

# Monache High School

960 North Newcomb • Porterville, CA 93257 • (559) 782-7152 • Grades 9-12

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<http://monache.portervilleschools.org/>



## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
[portervilleschools.org](http://portervilleschools.org)

#### District Governing Board

Hayley Buettner

Pete Lara, Jr.

Tomas Velasquez

Sharon Gill

David DePaoli

Felipe Martinez

Lillian Durbin

#### District Administration

Ken Gibbs, Ed.D.

**Superintendent**

Nate Nelson, Ed.D.

**Assistant Superintendent**

**Business Services**

Martha Stuemky, Ed.D.

**Assistant Superintendent**

**Instructional Services**

Andrew Bukosky, Ed.D.

**Assistant Superintendent**

**Human Resources**

### Principal's Message

Monache High School continues to focus on quality educational programs for all students through a wide range of academic and career technical offerings including: Manufacturing, Construction & Technology Academy (MCTA), Environmental Science Academy (ESA), Multimedia and Technology Academy (MTA), Academy of Hospitality (AH!), Advancement via Individual Determination (AVID), a strong agriculture and fine arts program. In addition to a variety of Honors and AP courses offered, Monache High School also provides students with the opportunity to participate in online classes through the Young Scholar's Program through California State University Dominguez Hills and concurrent enrollment at Porterville College. Monache's programs work to prepare students for secondary opportunities while allowing them real world, hands-on experiences at school.

With the vast offerings, academic and extracurricular, the mission continues to be "to provide students with a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global society." Monache's ESLRs proclaim "Pride in the Tribe," to reinforce the belief that each student is part of a larger, global community, and that "Character Counts," which is exemplified through the ideas of teamwork, responsibility, integrity, balance, and excellence. Monache is confronting the educational, cultural and technological challenges that students will face as they move forward, working hard to create an environment that prepares students in these areas, so they successfully master the Common Core, earn their diploma and move onto College and Career.

### Community & School Profile

Located in Porterville, California, Monache first opened in 1967 and has grown to the current enrollment of over 1,800 students, with minimal fluctuation in enrollment and subgroups since 2008. The major subgroups that have been identified are Hispanic/Latino, White, Socioeconomically Disadvantaged, and English Learners. Monache High continues to serve the greater Porterville area and surrounding communities including Terra Bella, Springville, Strathmore, Woodville, and Poplar. As part of the greater Porterville Unified School District, we are one of four comprehensive high schools in our district and one of six high schools in the area. Monache receives students from three middle schools within the district, local unified elementary districts, and local private schools that include: Pleasant View Elementary, Woodville Elementary, Rockford Elementary, Sequoia Middle School, Bartlett Middle School, Pioneer Middle School, Burton School District, and Saint Anne's Catholic School.

According to the 2012 census, Porterville's population is 55,023 people (not including East Porterville's population of 7,331), which continues to climb. Demographically, Porterville is an ethnically diverse area. According to the 2012 census, Porterville's most significant ethnic groups are Hispanic (61%), White (30.7%), Asian (4.7%), Native American (0.6%), African American (0.5%), and Hawaiian/Pacific Islander (0.07%). The median household income is \$37,748, well below the U.S. average. Monache complies with all Federal and State Mandates per education code and district guidelines. Monache High School is a Title 1 School.

During the 2016-2017 school year, 1,872 students were enrolled at the school. Student demographics are displayed in the chart.

