



Bill Manes High School

2006-2007 School Accountability Report Card

Published in December 2007

Grades Nine through Twelve
Rauna Fox, Principal

San Pasqual Valley Unified School District

www.sanpasqual.k12.ca.us

676 Baseline Road, Winterhaven,
CA 92283
(760) 572-0222

2006-07 Board of Trustees

Rory D. McDade
President

Patrick A. McCoy
Vice President

Barbara Bensel
Clerk

Monica Montague
Member

District Administration

Suzanne H. Smith
Superintendent

Chad Leptich
Asst. Superintendent of Finance

Denise Lindeman
Projects Coordinator

Taune Smith
Coordinator of Educational Services

Principal's Message

I'd like to welcome you to Bill Manes High School's Annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I could not be more proud of this school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The purpose of this report card is to afford you the opportunity to gain further insight into the quality educational programs that we offer.

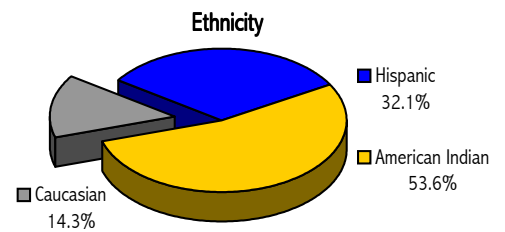
It is the belief of Bill Manes High School that students can and will excel in an environment that is tailored to their evolving needs. Changes in programs and instructional delivery have been implemented to provide each student the opportunity for success. We strive to provide the tools, guidance, and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

Community & School Profile

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 2006-07 year, the district educated 764 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

Bill Manes High School recently 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; teachers work with the students to create an individual learning plan and monitor student progress closely. The school is proud to say that more and more students are achieving academic success at the school. The number of graduating students continues to increase, and the attendance rate has jumped from around 40 percent to well over 90 percent.

During the 2006-07 year, the student population of Bill Manes High School was 28 students, which included 100% socioeconomically disadvantaged students, 11% English learners, and 11% students with disabilities. Additional student demographics are illustrated in the chart at right.



Discipline & Climate for Learning

Students at Bill Manes High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Bill Manes High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent positive reinforcement and consequences for their behavior. Students and parents are notified of discipline policies through their student handbook at the beginning of the year; policies are reinforced throughout the school year.

The suspensions and expulsions table at right displays the total number and percentage of suspensions and expulsions at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Bill Manes HS			SPVUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	7	10	11	282	207	216
Suspension Rate	17.5%	30.3%	39.3%	37.1%	27.2%	28.3%
Expulsions	0	0	0	16	5	3
Expulsion Rate	0.0%	0.0%	0.0%	2.0%	0.6%	0.4%

Extracurricular Activities

Students are encouraged to participate in additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students who reach their academic goals and have good attendance records are allowed to participate in Regional Occupational Program classes and attend assemblies at San Pasqual Valley High School. Students also have the option of joining the sports teams at San Pasqual Valley High School.

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

School Leadership

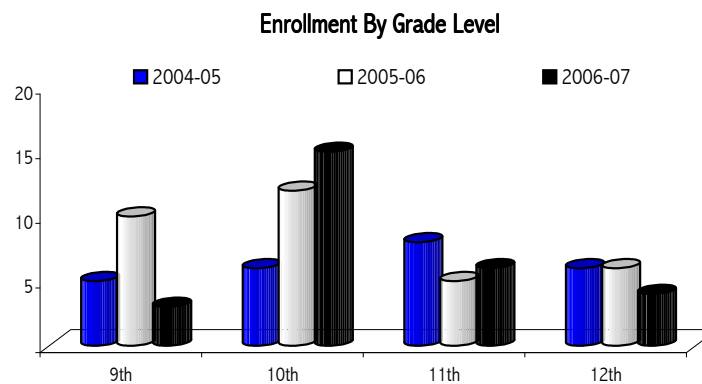
Principal Rauna Fox joined the school in the fall of 2006 and is backed by more than 16 years of educational experience. Close collaboration between the principal and staff ensures Bill Manes High School's instructional programs are monitored, evaluated, and improved on a regular basis. Coordinating with the principal are the District English Language Advisory Council (DELAC) and Title VII Indian Education Committee.

