Deep Creek Academy
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.

2021-22 School Contact Information

School Name	Deep Creek Academy
Street	281 S. Farmersville Blvd.
City, State, Zip	Farmersville, CA
Phone Number	(559) 747-6205
Principal	Erika I. Gonzalez-DeLaCruz
Email Address	edelacru@farmersville.k12.ca.us
School Website	https://www.farmersville.k12.ca.us/Domain/8
County-District-School (CDS) Code	5430277

2021-22 District Contact Information

District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
District Website Address	https://www.farmersville.k12.ca.us/Domain/4

2021-22 School Overview

Deep Creek Academy (DCA) is one of seven schools serving student needs in the Farmersville Unified School District. DCA opened its doors in 1999; one year after the comprehensive high school was established. It is the only alternative education school in the district that currently houses two unique schools/programs. We serve continuation high school students during the day and we serve adult students during the evening with a total population of about 116 students. Each program, is meant to meet the unique needs of the community of Farmersville, CA. DCA 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. The length of the school year is one hundred and eighty days and both the continuation high school and adult school programs meet the state instructional minute requirements.

During the day, in our continuation high school program we have multiple schedules to accommodate our student's various needs, which include a main schedule of 9:00 am to 12:45 pm each weekday. Students and parents also have the option to extend their school day from 8:00 am until 3:00 pm, depending on the level of support needed and personal circumstances for each student. Beginning in the 2021-2022 school year, at DCA we have three full time teachers, a half time school

2021-22 School Overview

counselor/social worker, and a full time principal, as well as Special Education support when needed. DCA has classified staff which includes one full time secretary, one part time campus aide, an instructional aide, a part time outreach consultant and a part time community liaison, as well as an on call health aide and one custodian. The Principal also serves as the administrator for both programs and also leads the district pupil support services counseling staff throughout the district. In the evenings, during adult school, we have multiple pathways to meet our student's various needs, which include a General Education (GED) pathway, a High School Diploma (HSD) pathway, an English as a Second Language (ESL) pathway and starting this school year, we will be offering a Career Technical Education (CTE) pathway in the Building Trades and Construction industry sector. For DCA we have an annual School Plan for Student Achievement to provide services in a more equitable manner to benefit all students. In our adult education program, we have classified staff which includes one twelve hour a week secretary/clerk, a twenty hour a week adult education navigator and three eight hour a week instructors. The Principal serves as the School Counselor for the adult education program as well.

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 credit deficiency. This deficiency 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 and our instructional aide. 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.

Both the continuation high school program and the adult school program are 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	26
Grade 12	38
Total Enrollment	64

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.3
Male	68.8
Asian	1.6
Hispanic or Latino	90.6
Two or More Races	1.6
English Learners	21.9
Homeless	1.6
Migrant	2
Socioeconomically Disadvantaged	93.8
Students with Disabilities	1.6

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	2

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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 24, 2021 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 24,2021 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 serves as our curriculum and is online. The courses included coursework that is A-G approved (which is on our UC Doorways approved 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.

Year and month in which the data were collected	August 24, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	APEX 2017 McGraw Hill 2017	Yes	0
Mathematics	APEX 2017 CPM 2015	Yes	0
Science	APEX 2017 Houghton Mifflin 2019	Yes	0
History-Social Science	APEX 2017 SAAVAS (Pearson) 2019	Yes	0
Foreign Language	APEX 2017 Holt, Rinehart & Winston (Ven Conmigo, Level 1-3) 2005	Yes	0
Health	APEX 2017 Prentice Health 1999	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

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 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
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

2020-21 CAASPP Test Results in ELA by Student Group

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	26	22	84.62	15.38	0
Female	11	9	81.82	18.18	--
Male	15	13	86.67	13.33	0
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	22	18	81.82	18.18	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	21	84	16	0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

2020-21 CAASPP Test Results in Math by Student Group

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	26	22	84.62	15.38	0.00
Female	11	9	81.82	18.18	--
Male	15	13	86.67	13.33	0.00
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	22	18	81.82	18.18	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	21	84.00	16.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

2020-21 Local Assessment Test Results in ELA by Student Group

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

2020-21 Local Assessment Test Results in Math by Student Group

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

CAASPP Test Results in Science for All Students

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	0.00	N/A	10.47	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	40	80.00	20.00	0.00
Female	18	15	83.33	16.67	0.00
Male	32	25	78.13	21.87	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	35	79.55	20.45	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	35	79.55	20.45	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

2020-21 Career Technical Education Programs

At Deep Creek Academy (DCA), staff is implementing Career Technical Education (CTE) programs for students and keeping in alignment with the programs offered at our district's comprehensive high school. The programs planned for implementation include: a) Building and Construction Trades Pathway.

