

Bill M. Manes High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Bill M. Manes High School |
| Street | 676 Baseline Rd. |
| City, State, Zip | Winterhaven, CA 92283-9705 |
| Phone Number | 760-572-0222 Ext. 2300 |
| Principal | Rauna Fox |
| Email Address | rfox@spvUSD.org |
| Website | http://www.spvUSD.org/schools-alternative/index.html |
| County-District-School (CDS) Code | 13632140000000 |

| Entity | Contact Information |
|----------------|--|
| District Name | San Pasqual Valley Unified School District |
| Phone Number | 760.572.0222 |
| Superintendent | Rauna Fox |
| Email Address | rfox@spvUSD.org |
| Website | www.spvUSD.org |

School Description and Mission Statement (School Year 2019-20)

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. 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.

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 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 6 |
| Grade 11 | 17 |
| Grade 12 | 7 |
| Total Enrollment | 30 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 53.3 |
| Hispanic or Latino | 33.3 |
| White | 6.7 |
| Two or More Races | 6.7 |
| Socioeconomically Disadvantaged | 96.7 |
| English Learners | 13.3 |
| Students with Disabilities | 6.7 |
| Homeless | 30 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 1 | 1.3 | 1 | 50 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: 09/10/2019

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, 2018, 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.

| 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 | 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 2004 | Yes | 0.0% |
| Health | 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

Year and month of the most recent FIT report: 01/28/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | 0 | 28 | 27 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | -- | 0 | 14 | 13 | 38 | 39 |

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 23 | 19 | 82.61 | 17.39 | 0.00 |
| Male | 11 | 10 | 90.91 | 9.09 | 0.00 |
| Female | 12 | 9 | 75.00 | 25.00 | 0.00 |
| Black or African American | | | | | |
| American Indian or Alaska Native | 13 | 12 | 92.31 | 7.69 | 0.00 |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 22 | 18 | 81.82 | 18.18 | 0.00 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 23 | 17 | 73.91 | 26.09 | 0.00 |
| Male | 11 | 10 | 90.91 | 9.09 | 0.00 |
| Female | 12 | 7 | 58.33 | 41.67 | 0.00 |
| Black or African American | | | | | |
| American Indian or Alaska Native | 13 | 10 | 76.92 | 23.08 | 0.00 |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 22 | 16 | 72.73 | 27.27 | 0.00 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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

Career Technical Education Participation (School Year 2018-19)

| 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 | |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2017-18 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 2018-19)

| 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 |
|-------------|--|--|---|
| 5 | | | |

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are supportive of the educational programs at Bill Manes High School.

Parents may participate in the DELAC, DIPAC, Title VII Committee, the Combined SPVHS/BMHS School Site Council, and other district-sponsored parent events.

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 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | -- | 7.1 | 31.3 | 7.3 | 5.8 | 16.4 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | -- | 7.1 | 6.3 | 92.7 | 69.2 | 63.6 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 16.3 | 2.4 | 10.0 | 6.4 | 6.9 | 25.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 7.0 | 0.0 | 0.0 | 1.8 | 0.0 | 0.9 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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 plan was last updated and reviewed with school staff in September 2019.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-----------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 3 | 8 | | | 2 | 16 | | | 4 | 16 | | |
| Mathematics | 3 | 19 | | | 2 | 15 | | | 2 | 15 | | |
| Science | 2 | 12 | | | 2 | 3 | | | 3 | 5 | | |
| Social Science | 1 | 5 | | | 3 | 9 | | | 1 | 7 | | |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,579 | \$680 | \$8,899 | \$86,563 |
| District | N/A | N/A | \$7,401 | \$76,270.00 |
| Percent Difference - School Site and District | N/A | N/A | 18.4 | 12.6 |
| State | N/A | N/A | \$7,506.64 | \$64,732.00 |
| Percent Difference - School Site and State | N/A | N/A | 17.0 | 28.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Based on 2017-18 audited financial statements, San Pasqual Valley Unified School District spent an average of \$16,483 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 2018-19 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)
- Low Performing Students Block Grant
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- Picacho Project

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,145 | \$43,574 |
| Mid-Range Teacher Salary | \$70,995 | \$63,243 |
| Highest Teacher Salary | \$88,063 | \$86,896 |
| Average Principal Salary (Elementary) | \$104,937 | \$103,506 |
| Average Principal Salary (Middle) | \$104,937 | \$108,961 |
| Average Principal Salary (High) | \$104,937 | \$108,954 |
| Superintendent Salary | \$161,776 | \$136,125 |
| Percent of Budget for Teacher Salaries | 33% | 30% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Advanced Placement (AP) Courses (School Year 2018-19)

| 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 | | |

Note: 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)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

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 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.