

# Bill M. Manes High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Bill M. Manes High School
<b>Street</b>	676 Baseline Rd.
<b>City, State, Zip</b>	Winterhaven, CA 92283-9705
<b>Phone Number</b>	760-572-0222 Ext. 2300
<b>Principal</b>	Darrell W. Pechtl
<b>E-mail Address</b>	dpechtl@spvUSD.org
<b>Web Site</b>	<a href="http://www.spvUSD.org/schools-alternative/index.html">http://www.spvUSD.org/schools-alternative/index.html</a>
<b>CDS Code</b>	13632140000000

<b>District Contact Information</b>	
<b>District Name</b>	San Pasqual Valley Unified School District
<b>Phone Number</b>	760.572.0222
<b>Superintendent</b>	Rauna Fox
<b>E-mail Address</b>	rfox@spvUSD.org
<b>Web Site</b>	www.spvUSD.org

### **School Description and Mission Statement (School Year 2017-18)**

Bill Manes offers students seeking their high school diploma an alternative to traditional classroom instruction. Students at Bill Manes achieve personal academic success through carefully designed individualized learning plans which are structured to meet each student's unique goals and needs. The staff is supportive and understands the philosophy of alternative education-as they plan and implement individualized programs to promote success and progress towards a high school diploma at a pace and in a manner which is collaboratively designed by both students and staff.

It is the belief of Bill Manes High School that students can and will excel in an environment that is tailored to their evolving needs. Changes in programs and instructional delivery have been implemented to provide each student the opportunity for success. We strive to provide the tools, guidance, and encouragement for students to be able to achieve their personal and academic goals.

#### **School Profile**

Bill Manes High School has changed its focus from a continuation high school to an academic intervention center. Students who lack sufficient credits for promotion or graduation may enroll in the school on either a temporary or a permanent basis; teachers work with the students to create an individual learning plan and monitor student progress closely. The number of graduating students continues to increase, and the attendance rate has jumped from around 40 percent to well over 90 percent.

As Bill Manes High School is at present an Unaccredited Continuation High School, strong emphasis is placed on getting students to an academic level which will permit them to return as soon as possible to our fully accredited high school. Bill Manes High School has applied to the Western Association of Schools and Colleges for an Initial Accreditation visit in the Spring of 2018.

While enrolled at Bill Manes, students have the opportunity to participate in extracurricular events and activities at San Pasqual Valley High School and may be concurrently enrolled in many classes. Students who are on track to graduate with their grade level cohort may request to transfer to SPVHS at any semester end if they so choose.

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2016-17 year, the district educated 734 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	2
<b>Grade 10</b>	6
<b>Grade 11</b>	7
<b>Grade 12</b>	12
<b>Total Enrollment</b>	27

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	81.5
Asian	0
Filipino	0
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0
White	3.7
Two or More Races	0
Socioeconomically Disadvantaged	96.3
English Learners	7.4
Students with Disabilities	11.1
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	1	52
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** 09/12/2017

San Pasqual Valley Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program and provides students with their own textbooks. San Pasqual Valley Unified School District held a Public Hearing on September 14, 2011, and determined that each school within the district had 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 learner students, are provided their own individual standards-aligned instructional materials in core subjects for use in the classroom and to take home.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state’s most recent list of standards-based materials.

San Pasqual Valley Unified School District follows the California Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up-to-date. Selection criteria is based on state and district standards, reviewed per the state list, and recommendations made to the Board of Trustees for final adoption. The selection process is uniform district wide in order to assure continuity and consistency throughout the instructional program.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Holt, Rinehart & Winston Adopted 2012	Yes	0.0%
<b>Mathematics</b>	Holt Adopted 2008  McDougal Littell Adopted 2008	Yes	0.0%
<b>Science</b>	McGraw-Hill Adopted 2008	Yes	0.0%
<b>History-Social Science</b>	McDougal Littell Adopted 2004  McGraw- Hill Adopted 2004	Yes	0.0%
<b>Health</b>	National Textbook Company 2000	Yes	0.0%

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

Bill Manes High School was built in 1977. The original building was vacated and the school relocated to a 2880 square foot modular building in 2007. Bill Manes is now located closer to the High School campus and District services. The facility strongly supports teaching and learning through its ample classroom and playground space.

**Maintenance and Repair**

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order. The table shows the results of the most recent school facilities inspection.

**Cleaning Process and Schedule**

The district has cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month of the most recent FIT report: 09/30/2011				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Rm 1 - Main Room - Bottled water for students and staff. Facility has a well for all other water needs.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Outside Grounds - Basketball Court needs repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Outside Grounds - Dirt Field.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 09/30/2011				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	--	--	20	22	48	48
Mathematics (grades 3-8 and 11)	--	--	8	12	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	27	23	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

It is the goal of Bill Manes High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students also have the opportunity to shadow professionals and take employment with local businesses to receive hands-on work experience. Students are also offered the opportunity to participate in the Regional Occupational Program (ROP) classes at San Pasqual Valley High School. The chart lists information about student participation in the ROP program at Bill Manes High School.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80.0%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are supportive of the educational programs at Bill Manes High School. Parents may participate in the DELAC, Title VII Committee, the School Site Council, and other district-sponsored parent events.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- American Legion Post 802
- Quechan Tribe
- Arizona Western College
- Imperial Valley College
- Paradise Casino
- Yuma Daily Sun
- Other local businesses

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.



