

# Deep Creek Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2025-26 School Contact Information

<b>School Name</b>	Deep Creek Academy
<b>Street</b>	281 South Farmersville Blvd.
<b>City, State, Zip</b>	Farmersville, CA 93223-1833
<b>Phone Number</b>	(559) 747-6205
<b>Principal</b>	Mr. Arturo Villarreal
<b>Email Address</b>	avillarreal@farmersville.k12.ca.us
<b>School Website</b>	<a href="https://dca.farmersville.k12.ca.us/">https://dca.farmersville.k12.ca.us/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	54-75325-5430277

## 2025-26 District Contact Information

<b>District Name</b>	Farmersville Unified School District
<b>Phone Number</b>	559-592-2010
<b>Superintendent</b>	Mr. Manuel Mendez
<b>Email Address</b>	mmendez@farmersville.k12.ca.us
<b>District Website</b>	<a href="https://www.farmersville.k12.ca.us/">https://www.farmersville.k12.ca.us/</a>

## 2025-26 School Description and Mission Statement

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 100 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 comprehensive day, in our continuation high school program, we have multiple schedules to accommodate our students' various needs, which include a main schedule of 8:00 am to 1:07 pm each weekday. Students and parents also have the option to modify their school day, depending on the level of support needed and personal circumstances for each student. Beginning in the 2025-2026 school year, DCA will have two full-time teachers, a full-time school counselor, and a full-time principal, as well as Special Education support when needed. DCA has classified staff, which includes: one full-time secretary, one full-time campus aide, as well as an on-call health aide and one custodian. The Principal also serves as the administrator for both programs and directs all alternative education throughout the district. In the evenings, during adult school, we have multiple pathways to meet our students' various needs, which include a General Education (GED) pathway, a High School Diploma (HSD) pathway, an English as a Second Language (ESL) pathway, and we offer a Career Technical Education (CTE) pathway in the Building Trades and Construction industry sector. The school has an annual School Plan for Student Achievement to provide services more equitably to benefit all students. In our adult education program, we have classified staff, which includes one part-time secretary/clerk, a part-time adult education navigator, and three credentialed 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. Approximately 90% of the students are Hispanic and 91% of the students are identified as socioeconomically disadvantaged. We have a small migrant population, and generally, students come to DCA as transfers from 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.

## 2025-26 School Description and Mission Statement

DCA has implemented a direct instruction model and focuses on math and English, but still uses 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 their remaining course requirements as well as interests. Students complete courses at their own pace with the assistance of instructors and our instructional support staff. 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 own 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 country in the military.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	17
Grade 12	16
<b>Total Enrollment</b>	<b>34</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.4
Male	67.6
American Indian or Alaska Native	2.9
Hispanic or Latino	94.1
White	2.9
English Learners	38.2
Foster Youth	2.9
Homeless	23.5
Migrant	2.9
Socioeconomically Disadvantaged	97.1
Students with Disabilities	5.9

**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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.6	20.33	106.2	79.41	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.2	4.66	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.9	33	8.6	6.49	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	33.33	2.9	2.21	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.3	12.67	9.6	7.21	15831.9	5.67
<b>Total Teaching Positions</b>	3	100	133.8	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.8	29.43	99.2	77.23	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.7	6.03	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	10	7.82	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.1	70.57	4.2	3.29	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	7.2	5.62	14303.8	5.15
<b>Total Teaching Positions</b>	2.9	100	128.5	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.9	32.44	94.4	79.54	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.4	3.72	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12	10.15	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2	67.56	3.6	3.08	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4.1	3.49	13705.8	4.91
<b>Total Teaching Positions</b>	2.9	100	118.7	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.30	0	0
<b>Misassignments</b>	0.60	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	0	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.00	2.1	2
<b>Total Out-of-Field Teachers</b>	1.00	2.1	2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	24.3	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 26, 2025 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 on August 1, 2025 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 the school's curriculum for social science, science, and elective courses and is available to students online. The courses include 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 1, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	APEX 2017 McGraw Hill (Study Sync) 2017/Digital Access	0
<b>Mathematics</b>	APEX 2017 CPM (Integrated Math 1, 2, 3) 2015/Digital Access	0
<b>Science</b>	APEX 2017 Houghton Mifflin (Science Dimensions) 2019/Digital Access	0
<b>History-Social Science</b>	APEX 2017 SAVVAS Pearson (CA Social Sciences) 2019/Digital Access	0
<b>Foreign Language</b>	APEX 2017 Wayside (Entre Culturas Levels 1-4) 2021/Digital Access	0

<b>Health</b>	APEX 2017 Prentice Hall (Health Skills for Wellness) 1999	0
<b>Science Laboratory Equipment (grades 9-12)</b>		

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

### 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. Any items that would be noted in the table would have been corrected or are in the process of remediation at the time of the SARC posting.

**Year and month of the most recent FIT report** July 3, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	Wiring in classrooms and office spaces need replacing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Rooftop repairs were needed.
<b>Structural:</b> Structural Damage, Roofs			X	Rooftop repairs were needed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### 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).

#### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	13	27	29	47	48
<b>Mathematics</b> (grades 3-8 and 11)	0	0	13	15	35	37

### 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	15	15	100.00	0.00	13.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	15	15	100.00	0.00	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	13	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	0	0	12.43	11.69	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	37	97.37	2.63	0.00
Female	14	13	92.86	7.14	0.00
Male	24	24	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97.14	2.86	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

DCA currently offers a photography/film CTE class at Farmersville High School during 6th period during in the fall semester of 2025-2026.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.06
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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	100%	100%	100%
Grade 7	94%	94%	94%	94%	94%
Grade 9	95%	96%	95%	95%	95%

## 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.

## 2025-26 Opportunities for Parental Involvement

Communication with our stakeholders is constant. Parents and guardians are informed of school activities through Parent Square, phone calls, emails, and text messages. We also use the school website and our school social media page (Instagram) to communicate with parents and families. Letters and notes are also sent home regarding specific events from the school site, and the parent/student handbook is given to each family and student. A thorough intake is also conducted by the principal before every new enrollment to ensure clear communication.

Parents are invited 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.

## 2025-26 Opportunities for Parental Involvement

For more information regarding organized opportunities for parental involvement, please contact the Principal, Mr. Villarreal, or the Secretary, Mrs. Byrd, 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.1	0	5.9	1.6	1.1	0.9	8.2	8.9	8
Graduation Rate	96.9	100	91.2	97.9	98.9	98.6	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	34	31	91.2
Female	--	--	--
Male	25	23	92.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	32	29	90.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	17	14	82.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	34	31	91.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	47	41	13	31.7
Female	15	14	5	35.7
Male	32	27	8	29.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	38	12	31.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	19	17	3	17.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	46	41	13	31.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.14	11.94	21.28	5.46	5.95	6.85	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	2.13	0	0	0.12	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.28	2.13
Female	6.67	0.00
Male	28.13	3.13
Non-Binary	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	20.93	2.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	21.05	5.26
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	21.74	2.17
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The safety of students and staff is a primary concern for Deep Creek Academy. The school complies with all laws, rules, and regulations about hazardous materials and state emergency 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. 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 has been established. Lockdown drills are held as needed. Students are supervised before school, during lunch, and after school by administration, campus aide, 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 go through the Raptor system.

DCA is also contracted with the Farmersville PD for police services and has two School Resource Officers (SROs) available.

The 2025-2026 School Safety Plan was reviewed and approved at the last Deep Creek Academy School Site Council meeting held on September 11, 2025.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	1	17	0	0
Mathematics	2	20	0	0
Science	2	18	0	0
Social Science	2	18	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	31		
Mathematics	2	22		
Science	2	6		
Social Science	1	18		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3	12		
Mathematics	1	4		
Science	2	6		
Social Science	2	11		

## 2024-25 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	53

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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
<b>School Site</b>	18401	120	18280	73190
<b>District</b>	N/A	N/A	14641	\$92,174
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.7	-25.2
<b>State</b>	N/A	N/A	\$11,146	\$92,686
<b>Percent Difference - School Site and State</b>	N/A	N/A	51.7	-18.0

## Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2025-2026 school year, the district received federal and state aid for the following categorical, special education, and support programs:

### Federal Programs

- Title I, Part A, Compensatory Education
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title III, Limited English Proficient
- Title IV Part A SSAE
- IDEA, Special Education

### State Programs

### Supplemental and Concentration Funds

### Child Development Programs

The students at Deep Creek Academy benefit from many other research-proven interventions that are designed to address the individual needs of all of our students. The following bullets are a list of examples:

- \* DCA supports the Positive Behavior Interventions and Supports (PBIS) model to promote a supportive culture that addresses behavior modification in a productive, positive manner.
- \* Small group instruction for students who require additional educational support.
- \* One-on-one sessions with the school counselor to support social-emotional needs as well as academic support.
- \* Regular staff PLCs to discuss student learning and overall student success.
- \* A community liaison is available full-time to communicate with students and families and to create a connection to the school setting.
- \* A school leadership council was created to promote student voice and for students to have input on student recognition days and field trips.
- \* CTE offerings at the comprehensive high school to enhance student career options.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$63,207	\$57,978
<b>Mid-Range Teacher Salary</b>	\$91,218	\$89,612
<b>Highest Teacher Salary</b>	\$114,601	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$138,870	\$143,632
<b>Average Principal Salary (Middle)</b>	\$144,090	\$149,447
<b>Average Principal Salary (High)</b>	\$154,532	\$162,334
<b>Superintendent Salary</b>	\$224,628	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	26.83%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	5.21%	5.47%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	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 held weekly at DCA and FAS. Teachers and administrators work together

## Professional Development

regularly to review data, student progress, interventions, and address any academic/behavioral concerns.

Our district admin team also attended the CAPS network training with Solution Tree in 2023-2024 to solidify our work with PLCs and continues that work today.

Site principal completed ACSA professional development training.

The site principal for DCA, FAS, and FIS participates regularly in several levels of professional development.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3