



# Monache High School

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

Eric Barba, Ed.D., Principal

[ebarba@portervilleschools.org](mailto:ebarba@portervilleschools.org)

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

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



### Porterville Unified School District

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

#### District Governing Board

Jim Carson  
Lillian Durbin  
Juan Figueroa, Jr.  
Sharon Gill  
Pete Lara, Jr.  
Felipe Martinez  
Tomas Velasquez

#### District Administration

Nate Nelson, Ed.D.  
**Superintendent**  
Brad Rohrbach, 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 dual-enrollment courses through 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 2,000 students, a 250 student increase from the 2015-2016 school year. 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 2017-2018 school year, 1,969 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	528
Grade 10	492
Grade 11	507
Grade 12	442
<b>Total Enrollment</b>	<b>1,969</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.8
Asian	2.3
Filipino	4.1
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0.2
White	15.2
Socioeconomically Disadvantaged	68.7
English Learners	13.7
Students with Disabilities	5.7
Foster Youth	0.3

## 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			
Monache High School	16-17	17-18	18-19
With Full Credential	77	77	77
Without Full Credential	4	4	5
Teaching Outside Subject Area of Competence	5	5	5
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Monache High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	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)**

Porterville Unified School District held a Public Hearing on September, 13, 2018 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.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Barron's AP English Literature 2016  Language of Composition 2016  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>	Big Ideas Learning Adopted 2017  Pearson Trigonometry  Barrons Adopted 2017  PreCalculus with Limits Brooks and Cole Adopted 2018  <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>	Myers Adopted 2010  Pearson Adopted 2016  Prentice Hall Adopted 2009  Cengage Learning Adopted 2016  <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 2018

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 2017
	Prentice Hall Adopted 1999
	Pearson Adopted 2018
	Cengage Adopted 2018
	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

**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 November of 2018.

**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 an 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: November 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Weight Room- water leak damage 14 tiles Locker Room Weight Room- missing tiles Wrestling Room- stained ceiling tiles Band Room- broken base board Rm-Q5, B8 - broken floor tile Library- broken tiles by entry door RM-AUX2- tear in wall covering
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	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
Electrical: Electrical	Good	Wrestling Room- Light fixtures out (3) Rm-S3, S5, S6, S8, Band Room, Rm-AUX4 - missing light lens
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm-K1- exhaust fans in restrooms Boys Locker Room- faucet missing handle
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Swimming Pool- cracks in deck Rm-U10- window needs to be silicone seal
Overall Rating	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	60.0	60.0	39.0	44.0	48.0	50.0
Math	27.0	27.0	23.0	27.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.8	23.4	23.9

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	480	476	99.17	60.29
<b>Male</b>	232	229	98.71	50.66
<b>Female</b>	248	247	99.60	69.23
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	26	26	100.00	76.92
<b>Hispanic or Latino</b>	355	352	99.15	55.68
<b>White</b>	77	76	98.70	73.68
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	324	320	98.77	55.63
<b>English Learners</b>	120	119	99.17	33.61
<b>Students with Disabilities</b>	30	28	93.33	7.14
<b>Students Receiving Migrant Education Services</b>	24	24	100.00	20.83
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	480	475	98.96	26.74
<b>Male</b>	232	229	98.71	24.45
<b>Female</b>	248	246	99.19	28.86
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	26	26	100	53.85
<b>Hispanic or Latino</b>	355	352	99.15	21.88
<b>White</b>	77	75	97.4	38.67
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	324	320	98.77	21.25
<b>English Learners</b>	120	118	98.33	11.86
<b>Students with Disabilities</b>	30	28	93.33	0
<b>Students Receiving Migrant Education Services</b>	24	24	100	4.17
<b>Foster Youth</b>	--	--	--	--

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 school site

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

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 State priority: School Climate (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 2018 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	2015-16	2016-17	2017-18
Suspensions Rate	6.9	5.0	6.2
Expulsions Rate	0.4	0.4	0.5
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
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	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	333

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	25.0	28.0	28	24	11	49	44	54	4	9	9
Mathematics	28.0	28.0	29.0	9	8	7	28	42	45	22	11	16
Science	27.0	26.0	26.0	11	20	18	27	20	29	13	15	14
Social Science	27.0	29.0	29.0	9	7	6	29	26	32	11	17	15

\* 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 include 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.

Teachers receive personalized instructional coaches through a menu of service offered at Monache High School: Math Coach, English Learner Group Instructional Coach, Better Lesson Virtual Coach, Kagan Coaching and Instructional Technology Coach.

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

\* 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/).

## 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 VI, Indian, Native Hawaiian, and Alaska Native Education

FY 2016-17 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	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-20.9	-3.1
Percent Difference: School Site/ State			6.9	-1.7

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Monache High School	2014-15	2015-16	2016-17
Dropout Rate	2.8	2.0	3.9
Graduation Rate	97.2	97.7	92.9
Porterville Unified School District	2014-15	2015-16	2016-17
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
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	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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	38.7

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	0	♦
Foreign Language	3	♦
Mathematics	1	♦
Science	1	♦
Social Science	5	♦
All courses	14	13.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.2	89.2	88.7
Black or African American	100.0	87.5	82.2
American Indian or Alaska Native	85.7	80.5	82.8
Asian	90.9	91.7	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	96.2	89.8	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	91.9	86.8	92.1
Two or More Races	100.0	87.5	91.2
Socioeconomically Disadvantaged	93.3	88.0	88.6
English Learners	76.5	63.8	56.7
Students with Disabilities	93.8	77.9	67.1
Foster Youth	0.0	100.0	74.1

### Career Technical Education Programs

Monache High School has 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 Opportunities 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 - Intro to Environmental Science
- Environmental Science 2 - Natural Resources
- Environmental Science 3 - Alternative Energy Resources
- \* ESA Internship

##### Academy of Hospitality:

- Principles of Hospitality and Tourism
- Culinary Arts 1
- Culinary Arts 2
- Event Planning
- Geography of Tourism and Recreation
- Sustainable Tourism
- Commercial Foods

Multimedia, Technology Academy:

- Principles of Information Technology
- Multi-Media
- Graphic Design
- Video Productions
- Web Page Design

Manufacturing, Construction and Technology Academy:

- Manufacturing
- Welding
- Advanced Welding
- Project Design and Manufacturing
- Mill Cabinetry
- Wood Working
- Trades and Industry Foreman
- Architectural Design I & II
- 

Agriculture:

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Ag Mechanics IV
- Animal Science

\* Farm Management

- Veterinarian Science
- Floral Design
- Ornamental Horticulture

Child Development:

- Child Development
- Child Care Occupations

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 <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.