## 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	516
Grade 10	516
Grade 11	413
Grade 12	336
<b>Total Enrollment</b>	<b>1,781</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	4.6
Hispanic or Latino	72.1
Native Hawaiian or Pacific Islander	0.1
White	18
Two or More Races	1.5
Socioeconomically Disadvantaged	69.2
English Learners	18.1
Students with Disabilities	3.6
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Monache High School	14-15	15-16	16-17
With Full Credential	80	79	77
Without Full Credential	0	3	4
Teaching Outside Subject Area of Competence	0	2	5
Porterville Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Monache High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.0	8.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has 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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Glencoe/McGraw Hill Adopted 2000  Globe Book Company Adopted 1999  MacMillan/McGraw Hill Adopted 1999  McDougal Littell Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Addison-Wesley Adopted 2003  Brooks/Cole Adopted 2001  CPM Educational Adopted 1999  McDougal Littell Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Glencoe Adopted 2004  McDougal Littell Adopted 2006  Prentice Hall Adopted 2009  Thomson Learning Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**Textbooks and Instructional Materials**

**Year and month in which data were collected: August 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Glencoe Adopted 1999  McDougal Littell Adopted 2006  McGraw- Hill Adopted 1999  Prentice Hall Adopted 1999  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Monache High School was originally constructed in 1967 and has since undergone complete modernization. The most recent renovations to the campus occurred in 1999-2000, and included the installation of a new security system and HVAC units, new wiring to all existing structures, gutting and renovation of several classrooms, and new roofing on all buildings. The campus is currently comprised of 83 classrooms (including portables), a library/media center, a multimedia/technology center, three computer labs, two staff rooms, a cafeteria, five athletic fields, two gymnasiums, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district in May 2015.

**Cleaning Process**

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

**Maintenance & Repair**

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 05/15/15**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	LOCKER ROOM WEIGHT ROOM: Missing ceiling tiles. MAIN GYM: Missing ceiling tile in foyer. RM S-1: Broken ceiling tiles. RM S-2: Broken ceiling tile. RM S-8: Broken ceiling tile. BAND RM: Broken base board/broken floor tile. CHOIR RM: Missing base board in hallway. RM T-2: Stained ceiling tile. RM T-4: stained ceiling tile. Rm Q-7: stained ceiling tiles. Rm H-1: Missing and broken ceiling tiles. RM H-3: stained ceiling tiles. RM H-4: exposed conduit in ceiling/stained ceiling tiles. Rm M-2: paint peeling from ceiling & walls/hole in drywall. Rm M-6: stained ceiling tiles. Rm M-5: paint peeling from ceiling/paper towel dispenser broken. RM L-3: holes in ceiling tiles. RM L-2: baseboard missing/dirty ceiling tiles. RM L-1: paint peeling from the ceiling. Rm G-5: torn wall covering. Rm G-3: broken ceiling tile/missing base board. Rm G-4: missing ceiling tile. Rm D-2: missing ceiling tile/torn wall paper. RM D-3: torn wall paper/holes in ceiling. RM D-4: broken ceiling tiles. RM E-2: missing ceiling tile. RM E-3: stained ceiling tile. RM B-3: stained ceiling tiles. RM F-1: missing ceiling tile. RM F-5: stained ceiling tiles. RM F-6: stained ceiling tiles. RM F-7: missing ceiling tiles. CAFETERIA: stained ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 05/15/15**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical			X		RM-1: Light fixture out. RM-2: 1 Light fixture out. WEIGHT RM: 13 Lights without covers/3 lights out. LOCKER ROOM WEIGHT ROOM: Light fixtures out. WRESTLING ROOM: 2 Light fixtures out. MAIN GYM: Lights out on south end of gym. RM S-3: Missing light lens/cable hookup hanging from wall. RM S-5: Missing light lens. RM S-6: Missing light lens. RM S-7: Light fixture out. RM K-1: Light fixture out/Light missing cover/exhaust fans in restrooms. BAND RM: Missing light lens/light out in office. CHOIR RM: 3 light fixtures out in storage room. RM U-1: phone box loose on wall. RM U-7: Need light switch cover. RM T-1: Light out in teachers office. Rm T-6: light fixture out. RM N-4: 2 lights out/1 light out in N-3. Rm H-4: 1 light out. RM M-2: Light fixture out. RM M-3: 3 light fixtures out. RM L-3: Light fixture out. Rm G-3: missing outlet cover/ speaker needs to be mounted in ceiling. RM G-4: missing light lens. RM D-1: 2 light lens covers missing. RM D-3 light lenses missing. RM D-4: 2 broken light lenses/plugs are loose. Rm E-7: 1 light fixture out. RM B-3: missing switch plate. RM F-7: light fixtures out. CAFETERIA: broken outlet. BOYS LOCKER RM: light out. C BLDG. GIRLS RESTROOM: hand dryer not working. L BLDG. GIRLS RESTROOM: light out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			RM K-1: Fountain not working/broken cabinet drawer. RM F-5: loose faucet. RM F-6: loose faucet. BOYS LOCKER RM: faucet missing handle/leaking shower head. C BLDG. BOYS RESTROOM: loose faucets. R BLDG. GIRLS RESTROOM: loose faucet. L BLDG. BOYS RESTROOM: loose faucet
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X		MAIN GYM: Missing panic bar on foyer door. Rm G-4: door closure and panic bar broken.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
			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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	56	62	30	37	44	48
Math	24	19	20	21	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	57	60	52	42	37	40	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.5	21.7	23.5

