Bill M. Manes 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/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	Bill M. Manes High School
Street	676 Baseline Road
City, State, Zip	Winterhaven
Phone Number	7605720222
Principal	Katrina Johnson León
Email Address	KLeon@spvusd.org
School Website	www.spvusd.org
County-District-School (CDS) Code	California

2021-22 District Contact Information

District Name	San Pasqual Valley Unified School District
Phone Number	760.572.0222
Superintendent	Katrina Johnson León
Email Address	KLeon@spvusd.org
District Website Address	www.spvusd.org

2021-22 School Overview

Principal's Message

Bill Manes High School received Full Accreditation from the Western Association of Schools and Colleges during an Initial Accreditation visit in the Spring of 2018. Accreditation is recognition of the academic strength of the school and assures that a diploma from Bill Manes High School carries the same worth, weight and recognition of any traditional, comprehensive high school.

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. 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, while meeting social emotional learning needs.

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. There are two main goals of Bill Manes and that is to graduate with a diploma or return to San Pasqual Valley High School to finish their high school education.

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 Yuma, 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 2021-2022 year, the district educated 605 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	3
Grade 12	11
Total Enrollment	14

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	64.3
Hispanic or Latino	28.6
White	7.1
English Learners	14.3
Homeless	7.1
Socioeconomically Disadvantaged	92.9
Students with Disabilities	14.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

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, 2020, 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.

Year and month in which the data were collected	09/14/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston Adopted 2012 ERWC Adopted 2020	Yes	0.0%
Mathematics	Holt Adopted 2008 McDougal Littell Adopted 2008	Yes	0.0%
Science	McGraw-Hill Adopted 2008	Yes	0.0%
History-Social Science	McDougal Littell Adopted 2004 McGraw- Hill Adopted 2019	Yes	0.0%
Foreign Language	Holt, Rinehart & Winston Adopted 2005		
Health	National Textbook Company 2000	Yes	0.0%
Visual and Performing Arts	Gardner's Art through the Ages, Fourteenth Edition	Yes	
Science Laboratory Equipment (grades 9-12)	McGraw Hill Adopted 2020	Yes	

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	01/13/22

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	0	0	0	0	0
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	0	0	0	0	0
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	14	N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A

Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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	0.99	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	12	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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 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 Ag Programs located at SPVHS as part of their CTE pathway participation.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 supportive of the educational programs at Bill Manes High School. Due to our small, geographically isolated location, we have had several generation earn their diplomas at Bill Manes. As our enrollment numbers are generally below 20 students, parents participate in district-wide committees.

Parents may participate in the District English Learner Advisory Committee, the Migrant Parent Advisory Committee, District Indian Parent Advisory Committee, School Site Council, and all other District Sponsored training and committees.

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	--	19.2	9.1	3.8	7.7	9.3	9.0	8.9	9.4
Graduation Rate	--	42.3	63.6	81.1	72.3	75.9	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	14	63.6
Female	--	--	--
Male	12	9	75.0
American Indian or Alaska Native	14	9	64.3
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00

Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	22	14	63.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	25	20	0	0.0
Female	12	10	0	0.0
Male	13	10	0	0.0
American Indian or Alaska Native	15	13	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	4	4	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	1	0	0.0
White	3	2	0	0.0
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	22	18	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	4	0	0.0

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
Suspensions	10.00	0.00	25.92	0.00	3.47	0.20
Expulsions	0.00	0.00	0.92	0.00	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
Suspensions	2.50	6.32	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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. The School Safety Plan is fully integrated with the larger plan governing SPVHS.

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 most current plan is going to the Board for review in January 2022 and then finalized in February 2022.

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	4	16		
Mathematics	2	15		
Science	3	5		
Social Science	1	7		

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	3	18		
Mathematics	2	11		
Science	2	3		
Social Science	1	11		

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	1	21		
Mathematics	2	10		
Science	1	1		
Social Science	1	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
Pupils to Academic Counselor	35

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
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

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
School Site	$9,827	$927	$8,900	$62,229
District	N/A	N/A	$7,537	$81,287
Percent Difference - School Site and District	N/A	N/A	16.6	-26.6
State			$8,444	$71,544
Percent Difference - School Site and State	N/A	N/A	5.3	-13.9

2020-21 Types of Services Funded

Based on 2020-21 audited financial statements, San Pasqual Valley Unified School District spent an average of $17,004 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 2020-21 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)
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- CARES/ESSER

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
Beginning Teacher Salary	$49,798	$45,813
Mid-Range Teacher Salary	$73,433	$70,720
Highest Teacher Salary	$94,991	$93,973
Average Principal Salary (Elementary)	$110,268	$111,613
Average Principal Salary (Middle)	$112,925	$119,477
Average Principal Salary (High)	$112,925	$120,270
Superintendent Salary	$171,093	$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

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 BMHS which align with the long term vision of the school and District.

Staff Development Vision:
The teaching staff at BMHS are working and learning in conjunction with the SPV High School staff as the goal is to prepare and support students for a return to SPVHS. Staff development is focused on academic improvement and support as well as social emotional learning.

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 social emotional learning, engaging instructional strategies, nuances between 504s and IEPs, and ELD support and instruction.

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 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.

Social Emotional Learning: The staff at Bill M. Manes has been trained in Capturing Kids Hearts as a way to build partnerships with students and to ensure a positive, accepting culture where students thrive and achieve.

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

San Pasqual Valley 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

District Name	San Pasqual Valley Unified School District
Phone Number	760.572.0222
Superintendent	Katrina Johnson León
Email Address	KLeon@spvusd.org
District Website Address	www.spvusd.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
All Students	357	274	76.75	23.25	15.99
Female	187	140	74.87	25.13	18.71
Male	170	134	78.82	21.18	13.08
American Indian or Alaska Native	185	148	80.00	20.00	12.50
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	145	111	76.55	23.45	20.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	5	38.46	61.54	--
White	--	--	--	--	--
English Learners	80	60	75.00	25.00	6.78
Foster Youth	--	--	--	--	--
Homeless	18	8	44.44	55.56	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	191	79.92	20.08	13.37
Students Receiving Migrant Education Services	12	11	91.67	8.33	30.00
Students with Disabilities	74	56	75.68	24.32	3.70

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	357	273	76.47	23.53	2.94
Female	187	142	75.94	24.06	4.23
Male	170	131	77.06	22.94	1.54
American Indian or Alaska Native	185	146	78.92	21.08	3.42
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	145	111	76.55	23.45	2.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	6	46.15	53.85	--
White	--	--	--		--
English Learners	80	61	76.25	23.75	1.67
Foster Youth	--	--	--	--	--
Homeless	18	10	55.56	44.44	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	188	78.66	21.34	2.13
Students Receiving Migrant Education Services	12	11	91.67	8.33	0.00
Students with Disabilities	74	56	75.68	24.32	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A

Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
All Students		N/A	N/A	N/A	N/A
Female		N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.