Class Size

Bill Manes High School maintained a schoolwide average class size of 5.5 students and a pupil-to-teacher ratio of 6.2 to 1 in the 2006-07 school year. The table below illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The graph below illustrates the enrollment trend at this school for the last three years.



Graduation and dropout rate data for the past three years is shown in the chart below.

	Graduation & Dropout Rates					
	Graduation Rates			Dropout Rates		
	03-04	04-05	05-06	03-04	04-05	05-06
Bill Manes HS	100.0%	100.0%	85.7%	0.0%	0.0%	6.1%
SPVUSD	100.0%	97.1%	97.4%	0.0%	0.0%	1.8%
California	70.7%	71.1%	67.1%	3.2%	3.1%	3.6%

Instructional Time

During the 2006-07 school year, students in grades nine through twelve at Bill Manes High School received 51,585 minutes of instruction in 181 school days, which exceeded the state requirement at the alternative high school level of 180 school days. For the 2006-07 school year, Bill Manes High School offered no minimum days.



Parent and Community Involvement

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.

Average Class Size	Teaching Load Distribution								
	Classrooms containing:								
	1-20 Students			21-32 Students			33+ Students		
05	06	07	05	06	07	05	06	07	
English	6	19	7	9	3	8	2		
Math	12	13	5	4	3	4			
Science	4	4	5	6	6	17			
Social Science	16	7	5	3	5	13	1		

Substitute Teachers

Due to the rural location of the school district, San Pasqual Valley Unified School District has some difficulty obtaining qualified substitutes. When a substitute teacher is not available, credentialed staff or administrators take the role of the substitute.

Teacher Assignment

San Pasqual Valley Unified School District recruits and employs the most qualified, credentialed teachers. For the 2006-07 school year, Bill Manes High School had four fully credentialed teachers.

	Teacher Credential Status			
	Bill Manes HS			SPVUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	3	3	4	50
Without Full Credentials*	0	1	1	10
Teaching Outside Subject Area	0	2	0	4

**Data is reflective of teachers with emergency credentials, waivers, and university interns.*

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester. For the 2007-08 year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" by the end of the 2006-07 year. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

% of Courses in Core Academic Subjects:

	% of Courses in Core Academic Subjects:	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
Bill Manes HS	96.3%	3.7%
All Schools in District	90.3%	9.7%
High-Poverty Schools in District	90.3%	9.7%
Low-Poverty Schools in District	n/a	n/a

School Facilities & Safety

Bill Manes High School was built in 1977. Facilities encompass 2,100 square feet. They include a classroom, two computer labs, and administrative offices. The facility strongly supports teaching and learning through its ample classroom and playground space. The table below shows the results of the most recent school facilities inspection, as of November 2007.

School Facility Conditions

Date of Last Inspection: Oct. 30, 2007

Overall Summary of School Facility Conditions: Fair

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)		X		Outside building: Fence corner coming loose, posts loose, no gates.
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)		X		Flammable materials found in storage room.
Structural Damage		X		Concrete sidewalk needs replacement, minor concrete repair needed.
Fire Safety	X			
Electrical (interior/exterior)		X		A/C functions but should be replaced; lights missing/not working.
Pest/Vermin Infestation		X		Inside Building: spider webs
Drinking Fountains (inside/outside)	X			
Restrooms		X		Toilets and sinks dirty; buildup around bowl and faucets.
Sewer	X			
Playground/School Grounds			X	Outside basketball court has cracks; concrete is uneven.
Roofs	X			
Overall Cleanliness	X			Holes and marks on wall; spider webs.

Safety

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, including the cafeteria and playgrounds, 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.

Each school 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. 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 June 2007.

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.

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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the San Pasqual Unified School District budgeted \$40,000 for the deferred maintenance program. This represents .35% of the district's general fund budget. There were no deferred maintenance projects scheduled for this school. For a complete list of deferred maintenance projects, please contact the district office.

Teacher Evaluation and Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. First year teachers are evaluated twice a year; teachers in their second through fifth years are evaluated annually, and teachers who have been in the district six or more years are evaluated at least once every other year. Evaluations are conducted by the principal and assistant principal, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

The district scheduled three staff development days for this school during the 2006-07 school year. Training focused on Bea McGarvey - Classroom Strategies That Work, Data Analysis and Curriculum Alignment. Additional opportunities for professional development were made available to support instructional programs in accordance with school plans.

