



Exeter Union High School

505 Rocky Hill Dr • Exeter, California 93221 • (559) 592-2127 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Exeter Unified School District

215 N. Crespi Ave
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(559) 592-9421
www.exeter.k12.ca.us/

District Governing Board

Dwayne Faulkner
Dean Sutton
Mark Hellwig
Michael Giefer
Virginia Padilla
Ray Strable
Gene Lytle

District Administration

Tim Hire
Superintendent
Donya Wheeler
Deputy Superintendent
Michelle Pengilly
Director of ELD/Special Projects
George Eddy
Director CTE/Technology
Aimee Miculian
Director of Special Education

School Description

In 2013-2014 Exeter unified both Exeter Union School District (elementary) and Exeter Union High School District (high school) to become Exeter Unified School District. Exeter Unified operates with a single Governing Board and central administration office

The Exeter Union High School academic campus is comprised of approximately eight acres and consists of 38 regular classrooms, 6 portable classrooms, administrative office, a music building with 2 classrooms, an auditorium, a cafeteria, library, and 2 gymnasiums. The EUHS Laboratory Farm (approximately 20 acres) is located three blocks north of the main campus. This auxiliary campus includes three classrooms, a computer lab, a shop, greenhouse, livestock complex facilities, and a laboratory farm. The productive acreage includes citrus, nuts, and grapes. Across the street from the academic campus are the athletic facilities which include a pool complex, eight tennis courts, two softball fields, and an athletic stadium with a 9 lane all weather track and obstacle course. In addition, there is an outstanding baseball facility. These facilities were developed and made possible through a cooperative venture between the Exeter Union High School, Exeter Elementary schools, and the city/community of Exeter.

Exeter Union High School (EUHS) is a four year, comprehensive high school, for grades 9-12, located at the east end of Rocky Hill Drive on State Highway 65 in Exeter, California. The EUHS student body is drawn primarily from the rural community of Exeter. Approximately 970 students are enrolled in Exeter Union High School. Our students come from 3 feeder schools – Wilson Middle, Sequoia, and Outside Creek. Exeter High also attracts slightly over 100 students who come from surrounding districts through inter district agreements. Exeter Union High School operates on a regular 6 period day. Students are currently required to complete the necessary units and classes, along with 40 hours of community service, and have a 2.0 grade point average in order to graduate. The school calendar consists of a Fall intersession, a two week winter break and a one week Spring intersession. This past year, summer school was offered again for the students needing credit recovery or remediation.

The student body consists of a population that is 43% White, 53% Hispanic, and 4% Black, Indian, Asian, Filipino, Pacific Islander, and other. Since the last accreditation there has been approximately a 7% increase in the minority demographic. The school has 14 students that are designated as Initial Fluent English Proficient (IFEP) and 187 that are Reclassified Fluent English Proficient RFEP. Most of our EL students are classified Intermediate/Early Advanced. Free and Reduced Lunch participation at EUHS accounts for 57% of the student population. The student body is currently 52% female and 48% male.

Ongoing construction allows the school the capacity to support 1,350 students. We have also been working on changing from Benchmarks, which were given every 6 weeks to Common Assessments which are given every 3-4 weeks. The district and site is also implementing Interim Block Assessments (IBA), for the core areas, using questions from IO Education. IBA and common short cycle assessments are being expanded to the core classes this year. Due to a change in teaching schedules and the importance of teacher collaboration, the High School operates with late start Wednesdays to provide time for staff to collaborate and look at data together. Academically, program offerings range from English and Math Intervention classes to AP classes. EUHS also has several successful elective program offerings including courses such as Advanced Photo/Video and Agriculture Mechanics. Additionally we offer Special Education classes in mathematics and language arts and many of the students are mainstreamed into science, social science and the elective classes. We also offer ELD I, II, and III for our EL students. Our school has improved from a beginning Academic Performance Index base in 2006 of 679 to an API growth of 784 for 2013, based on the last STAR data. As a school we are looking at opportunities to improve student college and career readiness as will be indicated through CAASPP/SBAC data.

We have a very active student body that has continued to have a high involvement rate in activities and athletics. Involvement in student activities is maintained through the Aeries SIS with EUHS students having a 87% involvement during the 2016-17 school year. This involvement includes athletic and academic teams, Ag and FFA, Club and class activities, and band/performing arts.