\* 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.

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	508	500	98.4	51.8
Male	265	259	97.7	57.5
Female	243	241	99.2	45.6
Asian	12	12	100.0	83.3
Filipino	24	24	100.0	66.7
Hispanic or Latino	376	369	98.1	44.2
White	81	80	98.8	70.0
Socioeconomically Disadvantaged	349	342	98.0	44.2
English Learners	99	98	99.0	21.4
Students with Disabilities	26	23	88.5	
Students Receiving Migrant Education Services	28	28	100.0	32.1

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	386	382	99.0	62.3
Male	11	184	181	98.4	52.5
Female	11	202	201	99.5	71.1
Asian	11	12	12	100.0	58.3
Filipino	11	20	20	100.0	95.0
Hispanic or Latino	11	277	273	98.6	57.9
White	11	64	64	100.0	70.3
Socioeconomically Disadvantaged	11	257	253	98.4	54.9
English Learners	11	55	54	98.2	14.8
Students with Disabilities	11	19	18	94.7	
Students Receiving Migrant Education Services	11	28	28	100.0	42.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	386	382	99.0	19.1
Male	11	184	181	98.4	17.1
Female	11	202	201	99.5	20.9
Asian	11	12	12	100.0	33.3
Filipino	11	20	20	100.0	45.0
Hispanic or Latino	11	277	273	98.6	15.0
White	11	64	64	100.0	23.4
Socioeconomically Disadvantaged	11	257	253	98.4	17.4
English Learners	11	55	54	98.2	1.9
Students with Disabilities	11	19	18	94.7	
Students Receiving Migrant Education Services	11	28	28	100.0	7.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. School Site Council, and English Learner Advisory Committee meetings are held quarterly and all parents are welcome to attend. Parent Booster Clubs play an active role in the community and at each school site through fundraising and special activities. Contributions by the many community partners add to the programs available at Monache High School.

### Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7150. The district's website ([www.portervilleschools.org](http://www.portervilleschools.org)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The safety of students and staff is a primary concern of Monache High School. Teachers, campus supervisors, and administrators supervise and monitor students on campus before and after school, and during the brunch and lunch breaks. In addition, police officers lend their support on a daily (as needed) basis and probation officers lend their support twice a week. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. All appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in fall 2016 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a semester, earthquake drills are held twice a year, and secure campus drills are conducted once each year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.9	4.5	6.9
Expulsions Rate	6.3	0.4	0.4
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist	4
Other	2
Average Number of Students per Staff Member	
Academic Counselor	462

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	23	23	32	33	33	34	40	40	16	11	11
Mathematics	29	30	30	8	10	10	36	28	28	21	26	26
Science	28	27	27	11	7	7	27	37	37	18	10	10
Social Science	30	30	30	7	8	8	16	15	15	25	24	24

\* 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

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered three staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. The school uses the best practices teaching strategies and teachers are trained in the techniques each year. District teams in math and English were developed in the fall semester to prepare for the common core standards and to build common core units. In addition, numerous common core professional development workshops have been given to staff to ease the transition from the California Standards to the new common core standards.

