

Monache High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Monache High School
Street	960 North Newcomb
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7152
Principal	Shondra Walker
Email Address	swalker6575@portervilleschools.org
School Website	https://monache.portervilleschools.org/
Grade Span	9-12
County-District-School (CDS) Code	54-75523-5432786

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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. 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 1,934 students. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	484
Grade 10	450
Grade 11	463
Grade 12	458
Total Enrollment	1,855

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.8
Asian	1.8
Black or African American	0.4
Filipino	2.8
Hispanic or Latino	79.5
Two or More Races	1.8
White	12.1
English Learners	14.7
Foster Youth	0.8
Homeless	0.9
Migrant	4.4
Socioeconomically Disadvantaged	82
Students with Disabilities	9.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62	70.69	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	5.4	6.21	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	4.85	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.3	12.89	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	4.6	5.32	28.7	4.38	15831.9	5.67
Total Teaching Positions	87.7	100	655.2	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69	78.13	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	6.9	7.84	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	4.79	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6	6.86	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	2	2.36	17.1	2.73	14303.8	5.15
Total Teaching Positions	88.3	100	625.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.2	83.86	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	3.5	3.9	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	3.17	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.8	6.55	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	2.2	2.51	18.9	3.03	13705.8	4.91
Total Teaching Positions	89.6	100	624.1	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.80	1	1
Misassignments	3.30	3.2	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.20	4.2	2.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	11.30	6	5.8
Total Out-of-Field Teachers	11.30	6	5.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	3.2	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 28, 2025 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 2024-2025 school year.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Barron's AP English Literature 2016 Language of Composition 2016 MacMillan/McGraw Hill Adopted 1999 Houghton Mifflin Harcourt: Collections 2020	0.0%
Mathematics	Big Ideas Learning Adopted 2017 Pearson Trigonometry Barrons Adopted 2017 PreCalculus with Limits Brooks and Cole Adopted 2018	0.0%
Science	Accelerate Learning, STEMscopes, 2022 Houghton Mifflin, Science Dimensions, 2022 McGraw Hill, Inspire, 2022 Cengage Learning Adopted 2016	0.0%

History-Social Science	McGraw Hill California Impact, 2022 Pearson/2018 Cengage/2018	0.0%
Foreign Language	Holt, Expressate, 2008 Prentice Hall/Pearson, Abriendo Paso, 2008	0%
Health	Everyday Learning, Health & Wellness, Meeks & Heit, 1998 Positive Prevention Plus, 2015	0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)	Accelerate Learning, STEMscopes, 2022 Houghton Mifflin, Science Dimensions, 2022 McGraw Hill, Inspire, 2022	0%

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

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, conducted by the district.

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

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	<ul style="list-style-type: none"> Floor damage: Rm 2, mini gym, band room, U2, T3, Q2, Q5, Q6, Q8, H1, H2, cafeteria, L3, L2, D201, D202, D205, D206, D207, D208, B5, B6, lounge E, G201, G203, G204, G205 Wall damage: Rm 1, mini gym, locker room, wrestling room, main gym, S4, band room, choir room, U1, U2, U3, U8, T3, T4, T6, Q3,

