district database). In addition, each year parents sign a parent compact that outlines their support for their child during their years at the site.

Parents are expected to participate in parent conferences, Student Study Teams, and any meetings requested by teachers or administration. Teachers and the administration contact parents through the Remind texting app, phone calls, and emails.

For information regarding organized opportunities for parental involvement, please contact the Principal or Secretary in the main office at (559) 747-6205

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	6.1	41.2	38.5	3.3	8.6	6.1	10.7	9.7	9.1
Graduation Rate	87.9	35.3	26.9	95.1	86.7	88.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	66.7	94.3	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	64.7	94.1	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	60.0	91.4	88.6
English Learners	71.4	82.9	56.7
Students with Disabilities	0.0	75.0	67.1
Foster Youth	0.0	100.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	28.4	1.4	8.6	6.4	6.4	5.1	3.7	3.7	3.5
Expulsions	1.5	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Deep Creek Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every spring by the School Safety Committee. All revisions are communicated to both the classified and certificated staff.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before school, during lunch and after school by administration, campus aide, and teaching staff. There is a designated area for student drop off and pick up at the front of the school. All visitors must sign in at the front office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	22.0	1			30.0		1							
Mathematics														
Science	26.0	1	1		30.0		1							
Social Science	30.0		2		30.0		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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.16	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.16	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,467	\$17	\$17,338	\$68,670
District	N/A	N/A	\$9,136	\$70,130
Percent Difference: School Site and District	N/A	N/A	62.0	-2.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	83.5	-3.9

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 2017-18)

- Title I
- Title II
- Title III
- LCFF
- Special Education

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,437	\$45,681
Mid-Range Teacher Salary	\$71,346	\$70,601
Highest Teacher Salary	\$86,158	\$89,337
Average Principal Salary (Elementary)	\$97,743	\$110,053
Average Principal Salary (Middle)	\$100,182	\$115,224
Average Principal Salary (High)	\$109,196	\$124,876
Superintendent Salary	\$132,826	\$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Professional Learning Communities (PLC) are embedded in the district wide schedule with late starts. Teachers and administrators work together every Wednesday for an hour to review data, student progress, interventions, and address any academic/behavioral concerns.