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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	15.4	33.3	33.3	18.6	21.6	7.3	11.5	10.7	9.7
<b>Graduation Rate</b>	46.15	33.33	66.67	69.77	70.27	92.68	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	9.52	71.93	87.11
<b>Black or African American</b>	0	0	79.19
<b>American Indian or Alaska Native</b>	7.69	43.48	80.17
<b>Asian</b>	0	100	94.42
<b>Filipino</b>	0	0	93.76
<b>Hispanic or Latino</b>	16.67	93.1	84.58
<b>Native Hawaiian/Pacific Islander</b>	0	0	86.57
<b>White</b>	0	50	90.99
<b>Two or More Races</b>	0	100	90.59
<b>Socioeconomically Disadvantaged</b>	13.33	77.27	85.45
<b>English Learners</b>	33.33	84.62	55.44
<b>Students with Disabilities</b>	0	100	63.9
<b>Foster Youth</b>	0	0	68.19

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	9.4	12.2	16.3	18.3	20.0	6.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	7.0	0.0	0.0	1.8	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Bill Manes High School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, school staff supervise students and school grounds to ensure a safe and orderly environment.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

Bill Manes includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. School transportation is provided to all BMHS students each day.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in August 2015.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			Avg. Class Size	2015-16			Avg. Class Size	2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	2	14		1	6			3	8					
Mathematics	2	14		2	26			3	19					
Science	1	2		3	10			2	12					
Social Science	3	6		2	12			1	5					

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.10	27
Counselor (Social/Behavioral or Career Development)	.10	N/A
Library Media Teacher (Librarian)	NA	N/A
Library Media Services Staff (Paraprofessional)	NA	N/A
Psychologist	NA	N/A
Social Worker	NA	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.02	N/A
Resource Specialist	.10	N/A
Other	1	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,572	\$1,687	\$5,885	\$85,144
District	N/A	N/A	\$7,124	\$70,213
Percent Difference: School Site and District	N/A	N/A	-17.4	21.3
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	-10.5	36.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

Based on 2015-16 audited financial statements, San Pasqual Valley Unified School District spent an average of \$15,026 of unrestricted monies to educate each student. The expenditures per pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2016-17 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Title I
- Title II - Teacher Quality
- Title III - LEP
- Title VI - REAP
- Title VII - Indian Education
- American Indian Early Childhood Education (AIECE)
- ROC/P
- Home-to-School Transportation
- Educator Effectiveness
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- Picacho Project

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,826	\$41,164
Mid-Range Teacher Salary	\$67,575	\$61,818
Highest Teacher Salary	\$83,894	\$84,567
Average Principal Salary (Elementary)	\$99,884	\$96,125
Average Principal Salary (Middle)	\$99,658	\$103,336
Average Principal Salary (High)	\$99,444	\$101,955
Superintendent Salary	\$165,850	\$126,855
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

The Site Leadership at Bill Manes, in an effort to support sustainable student achievement which is responsive to the ever changing educational landscape, has developed and implemented a staff development plan for the staff members of BMHS. This plan identifies long term goals for each Department which align with the long term vision of the school and District while meeting the short term objectives most appropriate for the departments.

#### Staff Development Vision:

The teaching staff at BMHS will develop rigorous and meaningful lessons and assessments for the students at BMHS which will further their academic and personal/social development as they move toward their graduation and plan for life beyond high school.

#### Alignment:

Bill Manes High School's Professional Development Plan is aligned with supporting governing documents which provide structure to our discussion and planning efforts, and help prioritize our school's staff development goals.

#### Primary Focus:

The primary areas of focus for staff development for Bill Manes High School are the California Common Core Standards in English Language Arts, Science, Social Sciences, Mathematics, and Career & Technical areas for education. Additional focus on the development of STEM based educational programs is also integrated into the staff development plan.

**Access:**

Staff development and Webinar training offered by the county office of education and the California State Department of Education are sought out, identified and provided to all appropriate course related certificated staff. Conference attendance and school workshops before and after school are offered as well. Additional opportunities for professional development are made available to support instructional programs in accordance with school plans.

**Support:**

San Pasqual Valley Unified School District offers support to new and veteran teachers through the Beginning Teacher Support and Assistance (BTSA) program. The program is designed to improve the education provided to all students by increasing teacher effectiveness.

Teachers are supported utilizing teacher-principal weekly meeting, observations, master teacher support, and student performance data reporting system via Illuminate Ed data management . Throughout the year teachers and staff have opportunities to attend Common Core training, after school workshops, and course specific conferences throughout the state.