A fulltime Instructional Coach provides non-evaluative 1-1 teacher coaching on a variety of instructional strategies mutually agreed upon.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,592	\$44,958
Mid-Range Teacher Salary	\$70,374	\$70,581
Highest Teacher Salary	\$90,879	\$91,469
Average Principal Salary (ES)	\$142,276	\$113,994
Average Principal Salary (MS)	\$144,040	\$120,075
Average Principal Salary (HS)	\$162,400	\$130,249
Superintendent Salary	\$209,705	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	4%	5%

\* 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/).

### Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title VII, Indian, Native Hawaiian, and Alaska Native Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Monache High School	2011-12	2013-14	2014-15
Dropout Rate	7.60	6.80	2.80
Graduation Rate	92.43	93.17	97.22
Porterville Unified School District	2011-12	2013-14	2014-15
Dropout Rate	14.70	13.90	10.80
Graduation Rate	83.65	84.29	86.99
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1179
% of pupils completing a CTE program and earning a high school diploma	11%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.55
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	30.2

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,799	\$786	\$5,013	\$68,183
District	♦	♦	\$6,336	\$75,802
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-20.9	-3.1
Percent Difference: School Site/ State			6.9	-1.7

\* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	1	♦
Science	2	♦
Social Science	3	♦
All courses	16	.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	98	89	86
Black or African American	100	58	78
American Indian or Alaska Native	100	73	78
Asian	100	100	93
Filipino	100	94	93
Hispanic or Latino	97	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	89	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	100	96	66
English Learners	85	67	54
Students with Disabilities	99	87	78

## **Career Technical Education Programs**

Monache High School four career themed academies. The Multimedia and Technology Academy (MTA) is both a California Partnership Academy (CPA) and a National Academy Foundation (NAF) Academy. The Manufacturing, Construction and Technology Academy (MCTA) is a CPA. The Environmental Science Academy (ESA) is a NAF Academy. The Academy of Hospitality (AH!) is a NAF Academy. The Academies have openings for students with career interests in the respective academy fields of study, offering concentrated curriculum in addition to core academic subject areas. Students in the academies are also offered a full range of work-based learning experiences including guest speakers, field trips, job shadowing, mock-interviews and internships. Both College and Career are emphasized in the academies. Students learn that the pursuit of additional technical or college study offers students the opportunity for advancement.

### **Courses Offered:**

#### **Environmental Science Academy:**

- Environmental Science 1
- Environmental Science 2
- Environmental Field Science

#### **Academy of Hospitality:**

- Principles of Hospitality and Tourism
- Culinary Arts 1
- Culinary Arts 2
- Event Planning
- Business Economics
- Geography of Tourism
- Sustainable Tourism
- Professional Ethics
- Hospitality Marketing
- Commercial Foods

#### **Multimedia, Technology Academy:**

- Principles of Information Technology
- Digital Media
- Graphic Design
- Video Productions
- Web Page Design
- Computer Networking

#### **Manufacturing, Construction and Technology Academy:**

- Manufacturing

- Welding
- Advanced Welding
- Project Design and Manufacturing
- Mill Cabinetry
- Wood Working
- Trades and Industry Foreman
- Architectural Design
- Electronic
- Engineering Design
- Machine Fabrication

#### **Agriculture:**

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Ag Mechanics IV
- Animal Science
- Veterinarian Science
- Floral Design
- Ornamental Horticulture
- Childcare Occupations

#### **Other:**

- Retail Sales
- Introduction to Business
- Accounting

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of student projects, testing, and performance/attendance.

### **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.