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

Student Achievement & Testing

Bill Manes High School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum to obtain accurate measures of student progress. Multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, district benchmarks, classroom observation, report card grades, and results of standardized tests.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

No Child Left Behind

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYPs and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

A "Yes" in the chart at right means the school or district was at or above the 2007 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient. Bill Manes High School met all of the 2007 AYP criteria.

Federal Intervention Programs		
Program Improvement (PI)		
	Bill Manes HS	SPVUSD
Program Improvement Status	Not in PI	Not in PI
First Year of PI	n/a	n/a
Year in PI (in 2007-08)	n/a	n/a
Number of Schools Currently in PI	n/a	1
Percent of Schools Identified for PI	n/a	25.0%

Adequate Yearly Progress (AYP)				
Made AYP Overall	Bill Manes HS		SPVUSD	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade as evidenced by that school year's October CBEDS enrollment, the table at right displays by student group the percent who met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
Graduating Class of 2007			
	Bill Manes HS	SPVUSD	California
All Students	N/A	N/A	
American Indian	67.0%	50.0%	
Hispanic	50.0%	30.0%	
Caucasian	100.0%	20.0%	
Socioeconomically Disadvantaged (SED)	71.0%	85.0%	
Students w/Disabilities	100.0%	100.0%	

Data not provided by the California Department of Education at the time of publication.



Physical Fitness

In the spring of each year, Bill Manes High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2006-07 school year, 0% of ninth grade students at Bill Manes High School were considered to be in the HFZ.

California Standards Tests

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Science, and Social Science for the most recent three-year period, is shown at right. *Course specific tests are not shown; for more information please see <http://star.cde.ca.gov>.*

California Standards Test (CST)									
Combined % of Students Scoring at Proficient and Advanced Levels									
	Bill Manes HS			SPVUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English - Language Arts	17	19	26	23	26	26	40	42	43
Mathematics	11	0	0	22	28	28	38	40	40
Science	0	*	*	9	13	22	27	35	38
History - Social Science	0	0	0	9	9	12	32	33	33

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Alternative Schools Accountability Model

Bill Manes High School participates in the Alternative School Accountability Model (ASAM). Alternative schools, like all schools, must seek to meet state standards of learning and achievement. ASAM is based on the results of standardized tests and other state and district approved indicators. The Public Schools Accountability Act (PSAA) Advisory Committee finds that the accountability model for alternative schools directly acknowledges the fact that schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront these students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress reflecting academic performance, as well as other aspects of growth. Collection of data to create baseline reports for comparison with other schools started in the 2001-02 school year. ASAM schools are covered under the Alternative Accountability system as required by Ed Code 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law.

College Preparation

Bill Manes High School offers college-bound students many opportunities to get a head start on their future. All students meet with the school counselor and principal once a month to evaluate their educational goals. Students may participate in the "College Night" at San Pasqual Valley High School, where representatives from area colleges come to the school to answer questions and introduce students to the various college opportunities available. Students are also allowed to co-enroll in classes at Arizona Western College.

Students at Bill Manes High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The chart at right illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

During the 2006-07 year, Bill Manes High School did not offer Advanced Placement (AP) courses.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
29.1%	*

*Data not provided by the CA Department of Education.

SAT Reasoning Test

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. While the school does not offer any SAT prep courses, the school provides various resources to students who plan on taking the SAT. The AVID program offers SAT prep workshops and informational sessions. *For the past three years, no student at Bill Manes High School has taken the SAT exam.*

Work Force Preparation

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.

Regional Occupational Program (ROP) Participation

How many of the school's pupils participate in ROP?	0
What percent of the school's pupils complete a ROP program and earn a high school diploma?	n/a
What percent of the school's ROP courses are sequenced or articulated between the school and institutions of post secondary education?*	100%

* ROP courses are offered through San Pasqual Valley's comprehensive high school

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 at left lists information about student participation in the ROP program at Bill Manes High School.

The chart below lists the ROP classes offered at San Pasqual Valley High School. Please contact Gina Hanna for more information about the ROP program.