DCA staff is in the recruitment phases of our implementation plan and are looking to expand in spring of 2022. Our program for the Building and Construction Trades Pathway will be offered at Farmersville High School (FHS, which is the comprehensive high school) with concurrently enrolled students who attend DCA during the first half of their day and then they will be transported to FHS for the remainder of the day to participate in the hands on/lab portion of the course/program.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2020-21 California Physical Fitness Test Results

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 Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

2021-22 Opportunities for Parental Involvement

Parents and guardians are informed of school activities through phone calls (both personal phone calls and parent square communication via phone, email and text messages), the school web site, our school social media page (Instagram), Letters/Notes sent home regarding specific events from the school site/district, school marquee announcements, the parent/student handbook and our the Aeries Parent Portal (district database). In addition, each year parents sign a parent compact agreement that outlines how they can support their child during the school year specific to our unique school site.

Parents are invited and expected to participate in Parent-Teacher-Student Conferences, Student Study Team Meetings, School Attendance Review Team (SART) meetings, Graduation Status meetings, Individual Academic Plan (IEP) Meetings, Student Intervention/Progress Monitoring meetings, School Site Council Meetings, English Language Advisory Committee (ELAC) Meetings, Family Orientation, Back to School Night and Open House events. Parents are also continuously included in any meeting requested by the teachers or administration regarding academics, social/emotional, behavior/discipline and attendance. Teachers and the administration contact parents through personal phone calls, parent square all calls and/or text and emails.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	63.3	42.3	22.2	9.7	8.0	5.5	9.0	8.9	9.4
Graduation Rate	16.7	42.3	72.2	85.9	88.6	92.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate

All Students	36	26	72.2
Female	11	10	90.9
Male	25	16	64.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	33	24	72.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	26	72.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	76	72	49	68.1
Female	24	23	14	60.9
Male	52	49	35	71.4
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	69	65	45	69.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	0	0	0	0.0
English Learners	17	16	10	62.5
Foster Youth	1	1	0	0.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	72	68	45	66.2
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	1	1	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

Suspensions and Expulsions

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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	10.71	0.00	4.25	0.23	3.47	0.20
Expulsions	0.00	0.00	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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	18.33	7.00	2.45
Expulsions	1.67	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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

2021-22 School Safety Plan

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. COVID-19 mitigation and safety procedures are also embedded within the school safety plan.

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. Adaptations of routine and emergency disaster procedures for pupils with disability have been communicated to all site staff. A procedure to allow public agencies, including, but not limited to the American Red Cross, etc. to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies have been established. Lock-down drills are held as needed. Students are supervised before school, during lunch and after school by administration, campus aide, outreach consultant, community liaison and counseling staff. There is a designated area for student drop off and pick up at the front of the school. We also have a secure campus with one access point of entry for all students, staff and visitors. All visitors must sign in at the front office and undergo our COVID screening procedures.

2018-19 Secondary Average Class Size and Class Size Distribution

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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

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.

Title	Ratio
Pupils to Academic Counselor	128

2020-21 Student Support Services Staff

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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,248.00	$61.00	$11,188.00	$73,876.00
District	N/A	N/A	$10,853.00	$77,871
Percent Difference - School Site and District	N/A	N/A	+3.03%	+3.89%
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	28.0	

2020-21 Types of Services Funded

- Title I
- Title II
- Title III
- Title IV
- LCFF
- Special Education
- Comprehensive Support & Intervention (CSI)

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,848	$48,119
Mid-Range Teacher Salary	$76,269	$74,665
Highest Teacher Salary	$95,820	$98,160
Average Principal Salary (Elementary)	$108,667	$118,542
Average Principal Salary (Middle)	$111,379	$125,068
Average Principal Salary (High)	$121,401	$133,516
Superintendent Salary	$147,674	$194,199
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

As part of the professional development 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. Classified staff are offered professional growth in the areas of emergency response.

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Farmersville Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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 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.

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.

2021-22 District Contact Information

District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
District Website Address	https://www.farmersville.k12.ca.us/Domain/4

2020-21 CAASPP Test Results in ELA by Student Group

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1343	1238	92.18	7.82	21.58
Female	660	616	93.33	6.67	24.19
Male	683	622	91.07	8.93	19.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	1286	1183	91.99	8.01	21.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	23.08
White	--	--	--	--	--
English Learners	495	464	93.74	6.26	5.18
Foster Youth	12	11	91.67	8.33	18.18
Homeless	32	24	75.00	25.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1266	1171	92.50	7.50	21.20
Students Receiving Migrant Education Services	87	85	97.70	2.30	18.82
Students with Disabilities	90	74	82.22	17.78	4.11

2020-21 CAASPP Test Results in Math by Student Group

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1343	1183	88.09	11.91	8.63
Female	660	591	89.55	10.45	8.29
Male	683	592	86.68	13.32	8.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	1286	1136	88.34	11.66	8.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	33	82.50	17.50	9.09
White	--	--	--		--
English Learners	495	454	91.72	8.28	3.53
Foster Youth	12	11	91.67	8.33	0.00
Homeless	32	22	68.75	31.25	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1266	1119	88.39	11.61	8.14
Students Receiving Migrant Education Services	87	82	94.25	5.75	4.88
Students with Disabilities	90	72	80.00	20.00	4.17

2020-21 Local Assessment Test Results in ELA by Student Group

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

2020-21 Local Assessment Test Results in Math by Student Group

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