



# Exeter Community Day

711 W. Chestnut Avenue • Exeter, CA 93221 • (559) 671-0446 • Grades 1-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Exeter Unified

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### District Governing Board

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

### District Administration

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

### School Description

For over fifty years, Kaweah has operated a daily alternative school, and other programs, for students within the Exeter Unified School District who otherwise do not experience success in the traditional school learning environment.

Exeter Community Day School (grades 4-12) serves students who have been expelled or whom other educational placements have not been successful. Exeter Community Day School is a three-room complex housed on the outskirts of Wilson Middle School. Students served at the Community Day School have a specialized all-day curriculum to meet the student's specific academic and behavioral needs.

Community Day School operates under the umbrella of Kaweah High School. Under Kaweah High School, there are several program options to support student needs: Kaweah High School, Kaweah High School Opportunity program, Virtual Independent Study, and Exeter Community Day School.

Kaweah High School (150 students) is the lone alternative education school operating under the Exeter Unified School District (2,800 students). Exeter Unified is comprised of two elementary schools (Lincoln and Rocky Hill), one middle school (Wilson), one comprehensive high school (Exeter Union), and one alternative school (Kaweah).

Kaweah High School is a traditional alternative education placement where students age 16 and older receive flexible core educational programming anywhere from 4 to 8 hours a day, depending upon student needs. Kaweah High School (Kaweah) is a small, .6 acre, campus located in rural Exeter. The main campus includes four classrooms, an administration office, and a counseling wing. Kaweah High School Opportunity is for students under the age of 16. Like Kaweah High School, these students have a core educational program within operated at the same main campus. However, Opportunity students attend school a full eight hour day and have additional courses to support mastery and grade level achievement.

Kaweah Virtual Independent Study (grades 6-12) is a hybrid online and traditional instruction model where students who cannot attend school on a regular basis have the opportunity to complete academic requirements for college preparation and a high school diploma. Virtual Independent Study is operated off-campus at a classroom at Exeter Union High School, and two classrooms at the educational facility of Courage to Change residential program.

At all programs operating under Kaweah High School, 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.

Kaweah High School staff and teachers 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 highly qualified teachers. The staff is shared with Kaweah High School, Kaweah Opportunity High School, Exeter Community Day School, and Virtual Independent Study. This staff includes five full-time teachers, four Instructional Aides, a Counselor, an Office Manager, one part-time Office Specialist, one Athletic Director/Coach, and two Principals. The following staff is shared between the Exeter Unified School District campuses: Recovery Resource Counselors, Maintenance Crew, Psychologist, Speech/Language Therapist, and School Nurse.

Kaweah High School's Mission Statement: To develop innovative problem solvers whose character provides a foundation for active citizenry and engagement within diverse learning environments.

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

### 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 Community Day                        | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 0     | 0     | 1     |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 1     |
| Exeter Unified                              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Exeter Community Day   | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

| 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<br>Units of Study<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |

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

There are two technology-rich classrooms, an administrative office, and a Career Guidance/Counseling Office/Center. Every staff member and student at has access to a computer and the Internet. All computers have access to a printer and are connected to the Internet. In addition, all classrooms have an LCD projector and a document camera

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: November 2018 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good          |   |
| <b>Interior:</b><br>Interior Surfaces   | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good          |   |
| <b>Electrical:</b><br>Electrical  | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good          |   |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November 2018**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |   |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2018-19)**

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.

Kaweah High School 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
- Kaweah Night at the Rawhide
- Sport Events
- Individual Registration Conferences
- Senior Meetings
- Family Thanksgiving Dinner
- Plant Sales (multiple events)
- 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/](http://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 Community Day 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                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.0     | 0.0     | 0.0     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 6.2     | 6.2     | 6.4     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| 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.

| 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 (non-teaching)                         | .25 |
| Other  | 1   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 5   |

\* 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.

## Professional Development provided for Teachers

2018-2019 - 5 dedicated staff development days.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$48,795        | \$45,681                                     |
| Mid-Range Teacher Salary                       | \$69,059        | \$70,601                                     |
| Highest Teacher Salary                         | \$87,671        | \$89,337                                     |
| Average Principal Salary (ES)                  | \$104,486       | \$110,053                                    |
| Average Principal Salary (MS)                  | \$119,557       | \$115,224                                    |
| Average Principal Salary (HS)                  | \$118,770       | \$124,876                                    |
| Superintendent Salary                          | \$204,967       | \$182,466                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 29.0            | 33.0   |
| Administrative Salaries                        | 5.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  |                        |            |              | \$81,772               |
| District   | ◆                      | ◆          | \$6,830      | \$82,995               |
| State  | ◆                      | ◆          | \$7,125      | \$71,392               |
| Percent Difference: School Site/District                           |                        |            |              | -1.5                   |
| Percent Difference: School Site/ State                             |                        |            |              | 13.6                   |

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

Independent Study, co-curricular, and after school programs are able to provide academic support for students at Community Day School.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |         |         |         |
|--|---------|---------|---------|
| Exeter Community Day                                     | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate   |         |         |         |
| Graduation Rate  |         |         |         |
| Exeter Unified   | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate   | 10.3    | 9.2     | 12.0    |
| Graduation Rate  | 88.6    | 87.9    | 83.4    |
| California   | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate   | 10.7    | 9.7     | 9.1     |
| Graduation Rate  | 82.3    | 83.8    | 82.7    |

| 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                         |

## Career Technical Education Programs

Students at Community Day School have access to Work Experience and concurrent enrollment with local colleges.

## 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).

## 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.