Exeter Union High School participates in the Central Sequoia League. All of our sports include two athletic levels for both boys and girls. Football, volleyball and basketball also include an extra level of competition for Freshman. The school has earned several Central Section valley championship and runner up trophies in the past three years including the most recent valley championships in Boys Golf in 2015.

Exeter Union High School has a certificated staff of 39, supported by a Principal, 4 Assistant Principal, and a College and Career Readiness Counselor. There are three Special Education teachers. Twenty-six percent of the teaching staff hold Masters Degrees. Students are supported by additional staff including: 1 Guidance Associate/Migrant Counselor, 6 full and part time Special Education and Migrant Program classified aides, a Library Technician, and a full-time School Nurse. Other certificated and classified staff provide indirect support services to students and staff at EUHS (ASB Bookkeeper, Registrar, Attendance Secretary, part time Receptionist, Office Manager, Computer Technician, and a Counseling Office Specialist. EUHS also supports a full time Athletic Director and a part time Activities Director. In addition other support staff: Recovery Resource Counselors, Maintenance Crew, Psychologist, Speech/Language Therapist, are shared within the district.

The Exeter community is very involved in its schools and supportive of its students, and provides many educational and career opportunities to them. Several generations of Exeter Union High School graduates still remain in the community, and several are working in the EUHS district. This gives our high school a strong history of tradition and a solid foundation within the community.

Expected Student Learning Results - ESLR:

PURPOSE

- Comprehend and respond to a variety of materials
- Defend logically and support a position
- Apply complex problem-solving process and critical thinking
- Create products that are intellectual, artistic, and/or practical in nature

RESPONSIBILITY

- Use logical decision-making processes
- Use effective strategies for setting priorities and goals
- Make decisions that demonstrate a responsible student

INTEGRITY

- Demonstrate original thought and high standards
- Possess an awareness of cultural values, viewpoints and belief systems other than their own
- Accept responsibility for own behavior and actions

DUTY

- Contribute to the welfare of others
- Contribute to the democratic process
- Demonstrate good character and civic responsibility
- Strive to achieve personal success on standardized tests

EXCELLENCE

Develop academic skills to succeed in future educational and vocational opportunities

Demonstrate the ability to effectively read, write, listen and speak

Produce quality work on projects and assignments

California State Board of Education – Vision Mission & Goals (June 2014)

Vision

All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.

Mission

Create strong, effective schools that provide a wholesome learning environment through incentives that cause a high standard of student accomplishment as measured by a valid, reliable accountability system.

Goals

1. Standards: Adopt and support rigorous academic content and performance standards in the four core subjects for kindergarten and grades 1 through 12.

2. Achievement: Ensure that all students are performing at grade level or higher, particularly in reading and math. At the end of each school year, recognizing that a small number of exceptional needs students must be expected, challenged, and assisted to achieve at an individually determined and appropriately high level. Continue to advocate for mandatory intervention for every child not at grade level. Seek all means possible to ensure that "the job is done right, the first time".

3. Assessment: Maintain policies assuring that all students receive the same nationally normed and standards-based assessments, grades 2 through 11, again recognizing that a small number of exceptional needs students must be separately and individually assessed using appropriate alternative means to determine achievement and progress.

EXETER UNIFIED SCHOOL DISTRICT

We Believe:

The highest level of learning occurs when we are responsive to the individual needs of every student.

Parental support and personal responsibility are essential to reach the highest levels of achievement.

A rigorous course of study designed to prepare students for future success is the foundation of our organization.

It is our responsibility to develop students to become positive, contributing members of our society.

Our Vision:

All students will graduate prepared to further their educational and career goals as contributing members of a global society.

