

# Monache High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Monache High School
<b>Street</b>	960 North Newcomb
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 782-7152
<b>Principal</b>	Eric Barba, Ed.D.
<b>Email Address</b>	ebarba@portervilleschools.org
<b>School Website</b>	<a href="https://monache.portervilleschools.org/">https://monache.portervilleschools.org/</a>
<b>County-District-School (CDS) Code</b>	54-75523-5432786

## 2021-22 District Contact Information

<b>District Name</b>	Porterville Unified School District
<b>Phone Number</b>	(559) 793-2400
<b>Superintendent</b>	Nate Nelson, Ed.D.
<b>Email Address</b>	nlnelson@portervilleschools.org
<b>District Website Address</b>	portervilleschools.org

## 2021-22 School Overview

### 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.

### School's Mission

The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

### Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. 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.

## 2021-22 School Overview

average. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

Located in Porterville, California, Monache first opened in 1967 and has grown to the current enrollment of 2,094 students, an over 300 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.

Monache complies with all Federal and State Mandates per education code and district guidelines. Monache High School is a Title 1 School.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	543
Grade 10	592
Grade 11	512
Grade 12	447
<b>Total Enrollment</b>	<b>2,094</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.8
Asian	2.5
Black or African American	0.1
Filipino	2.6
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.5
White	15.1
English Learners	15.2
Foster Youth	0.4
Socioeconomically Disadvantaged	78.5
Students with Disabilities	10

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	65.1	78.4	498.1	80.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	1.3	27.9	4.5	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.6	4.4	33.1	5.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	9.6	11.6	42.4	6.8	12115.8	4.4
<b>Unknown</b>	3.5	4.3	17.8	2.9	18854.3	6.9
<b>Total Teaching Positions</b>	83.0	100.0	619.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	3.6
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.6

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	9.6
<b>Total Out-of-Field Teachers</b>	9.6

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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. The chart below displays data collected regarding textbooks in use during the 2021-2022 school year.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Barron's AP English Literature 2016  Language of Composition 2016  MacMillan/McGraw Hill Adopted 1999  Houghton Mifflin Harcourt: Collections 2020	Yes	0.0%
<b>Mathematics</b>	Big Ideas Learning Adopted 2017  Pearson Trigonometry  Barrons Adopted 2017  PreCalculus with Limits Brooks and Cole Adopted 2018	Yes	0.0%
<b>Science</b>	Myers Adopted 2010  Pearson Adopted 2016  Prentice Hall Adopted 2009  Cengage Learning Adopted 2016	Yes	0.0%
<b>History-Social Science</b>	Glencoe/1999 McDougal Littell/2006 McGraw-Hill/2017 Prentice Hall/1999 Pearson/2018 Cengage/2018	Yes	0.0%

## School Facility Conditions and Planned Improvements

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 October 2021.

### 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.

### Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Tiles stained/broken/old: Wrestling room, Room S6, B4, B8, E1, Library, C-restrooms
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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	

### Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	501	444	88.62	11.38	52.26
<b>Female</b>	229	208	90.83	9.17	57.97
<b>Male</b>	272	236	86.76	13.24	47.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	13	92.86	7.14	61.54
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100	0	81.82
<b>Hispanic or Latino</b>	391	349	89.26	10.74	49.28
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	71	59	83.1	16.9	64.41
<b>English Learners</b>	74	63	85.14	14.86	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	404	354	87.62	12.38	48.3
<b>Students Receiving Migrant Education Services</b>	24	19	79.17	20.83	42.11
<b>Students with Disabilities</b>	50	37	74	26	11.11

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	414	82.63	17.37	17.40
Female	229	202	88.21	11.79	22.11
Male	272	212	77.94	22.06	12.92
American Indian or Alaska Native	--	--	--	--	--
Asian	14	12	85.71	14.29	50.00
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	391	323	82.61	17.39	13.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	71	58	81.69	18.31	24.14
English Learners	74	57	77.03	22.97	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	404	331	81.93	18.07	15.34
Students Receiving Migrant Education Services	24	18	75.00	25.00	23.53
Students with Disabilities	50	31	62.00	38.00	6.67

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	905	NT	NT	NT	NT
Female	436	NT	NT	NT	NT
Male	469	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	23	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	23	NT	NT	NT	NT
Hispanic or Latino	704	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	123	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	575	NT	NT	NT	NT
Students Receiving Migrant Education Services	33	NT	NT	NT	NT
Students with Disabilities	80	NT	NT	NT	NT

