



Exeter Independent Study

1107 Rocky Hill Drive • Exeter, CA 93221 • (559) 592-4420 • Grades 6-12

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



Exeter Independent Study

1107 Rocky Hill Drive
Exeter, CA
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District Governing Board

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District Administration

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Superintendent
Dr. Donya Wheeler
Deputy Superintendent
George Eddy
**Director of Career and Technical
Education**
Dr. Michelle Pengilly
Director of ELD/Special Projects

School Description

Kaweah High School provides an alternative setting for students with special needs who otherwise do not experience success in the traditional school learning environment. Kaweah High School exists to help students develop academically, socially, and ethically, so that they may make good choices and experience success in life as productive citizens.

Within the umbrella of Kaweah High School, there are four distinct pathways to help students: Kaweah High School, Kaweah High School Opportunity Program, Exeter Community Day School, and Exeter Independent Study.

Exeter Independent Study (grades 6-12) is a hybrid on-line and traditional instruction model where students who cannot attend school on a regular basis have the opportunity to complete the academic requirement for college preparation and a high school diploma. All students are taught grade level, college-prep, standards-based curriculum. Every endeavor is made to improve student achievement in order to give students the opportunity to reach education and vocation goals.

Exeter Independent Study staff and teacher participate in Professional Learning Communities concurrently with Exeter Unified School District in Reading, Special Education, English Language Learners, Math, Vocational Education, Technology, Common Core and Support Services. The opportunity for collaboration with parents, staff and other services is provided during our weekly staff meetings, and weekly early release Friday schedule.

All students are taught by a highly qualified teacher. Exeter Independent Study houses one full time teacher and one part-time Office Specialist. Additional staff is shared with Kaweah High School, Kaweah Opportunity High School, and Exeter Community Day School. This staff includes 5 full-time teachers, two Instructional Aides, a Counselor, an Office Manager, one part-time Office Specialist, and a Principal. The following staff is shared between the Exeter Unified School District campuses: Recovery Resource Counselors, Maintenance Crew, Psychologist, Speech/Language Therapist, and School Nurse.

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 8	2
Grade 9	2
Grade 10	18
Grade 11	16
Grade 12	28
Total Enrollment	66

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0
White	28.8
Two or More Races	1.5
Socioeconomically Disadvantaged	89.4
English Learners	10.6
Students with Disabilities	1.5
Foster Youth	37.9

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.

Teacher Credentials			
Exeter Independent Study	15-16	16-17	17-18
With Full Credential	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1
Exeter Independent Study	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 Independent Study	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	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)

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Edgenuity Online Curriculum Units of Study The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Edgenuity Online Curriculum Integrated Math I-V, McGraw Hill, 2012 Personal Financial Literacy, Person, 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Edgenuity Online Curriculum Biology, Prentice Hall, 2007 Chemistry, Prentice Hall, 2007 CPO Science Physical Science/Earth Science, CPO, 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Edgenuity Online Curriculum World History, Glencoe, 2006 Government, Glencoe, 2008 US History, McDougal Littell, 2006 Econ, EMC, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Edgenuity Online Curriculum Realidades, Pearson, 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Edgenuity Online Curriculum Positive Prevention Plus, 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Edgenuity Online Curriculum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Independent Study is housed on the campus of Exeter Union High School. It is one classroom that has multimedia access and computers to host up to 10 students at a time.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2017				
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	17	0	41	41	48	48
Math	25	0	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	22	1	4.6	100.0
Male	16			
Hispanic or Latino	12	1	8.3	100.0
Socioeconomically Disadvantaged	18	1	5.6	100.0

* 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	--	100	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.

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	21	1	4.76	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	12	1	8.33	0
White	--	--	--	--
Socioeconomically Disadvantaged	18	1	5.56	0
English Learners	--	--	--	--
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
Female	--	--	--	--
Black or African American	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
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 district and school site.

- School Site Council (SSC)
Meets 3 times a year.
- Senior Exit/Portfolio Team
Meets 2 times a year.
- ELAC/DELAC
Meets quarterly to assess systems in place to support English Learners and their families.

- Tulare County Community Advisory Committee (CAC)
Meets 9 times a year to increase awareness of the needs and abilities of special education students.

- Optimist Club
Meets monthly to support a positive community and students in need.

- Exeter Responds
Meets quarterly to find new and innovative ways to protect and assist in positive growth for the children of Exeter.

- Exeter Unified LCAP
LCAP meet quarterly. LCAP is a mandated planning tool for districts in the State of California to show how they will improve student outcomes and performance.

- Exeter Unified School District Board Advisory Committees:
There are several governing board committees that meet during the year to inform the board on matters throughout the school district: Financial, Curriculum and Instruction, and Technology.

Exeter Independent Study encourages the involvement of all parents in the classroom and during various school events throughout the school year. Parents are informed each year of the volunteer clearance process and work with the site Office Manager to undergo clearance procedures.

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
- Individual Registration Conferences
- Senior Meetings
- Co-curricular and extra-curricular field trips and events with parent invitations
- Senior Breakfast
- Various school fundraiser programs
- Parent Lunch

School to home communication is consistent through:

- Automated Phone Messages
- Monthly Calendar
- Monthly Newsletter
- Mailing
- Teacher Communication
- Communication logs
- Weekly Progress Reports
- 6 week Report Cards
- School Website
- www.exeter.k12.ca.us/khs/

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

Exeter Independent Study has a comprehensive Safety Plan coordinated with other area schools, district staff, and community response teams. The Safety Plan is reviewed and revised annually by School Site Council and the Exeter Unified School District governing board. Monthly safety meetings with area schools and response teams ensure coordination of emergency procedures. Quarterly drills help ensure students and staff practice procedures in preparation of an unexpected emergency situation.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.6
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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
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	1
Counselor (Social/Behavioral or Career Development)	.15
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	0
Resource Specialist	.25
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	100

* 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	5	5	4	13	13	11						
Mathematics	6	6	4	10	10	12	1	1				
Science	7	7	6	7	7	7						
Social Science	5	5	4	14	14	13						

* 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

2015-2016 - 10 days of Common Core Coaching/training provided through Tulare County Office of Education; 5 dedicated staff development days; and, 120 days of 30 minutes to 2 hours of collaboration time.

2016-2017 - 10 days of Common Core Coaching/training provided through Tulare County Office of Education; 5 dedicated staff development days; and, 120 days of 30 minutes to 2 hours of collaboration time.

2017-2018 - 5 days of Common Core Coaching/training provided through Fresno State University; 5 dedicated staff development days; and, 120 days of 30 minutes to 2 hours of collaboration time.

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

Independent Study and after school programs are able to provide academic support for students at Exeter Independent Study.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Exeter Independent Study	2013-14	2014-15	2015-16
Dropout Rate	59	70.8	48.4
Graduation Rate	23.08	20.83	32.26
Exeter Independent Study	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

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	2,211	1,100	1,111	67,653
District	♦	♦	6,590	\$69,151
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-83.1	-2.2
Percent Difference: School Site/ State			-83.1	-2.9

* Cells with ♦ do not require data.

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	96.97
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	81.25	91.34	87.11
Black or African American	0	28.57	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	88.89	91.79	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	92.97	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	50	84.81	85.45
English Learners	100	96.67	55.44
Students with Disabilities	0	76.47	63.9
Foster Youth	27.27	27.27	68.19

Career Technical Education Programs

After school programs for Certified Nursing Assistant and Health Occupation are available.

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.