School Facility Conditions and Planned Improvements

			<p>Q4, Q5, Q6, Q7, Q8, N2, H1, H2m, H4, C2, F1, F3, F4, F8, cafeteria, T5, E1, E2, E3, M4, L2, D102, D103, D106, D202, D204, D207, E6, E7, B3, lounge E, G101, dance, office M, G106, G202, G205, G207</p> <ul style="list-style-type: none"> • Ceiling damage: Locker room, wrestling room, main gym, Rm S1, band room, choir room, U3, U7, U8, T2, T3, T4, Q3, Q4, Q8, library, H2, H3, C1, C2, F1, F2, F4, cafeteria, girls locker room, T5, E2, L2, B2, B6, B8, lounge E, kitchen C, office T • Baseboards: Rm S2, S3, U10, Q2, Q3, Q4, Q8, N2, H2, F1, F5, F6, M3, M4 • Outlet cover: Rm U10, H4, D203 • Light cover: Library, cafeteria • Carpet damage: Rm N2, E3 • Counter damage: Rm H3, H4, F6, F7, kitchen C, G103, G202 • Door damage: Rm S1, U7, F7, M3, D103, D105, D107, D108, D201, D202, D204, D205, D208 • CAT cover damage: Rm T1 • Alarm molding damage: Library • Curtain damage: Rm • Lock damage: Rm D104 • Cabinet damage: Rm C1, G106, G203 • Shelving damage: Choir room • Stair damage: Band room • Window damage: Rm U2, F1, D101 <p>Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing work is scheduled promptly to restore classroom and office spaces to safe and functional condition.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		
<p>Electrical</p>		<p>X</p>	<ul style="list-style-type: none"> • Wires exposed: Rm 1, 2, S2, S4, band room, U1, U2, U3, U9, T1, T3, T4, T6, Q2, Q4, Q7, Q8, library, H1, H2, H3, H4, C1, F1, F3, F6, F7, T5, E2, E3, L2, D105, D107, D205, E6, B3, B5, B6, office T, office M, G202, G206, G207 • PA system broken: Library • Outlet damage: Rm Q4, D101, workroom D • Sensor damage: Rm F4 • Lights: Wrestling Rm, Rm S1, S4, girls locker room, D104, D105, G101, dance, G206 • Electrical outlet damage: Rm T4, B6, K2 • Electrical panel damage: Rm T1, D207, lounge E • Databox damage: Rm K2 • CAT6 track damage: Rm G202 • CAT box damage: Rm G207 <p>Identified electrical deficiencies will be repaired or</p>

School Facility Conditions and Planned Improvements

				replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<ul style="list-style-type: none"> Faucet damage: Locker room, Girls RR K1, choir room. Rm H1, F2, F6, C6, girls locker room, Girls RR R, Boys RR L Shower pressure: Boys locker room, weight room Locker damage: Boys locker room Wall damage: Boys & Girls RR C, Boys & Girls RR R Sink damage: Rm F8, Boys RR R Toilet/urinal damage: Boys RR C, Girls RR R Soap dispenser damage: Boys RR C, Boys RR L Lights: D101, D102, D104, D105 Light cover: Boys RR R Stall damage: Girls RR C, Boys RR R Mirror damage: Girls RR Gym Lock damage: Girls RR R Tile damage: Girls RR Gym <p>Corrective action is taken to restore full functionality of restrooms, sinks and fountains. Repairs will include replacement of parts as needed to maintain accessibility and sanitation, as well as repair to structural or other needed items within the room.</p>
Safety: Fire Safety, Hazardous Materials	X			<p>Alarm damage: Rm M3 Fire extinguisher door damage: D101, D102, G104, G201 No fire extinguisher: Rm B7</p> <p>Any safety hazards identified through inspections — including improper storage of hazardous materials — are corrected promptly.</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Plaster damage: Pool Wall damage: Pool, athletic fields Wood rot: Pool stands Shower damage: Pool Lights: Athletic fields</p> <p>Exterior components that are found to be damaged will be repaired or replaced to ensure campus safety and security. Grounds and surfaces are restored to safe condition following inspection.</p>

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	65	58	41	42	47	48
Mathematics (grades 3-8 and 11)	25	21	27	28	35	37

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	446	99.33	0.67	57.85
Female	207	205	99.03	0.97	62.44
Male	242	241	99.59	0.41	53.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	367	365	99.46	0.54	54.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	53	52	98.11	1.89	69.23
English Learners	63	61	96.83	3.17	9.84
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	278	275	98.92	1.08	53.82
Students Receiving Migrant Education Services	21	21	100.00	0.00	47.62
Students with Disabilities	42	41	97.62	2.38	14.63

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	444	98.89	1.11	20.95
Female	207	205	99.03	0.97	20.00
Male	242	239	98.76	1.24	21.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	367	364	99.18	0.82	19.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	53	51	96.23	3.77	27.45
English Learners	63	60	95.24	4.76	6.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	278	273	98.20	1.80	15.75
Students Receiving Migrant Education Services	21	21	100.00	0.00	9.52
Students with Disabilities	42	40	95.24	4.76	2.50