Our Mission:

In partnership with students, parents and the community, we will deliver the highest quality educational experience for every student.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	260
Grade 10	234
Grade 11	234
Grade 12	187
Total Enrollment	915

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.7
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
White	45.6
Two or More Races	0.9
Socioeconomically Disadvantaged	55.5
English Learners	12.8
Students with Disabilities	6.9
Foster Youth	0.4

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			
Exeter Union High School	15-16	16-17	17-18
With Full Credential	37	34	33
Without Full Credential	3	3	4
Teaching Outside Subject Area of Competence		1	5
Exeter Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Exeter Union High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions			0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

All students have access to the materials used for instruction within the classes/subjects they are enrolled. Standards-based instructional materials are used in English, Mathematics, Science and Social Science. There are enough textbooks so that each student has access to his/her own text during classroom instruction. The textbooks used for these subjects include:

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>AP Language (11th) The Language of Composition Bedford/St.Martin's (2008)</p> <p>AP Literature (12th) Literature, Structure, Sound and Sense Harcourt College (2002) Crime and Punishment</p> <p>Intro Acad Read & Write They Say, I Say W. W. Norton & Company (2009) Unbroken</p> <p>College Read & Comp Just Mercy (novel) 50 Essays: A Portable Anthology Bedford/St.Martin's (2013)</p> <p>Drama I or II no textbook</p> <p>Psychology Psychology Random House (1995)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Business Math Mathematics w/Business Applications Glencoe (2007)</p> <p>Consumer Math Mathematics w/Business Applications Glencoe (2007)</p> <p>Integrated Math 1 or Adv. Integrated Math 1 McGraw Hill (2012)</p> <p>Integrated Math 1A Integrated Math 1 McGraw Hill (2012)</p> <p>Integrated Math 2 or Adv. Integrated Math 2 McGraw Hill (2012)</p> <p>Integrated Math 3 Integrated Math 3 McGraw Hill (2012)</p> <p>Math Analysis Integrated Math 4 McGraw Hill (2012)</p> <p>AP Calculus Calculus of a Single Variable Houghton Mifflin (2002)</p> <p>AP Statistics The Practice of Statistics W.H. Freeman & Co. Pub. (2012)</p> <p>Statistical Reasoning/Sports Statistical Reasoning in Sports W.H. Freeman & Co. Pub. (2013)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Biology Biology-California, Prentice Hall (Dragonfly Book) Prentice Hall (2007)</p> <p>Biology Adv. Biology-California, Prentice Hall (Dragonfly Book) Prentice Hall (2007)</p> <p>Chemistry Chemistry (red) Prentice Hall (2007)</p> <p>AP Chemistry Chemistry, The Central Science Prentice Hall (2003)</p> <p>Physics Physics Holt (2002)</p> <p>AP Physics College Physics: A Strategic Approach Pearson (2015)</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Physiology Ess. Of Human Anatomy & Physio. Pearson (2009)</p> <p>Physical Science Physical, Earth, and Space Science CPO Science (2010)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>American Govern/Econ US Government McGraw Hill (2008) Economics EMC Publishing (2007)</p> <p>AP American Govern Government in America, AP Edition Pearson (2011) Economics EMC Publishing (2007)</p> <p>World History/Geog Adv Modern Wld Hist. (purple) McDougal Littell (2006)</p> <p>World History/Geog Wld Hist. Modern Times (blue) Glencoe/McGraw Hill (2006)</p> <p>US History/Geog The Americans McDougal Littell (2006)</p> <p>AP US History The American Pageant Cengage (2013)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Spanish I Realidades 1 Pearson (2014)</p> <p>Spanish II Realidades 2 Pearson (2014)</p> <p>Spanish III Realidades 3 Pearson (2014)</p> <p>Spanish IV Realidades 4 Pearson (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Holt Health 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Glencoe Music 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In addition to forty-seven “regular” classrooms, the Exeter Union High School facility includes: two full gymnasiums; a performance stage and auditorium; a band and choir room; five science labs (biology, physics, physical science, and chemistry); an art room; a Library-Media Center; an instructional computer lab; a cafeteria; outdoor eating patios; and, an office complex that houses three Dean/Counselors, a Counselor Tech, a Vice-Principal, conference rooms, a Student Services office, a school nurse, the Principal and several secretarial stations. Located near our main campus is our 20 acre Agriculture Lab Farm – one of the most complete facilities of its kind in our area. Our facilities also include a comprehensive array of outdoor fields and facilities that greatly benefit our students and our community. A few years ago, our campus was recognized by the community with a “Community Beautification” award because the significant impact our school facility has on the positive appearance of our community.

Passing of a local bond Measure K is going to allow for upgrading multiple facilities on the EUHS campus. Construction on a new Turf multi sport playing surface and new 9 lane track is projected to begin July 2017.