## 2020-21 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 and a NAF Academy. . The Environmental Science Academy (ESA) is a NAF Academy. The Academy of Hospitality (AH!) is a NAF Academy. We also offer CTE programs in Agriculture Education and Child Development. The Academies and CTE programs 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 and CTE programs 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 and CTE programs. 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

## 2020-21 Career Technical Education Programs

### Academy of Hospitality:

- Principles of Hospitality and Tourism
- Culinary Arts 1
- Culinary Arts 2
- Hospitality 1
- Hospitality 2
- Commercial Foods

### Multimedia, Technology Academy:

- Careers in Multimedia
- Graphic Design 1
- Graphic Design 2
- Video Productions 1
- Video Productions 2
- Advanced Media Broadcasting
- Advanced Film Production

### Manufacturing, Construction and Technology Academy:

- Exploring Manufacturing/Technology
- Introduction to Manufacturing Drafting/CAD
- Introduction to Manufacturing Wood/Metals
- Manufacturing 2D/3D
- Construction 1
- Advanced Welding
- Project Design and Manufacturing
- Mill Cabinetry
- Trades and Industry Foreman
- Architectural Design I
- Building Remodeling & Repair
- Electronics 1

### Agriculture:

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Ag Mechanics IV
- Animal Science
- Farm Management
- Veterinarian Science
- Floral Design
- Ornamental Horticulture
- Ag Leadership

### 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.

The pathways respective advisory boards meet quarterly. The membership consists of local business partners, mentors, PUSD and MHS personnel. The advisory boards function independently from the school and serve as a supporting role, providing an opportunity for business and education to share ideas and create an educational environment designed to prepare students for college and career. This structure inherently produces an increased level of collaboration which helps students meet the

## 2020-21 Career Technical Education Programs

demands of a dynamic 21st century job market. For more information about Career/Technical Education and/ or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,489
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.86
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	41.95

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. School Site Council (SSC), and English Learner Advisory Committee (ELAC) 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. 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.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.1	3.2	2.2	6.8	7.0	10.6	9.0	8.9	9.4
Graduation Rate	94.3	93.3	96.9	88.1	88.0	85.4	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	415	402	96.9
Female	212	209	98.6
Male	203	193	95.1
American Indian or Alaska Native	--	--	--

<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	14	14	100.0
<b>Hispanic or Latino</b>	320	309	96.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	55	54	98.2
<b>English Learners</b>	54	50	92.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	0	0	0.00
<b>Socioeconomically Disadvantaged</b>	350	338	96.6
<b>Students Receiving Migrant Education Services</b>	19	18	94.7
<b>Students with Disabilities</b>	31	27	87.1

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	2183	2130	211	9.9
<b>Female</b>	1013	985	76	7.7
<b>Male</b>	1169	1144	135	11.8
<b>American Indian or Alaska Native</b>	16	16	4	25.0
<b>Asian</b>	53	53	4	7.5
<b>Black or African American</b>	3	3	0	0.0
<b>Filipino</b>	55	54	3	5.6
<b>Hispanic or Latino</b>	1675	1636	158	9.7
<b>Native Hawaiian or Pacific Islander</b>	3	3	1	33.3
<b>Two or More Races</b>	34	33	4	12.1
<b>White</b>	336	324	36	11.1
<b>English Learners</b>	346	338	56	16.6
<b>Foster Youth</b>	15	14	4	28.6
<b>Homeless</b>	4	4	1	25.0
<b>Socioeconomically Disadvantaged</b>	1716	1676	190	11.3
<b>Students Receiving Migrant Education Services</b>	85	83	15	18.1
<b>Students with Disabilities</b>	224	221	53	24.0

## C. Engagement

### 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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	7.62	0.37	5.04	0.19	3.47	0.20
<b>Expulsions</b>	0.43	0.00	0.20	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.80	3.95	2.45
<b>Expulsions</b>	0.23	0.25	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.20	0.00
Male	0.51	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.77	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.60	0.00
English Learners	0.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.89	0.00

## 2021-22 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, present their identification card 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.

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made through the school secretary.