Career Preparation Courses				
Course	Who offers the course?	How do these classes support student achievement?	How does the school support the needs of all students in career preparation?	Course Evaluations
Ag Fabrication	High School ROP Program	All courses satisfy graduation requirements/standards. Graduation elective course	Counseling/Guidance	Competitions, Certificates
ROP Computer Applications				

Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
English/ Language Arts	Holt, Rinehart & Winston	9-12	2004	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Prentice Hall	9-12	2004		0%
Social Science	McDougal Littell	9-12	2004		0%
	Houghton Mifflin	9-12	2004		0%
	McGraw Hill	9-12	2004		0%
Foreign Language	Holt, Rinehart & Winston	9-12	2005		0%
Health	Bot-Nik	9-12	2005		0%
Science	McGraw Hill	9-12	2004		0%

Science Laboratory Equipment: Bill Manes HS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners.

Textbooks & 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 in September 2007, and determined that each school within the district had sufficient and good quality textbooks or instructional materials, 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. The most recent textbooks, as of November 2007, are illustrated in the chart at left.

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 districtwide in order to assure continuity and consistency throughout the instructional program.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students regularly receive computer-assisted instruction. The school has one computer lab available for student use, which contains 20 computer workstations.

Contact Information

Parents who wish to participate in Bill Manes High School's school committees, school activities, or become volunteers may contact Principal Rauna Fox at (760) 572-0222, ext. 2496.

Counseling & Other Support Services

It is the goal of Bill Manes High School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement or behavioral difficulties. The principal serves as the main source of academic counseling at the school and coordinates all counseling services.

The following chart lists the support services staff available to students at Bill Manes High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavioral Health Services Consultant	1	*
Coordinator of Special Education	1	*
Health Clerk	1	*
Outreach Consultant	1	1.0
Resource Specialist Program (RSP) Teacher	1	*
Speech/Language Specialist	1	*

**Services provided by the district on an "as needed" basis.*

Bill Manes High School offers support and assistance to students who are performing below grade level or whose behavior is interfering with their academic or social development.

The PLATO Learning System is a part of the schoolwide curriculum. The program allows students to evaluate their progress in core subjects and helps them work on any problem areas. All teachers are trained in the REACH (Resources for Academic Achievement) program that works with students and helps them to focus on academic goals and become college-bound.

Students with special needs receive additional assistance with a Resource Specialist Program (RSP) teacher who supplements instruction in-class and provides additional assistance.

English Learners receive differentiated instruction in their regular classroom. High Point Reading Fluency instructional materials are used schoolwide to identify students who are falling below grade level standards in language arts.

Curriculum Improvement

All curriculum improvement at Bill Manes High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Bill Manes High School's curriculum is an ongoing process.

Expenditures & Services Funded

Based on 2005-06 audited financial statements, San Paqual Valley Unified School District spent an average of \$14,949 to educate each student. The Expenditures per Pupil table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil		
Bill Manes HS	Total	\$2,277
	From Restricted Sources	\$2,167
	From Unrestricted Sources	\$110
SPVUSD	From Unrestricted Sources	\$9,643
	Percentage of Variation Between School & District: 98.9%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation Between School & State: 97.8%	

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2005-06 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Drug/Alcohol/Tobacco Education Funds
- Class Size Reduction
- Economic Impact Aid
- Home-to-School Transportation
- Title VII Indian Education
- Instructional Materials
- Title VII School Success
- Maintenance and Operations
- Tenth Grade Counseling
- Peer Assistance and Review
- School Improvement Program
- Vocational and Applied Technology Education Act
- Title I
- LEP
- ROC/P
- Staff Development
- Migrant Education
- Title III EIA
- Special Education

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having under 1,000 in average daily attendance throughout the state. The following information is based upon data from the 2005-06 school year, which is the most current information available at the time of publication. The table below illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries		
School & District	Bill Manes	\$52,664
	SPVUSD	\$55,740
	Percentage of Variation: 5.5%	
School & State	Bill Manes	\$52,664
	All Unified School Districts	\$52,361
	Percentage of Variation: 0.6%	

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	SPVUSD	California
Beginning Teachers	\$39,662	\$34,363
Mid-Range Teachers	\$51,722	\$50,814
Highest Teachers	\$66,646	\$65,731
Elementary Principals	\$84,916	\$78,437
Middle School Principals	\$80,916	\$81,316
High School Principals	\$88,628	\$84,594
Superintendent	\$115,500	\$103,105
Salaries as a Percentage of Total Budget		
Teachers Salaries	26.0%	35.8%
Administrative Salaries	3.3%	6.5%