Attached:

FIT Report EUHS 2017

FIT Report Ag Farm - EUHS 2017

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/2/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	59	59	41	41	48	48
Math	25	14	28	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	248	241	97.2	58.1
Male	128	123	96.1	55.3
Female	120	118	98.3	61.0
Hispanic or Latino	132	129	97.7	45.7
White	110	106	96.4	72.6
Socioeconomically Disadvantaged	146	144	98.6	46.5
English Learners	30	29	96.7	20.7
Students with Disabilities	15	15	100.0	13.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	66	58	58	51	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.7	27.3	30.5

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	221	98.66	59.28
Male	110	108	98.18	50
Female	114	113	99.12	68.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	118	117	99.15	48.72
White	101	99	98.02	70.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	112	99.12	44.64
English Learners	30	30	100	26.67
Students with Disabilities	12	11	91.67	9.09
Foster Youth	--	--	--	--

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	221	98.66	14.48
Male	110	108	98.18	13.89
Female	114	113	99.12	15.04
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	118	117	99.15	11.11
White	101	99	98.02	18.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	112	99.12	7.14
English Learners	30	30	100	0
Students with Disabilities	12	11	91.67	0
Foster Youth	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The following organizations outlined in the school wide and site action plans encourage parent involvement for the purpose of evaluating the systems, instructional programs, and facilities of the school site.

- School Site Council (SSC)
 - o Meets 4 - 5 times a year
- English Language Advisory Committee (ELAC)
 - o Meets 2 - 3 times a year
- Sports Boosters
 - o Meets monthly during the school year
- Exeter Football Boosters
 - o Meets bi-monthly during the school year
- Band Boosters
 - o Meets monthly during the school year
- District Advisory Committee (DAC)
 - o Meets 4 times a year
- District-level English Learners Advisory Clinic (DELAC)
 - o Meets 4 times a year
- Parent Institute for Quality Education (PIQUE)
 - o Annual Rotation
- Migrant Committee
 - o Meets 6 times a year
- Ag Boosters
 - o Meets monthly during the school year
- Ag Advisory
 - o Meets 2 – 3 times a year
- Career Tech Education (CTE) Advisory
 - o Meets 2 – 3 times a year
- Exeter Responds: Step Up
 - o Yearly Program

Exeter Union High School encourages the involvement of all parents and the community in classroom presentations, athletic events, performing art programs, and school site community events throughout the school year.

The following events are held each year at the school site to increase parent involvement and strengthen the school to home relationship:

- Back to School Night
- Open House
- Athletic Events
- Choir Performances
- Band Performances
- Drama Productions
- Homecoming Parade
- Farm Fair
- Mother Daughter Tea – Woman’s Club
- Father Son BBQ – Lions Club

School to home communication is consistent through:

- Daily Bulletin
- Monthly Online Calendar
- Automated Phone Messages
- Remind 101 Text Messaging (see attached)
- School Marquis
- Teacher Communication
- Email/Phone Communication

- Academic and Behavior Progress Reports
- 6 week report cards
- Aeries Gradebook - Parent viewer
- Social Media (see attached)

Exeter Union High School makes effort to increase the amount of positive information to parent and the community through:

- Social Media (see attached)
- Community Service Program
- School Marquee
- Daily Bulletin
- Sun Gazette
- Visalia Times Delta
- School Board Recognition
- Exeter Lions Club Athletic Award

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.

School Safety Plan

Attached:

Safety Plan - Public

EMERGENCY ACTION PLAN A. General Guidance

1. Authority

Specific orders from the Exeter Unified School District Office will provide direction during the most emergency situations. In the absence of orders, the SCHOOL PRINCIPAL (or designee) will implement plans as described herein, or take such actions as may, in his/her judgment, may be necessary to minimize injury and loss of life. Immediately thereafter, the School Principal shall notify Tim Hire, District Superintendent, at 215 N Crespi, Exeter, California. Telephone (559) 592-9421.

2. Teachers

Teachers will be responsible for supervising their students and remaining with them until relieved of this responsibility. Teachers must remain accountable at all times for students under their jurisdiction.

3. Students with disabilities

Students with disabilities or established accommodation plans will follow guidelines as defined in their Individual Education Plan, 504 plan or as designated by county supervisory personnel when housed within the county special day class facility on the Exeter Union High School campus.

4. Maintenance

The head of maintenance and staff will be responsible for the use of emergency equipment, the handling of supplies, and the shut off of any and all utilities as needed.