The School Site Safety Plan was most recently reviewed in February, 2021 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	12	51	12
Mathematics	27	14	52	9
Science	29	7	26	19
Social Science	30	5	26	21

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	12	49	17
Mathematics	27	16	50	12
Science	29	6	24	23
Social Science	26	16	25	19

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	65	47	8
Mathematics	27	15	49	19
Science	18	46	35	4
Social Science	15	69	33	7

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	349

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	6
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.8

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$5,799	\$786	\$5,013	\$68,183
<b>District</b>	N/A	N/A	\$6,336	\$85,157
<b>Percent Difference - School Site and District</b>	N/A	N/A	-23.3	-19.6
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-51.0	-21.5

## 2020-21 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 IV Student Support & Academic Enrichment

- Title VI, Indian, Native Hawaiian, and Alaska Native Education

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,995	\$52,562
<b>Mid-Range Teacher Salary</b>	\$84,576	\$83,575
<b>Highest Teacher Salary</b>	\$109,219	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$164,960	\$131,875
<b>Average Principal Salary (Middle)</b>	\$173,310	\$137,852
<b>Average Principal Salary (High)</b>	\$183,764	\$150,626
<b>Superintendent Salary</b>	\$246,373	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	30%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	11.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	2
<b>English</b>	3
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	2
<b>Mathematics</b>	1
<b>Science</b>	1
<b>Social Science</b>	4
<b>Total AP Courses Offered</b>	13

## Professional Development

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 work in a Professional Learning Communities to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district has offered 5 professional development days for 2021-2022

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.

Professional development has been offered on site by the Technology Media Specialist on integrating technology in the classroom. As an AVID school-wide school our AVID site team has offered professional development throughout the year.

For additional support in their profession, teachers may enlist the services of the district's instructional coaches. Porterville Unified School District staffs content specific instructional coaches that can be requested by all teachers and administrators.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# Porterville Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Porterville Unified School District
<b>Phone Number</b>	(559) 793-2400
<b>Superintendent</b>	Nate Nelson, Ed.D.
<b>Email Address</b>	nlnelson@portervilleschools.org
<b>District Website Address</b>	portervilleschools.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	6441	1242	19.28	80.72	48.62
<b>Female</b>	3142	629	20.02	79.98	54.88
<b>Male</b>	3297	613	18.59	81.41	42.20
<b>American Indian or Alaska Native</b>	161	14	8.70	91.30	28.57
<b>Asian</b>	92	18	19.57	80.43	62.50
<b>Black or African American</b>	26	3	11.54	88.46	--
<b>Filipino</b>	44	15	34.09	65.91	80.00
<b>Hispanic or Latino</b>	5431	1052	19.37	80.63	47.47
<b>Native Hawaiian or Pacific Islander</b>	23	1	4.35	95.65	--
<b>Two or More Races</b>	125	17	13.60	86.40	47.06
<b>White</b>	539	122	22.63	77.37	56.20
<b>English Learners</b>	1607	202	12.57	87.43	11.94
<b>Foster Youth</b>	44	6	13.64	86.36	--
<b>Homeless</b>	164	4	2.44	97.56	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5832	1055	18.09	81.91	46.23
<b>Students Receiving Migrant Education Services</b>	616	83	13.47	86.53	43.37
<b>Students with Disabilities</b>	430	82	19.07	80.93	11.25

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	6441	1205	18.71	81.29	17.90
<b>Female</b>	3142	623	19.83	80.17	20.20
<b>Male</b>	3297	582	17.65	82.35	15.45
<b>American Indian or Alaska Native</b>	161	11	6.83	93.17	20.00
<b>Asian</b>	92	15	16.30	83.70	40.00
<b>Black or African American</b>	26	3	11.54	88.46	--
<b>Filipino</b>	44	15	34.09	65.91	26.67
<b>Hispanic or Latino</b>	5431	1028	18.93	81.07	16.17
<b>Native Hawaiian or Pacific Islander</b>	23	0	0.00	100.00	--
<b>Two or More Races</b>	125	18	14.40	85.60	27.78
<b>White</b>	539	115	21.34		26.96
<b>English Learners</b>	1607	200	12.45	87.55	2.56
<b>Foster Youth</b>	44	5	11.36	88.64	--
<b>Homeless</b>	164	4	2.44	97.56	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5832	1030	17.66	82.34	15.94
<b>Students Receiving Migrant Education Services</b>	616	82	13.31	86.69	20.99
<b>Students with Disabilities</b>	430	75	17.44	82.56	2.70