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.35	28.57	19.3	21.87	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	932	923	99.03	0.97	27.63
Female	427	424	99.30	0.70	28.54
Male	505	499	98.81	1.19	26.85
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	41.18
Black or African American	--	--	--	--	--
Filipino	26	26	100.00	0.00	30.77
Hispanic or Latino	746	740	99.20	0.80	25.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	46.15
White	110	107	97.27	2.73	35.51
English Learners	113	110	97.35	2.65	2.73
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	29	29	100.00	0.00	37.93
Socioeconomically Disadvantaged	575	567	98.61	1.39	23.46
Students Receiving Migrant Education Services	38	38	100.00	0.00	23.68
Students with Disabilities	80	75	93.75	6.25	5.33

2024-25 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

2024-25 Career Technical Education Programs

- Environmental Science 3 - Alternative Energy Resources
- ESA Internship

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

All 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

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1147
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	42.79

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100%	100%	100%	100%	100%

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.

2025-26 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) 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.3	6.4	4.2	12.6	10.5	7.8	8.2	8.9	8
Graduation Rate	90.4	93.4	95.3	85.5	88.9	91.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	448	427	95.3
Female	217	215	99.1
Male	231	212	91.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	17	16	94.1
Hispanic or Latino	349	337	96.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	53	46	86.8
English Learners	74	69	93.2
Foster Youth	--	--	--
Homeless	11	8	72.7
Socioeconomically Disadvantaged	385	364	94.5
Students Receiving Migrant Education Services	24	23	95.8
Students with Disabilities	43	32	74.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2026	1937	371	19.2
Female	928	891	182	20.4
Male	1098	1046	189	18.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	17	15	6	40.0
Asian	34	34	7	20.6
Black or African American	--	--	--	--
Filipino	53	52	1	1.9
Hispanic or Latino	1621	1551	286	18.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	3	9.1
White	248	232	61	26.3
English Learners	315	293	71	24.2
Foster Youth	19	18	8	44.4
Homeless	32	28	10	35.7
Socioeconomically Disadvantaged	1689	1608	329	20.5
Students Receiving Migrant Education Services	93	89	19	21.3
Students with Disabilities	193	183	44	24.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.51	2.56	2.81	2.26	2.01	2.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.14	0.68	0.44	0.16	0.28	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.81	0.44
Female	2.05	0.22
Male	3.46	0.64
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.90	0.43
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.06	0.00
White	3.23	0.81
English Learners	5.08	0.32
Foster Youth	10.53	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	2.96	0.47
Students Receiving Migrant Education Services	5.38	0.00
Students with Disabilities	7.25	0.52

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Monache High School. Teachers, campus supervisors, CSIS, SOSAs, Teachers 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. Additionally, all students scan into campus using their ID cards.

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made through the school secretary. All campus visitors are verified through the program RAPTOR.

The School Site Safety Plan was most recently reviewed on September 17, 2025 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	68	48	9
Mathematics	21	34	59	4
Science	15	67	29	6
Social Science	14	75	38	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	37	44	8
Mathematics	24	27	43	9
Science	24	16	35	6
Social Science	26	18	20	19

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	33	42	6
Mathematics	23	27	46	2
Science	24	19	28	6
Social Science	27	10	41	8

2024-25 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
Pupils to Academic Counselor	483.5

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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
School Site	\$10,248	\$535	\$9,713	\$111,906
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	19.2	4.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-13.7	7.6

Fiscal Year 2024-25 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

-CTEIG Funds

-Perkins Grants

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$67,408	\$62,783
Mid-Range Teacher Salary	\$101,816	\$97,783
Highest Teacher Salary	\$131,482	\$128,020
Average Principal Salary (Elementary)	\$206,509	\$160,224
Average Principal Salary (Middle)	\$210,148	\$166,992
Average Principal Salary (High)	\$225,139	\$180,971
Superintendent Salary	\$331,044	\$313,465
Percent of Budget for Teacher Salaries	24%	30.05%
Percent of Budget for Administrative Salaries	3.89%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.1
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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.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

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 4 professional development days for 2024-2025.

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.

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3