5. Communications

The adequacy of external communications is essential for the well-being of students and staff. During an emergency, the telephone or email will be the primary medium for communications. When telephones are out of service, our hand held radios and bull horn will be utilized. A courier shall be dispatched when needed.

6. Testing

A well-prepared and tested plan for prompt and positive protective action minimizes injury and loss of life. The school district will conduct emergency preparedness drills other than fire drills each school year.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	3.3	3.5	4.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	6.2	6.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	30	30	28	5	5	4	9	9	19	18	18	10
Mathematics	24	24	24	14	14	11	20	20	22	7	7	4
Science	30	30	26	4	4	4	6	6	14	12	12	4
Social Science	30	30	29	3	3	4	10	10	13	11	11	12

* 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.

Professional Development provided for Teachers

Exeter Union High School's professional development has focused on the following areas. Professional Learning Communities (PLC) development, Common Core State Standard implementation and teaching practices, English Language Development, ITSE, effective content specific teaching practices/strategies, grading philosophy, Student Engagement and Student Connectiveness. These professional development opportunities are offered during the school year as well as during the summer. In class training, support, and coaching are provided throughout the school year. EUHS participates in the district's EUSD Teacher Induction program, BTSAs. The goals of EUSD Teacher Induction program are to help new teachers succeed, foster retention of quality teachers, and improve instruction for students. School site supplement district programs with grants and activities specific to the needs of the school and its staff are also offered. Early release days worked into the school calendar at EUHS provide time for site-level activities targeting student achievement needs.

Please See Attachments:

Action Plan 2017-2020

PD Content Calendar 17-18

PD Content Calendar 16-17

PD Content Calendar 15-16

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,918	\$44,144
Mid-Range Teacher Salary	\$66,403	\$69,119
Highest Teacher Salary	\$84,299	\$86,005
Average Principal Salary (ES)	\$98,528	\$106,785
Average Principal Salary (MS)	\$114,959	\$111,569
Average Principal Salary (HS)	\$118,702	\$121,395
Superintendent Salary	\$194,846	\$178,104
Percent of District Budget		
Teacher Salaries	30%	34%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Services Provided By Categorical Programs That Enable Underperforming Students to Meet Standards.

Categorical funds are used to supplement the regular program.

All students are provided additional services using categorical funds as follows:

Supplemental Materials:

Supplemental materials to help all students improve their academic performance and help them meet grade-level/content-area standards are often purchased using categorical funds. Materials such as SRA Reading, Aeries Analytics, Edusoft content software, Accelerated Mathematics, content specific software, and REACH reading materials have been purchased and are used to help students academically.

Supplemental Services. Categorical funds support other various supplemental services such as English Language Learner assessment and learning, instructional aides, guidance associates and other services.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Exeter Union High School	2013-14	2014-15	2015-16
Dropout Rate	7.2	2.4	2.3
Graduation Rate	92.31	97.64	96.77
Exeter Unified School District	2013-14	2014-15	2015-16
Dropout Rate	22.5	10.3	9.2
Graduation Rate	74.05	88.59	87.94
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9168	2112	7056	69819
District	◆	◆	6590	\$69,151
State	◆	◆	\$6,574	\$69,649
Percent Difference: School Site/District			7.1	1.6
Percent Difference: School Site/ State			7.3	0.2

* Cells with ◆ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	377
% of pupils completing a CTE program and earning a high school diploma	24
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.45
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	45.71

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics	2	◆
Science	3	◆
Social Science	2	◆
All courses	9	14.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	92.11	91.34	87.11
Black or African American	66.67	28.57	79.19
American Indian or Alaska Native	100	50	80.17
Asian	0	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	90.83	91.79	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	93.69	92.97	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	88.79	84.81	85.45
English Learners	84.21	96.67	55.44
Students with Disabilities	85.71	76.47	63.9
Foster Youth	0	27.27	68.19

Career Technical Education Programs

The Exeter Union High School provides multiple opportunities for students to acquire entry level job related skills. Opportunities are available to students through the EUHS Agriculture Program, Graphic Arts Media Entertainment (GAME) Pathway, special education courses, and work experience courses. Many of these programs provide courses articulated with the College of the Sequoias, Reedley College (local community colleges). We also have classes through our county ROP program.

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.