



Bill M. Manes High School

2008-2009 School Accountability Report Card

Grades Nine through Twelve
Lynda Schoonover, Principal

San Pasqual Valley Unified School District

www.sanpasqual.k12.ca.us

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

2008-09

Board of Trustees

Bernadine Swift Arrow
President

Monica Montague
Vice President

Rebecca L. Ramirez
Clerk

Rory D. McDade
Clerk

Vernon Smith
Member

District Administration

David F. Schoneman
Superintendent

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.

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 2008-09 year, the district educated 746 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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	83.3%
Asian	0.0%
Caucasian	0.0%
Filipino	0.0%
Hispanic or Latino	16.7%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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 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

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	11	5	4	216	257	207
Suspension Rate	39.3%	27.8%	22.2%	28.3%	33.4%	27.7%
Expulsions	0	0	0	3	4	0
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.5%	0.0%

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, extracurricular activities, and assemblies at San Pasqual Valley High School. Students also have the option of joining the sports teams at San Pasqual Valley High School.

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 illustrates the enrollment trend at this school for the last three years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	3	2	6
10th	15	7	5
11th	6	5	4
12th	4	4	3

Class Size

Bill Manes High School maintained a pupil-to-teacher ratio of 21.7 to 1 in the 2008-09 school year. The table 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.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	7	83	106	8	-	-	-	-	-	-	1	1
Mathematics	5	-	-	4	-	-	-	-	-	-	-	-
Science	5	-	-	17	-	-	-	-	-	-	-	-
Social Science	5	-	-	13	-	-	1	-	-	-	-	-

Dropout & Graduation Rates

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

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	6.10%	3.60%	0.00%
Graduation Rate	85.70%	100.00%	100.00%

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 October 2009, 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.

Students at Bill Manes High School do not use textbooks. All curriculum is done through Plato.

Computer Resources

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 28 computer workstations.

Computer Resources			
	06-07	07-08	08-09
Computers	24	24	28
Students per computer	1.2	0.8	0.6
Classrooms connected to Internet	2	2	3

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Imperial County, which contain numerous computer workstations. For more information on locations and hours please visit <http://www.co.imperial.ca.us/library/default.html>.



Counseling & Support Staff

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 counselor-to-pupil ratio is 1:18.*

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

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. The school also used Ed Options Online program which provides a rigorous and personalized course for credit recovery. 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.

Parent & 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.

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 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 shows the results of the most recent school facilities inspection, as of January 2010.

School Facility Conditions				
Date of Last Inspection: 09/30/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Rm 1 - Main Room - Bottled water for students and staff. Facility has a well for all other water needs.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Outside Grounds - Basketball Court needs repair.
External (Grounds, Windows, Doors, Gates, Fences)			X	Outside Grounds - Dirt Field.

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 May 2009.

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 2008-09 school year, San Pasqual Valley Unified School District budgeted \$40,000 for the deferred maintenance program. This represents 0.4% of the district's general fund budget.

Contact Information

Parents who wish to participate in Bill Manes High School's school committees, school activities, or become volunteers may contact Principal Lynda Schoonover at (760) 572-0222, ext. 2298.

Data Sources

Data within the SARC was provided by San Pasqual Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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.

Alternative School Accountability Model (ASAM)

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.

California Standards Test

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. Course specific tests are not shown; for more information please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	26	44	11	26	31	30	43	46	50
Mathematics	*	*	*	28	28	27	40	43	46
Science	*	*	*	22	25	29	38	46	50
History/Social Science	*	*	*	12	15	12	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	12	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	*	*	*	*
Females	*	*	*	*
Socioeconomically Disadvantaged	11	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

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

Physical Fitness

In the spring of each year, Bill M. Manes High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. *Results are not disclosed in order to protect student privacy as a small number of students were tested in 2008-09.*

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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.

Adequate Yearly Progress

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 have met their AYPs, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	B	B	
Similar Schools Rank	-	B	B	
All Students				
Actual Growth	B	98	-	-

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	40.00%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. *Results are not disclosed in order to protect student privacy as a small number of students were tested in 2008-09.*

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 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			
	School	District	State
All Students	*	97%	*
Socioeconomically Disadvantaged	*	97%	*
American Indian	*	100%	*
Hispanic	*	93%	*
Caucasian	*	100%	*
Students with Disabilities	*	100%	*

* Data was not available at the time of publication.

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 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 2008-09 year, Bill Manes High School did not offer Advances Placement (AP) courses.

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

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs

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

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
ROP Ag Fabrication				
ROP Computer Applications				
ROP Graphic Arts	High School ROP Program	All courses satisfy graduation requirements/standards.	Counseling/Guidance	Competitions, certificates.
ROP Art		Graduation elective course.		
ROP Agriculture				
ROP Metal Crafts				
ROP Welding				

Career Technical Education Participation

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

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

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.

Teacher Assignment

San Pasqual Valley Unified School District recruits and employs the most qualified, credentialed teachers. For the 2008-09 school year, Bill Manes High School had one fully credentialed teacher.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	4	2	1	56
Without Full Credentials	0	0	0	3
Working Outside Subject	0	0	0	0

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 2009-10 year, the most current available data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school 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 Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	85.4%	14.6%
High-Poverty Schools in District	85.4%	14.6%
Low-Poverty Schools in District	0.0%	0.0%

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 Evaluation & 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 schedules three staff development days annually for the past three years. 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 (BTSA) program. The program is designed to improve the education provided to all students by increasing teacher effectiveness.

School Leadership

Principal Lynda Schoonover has led Bill Manes High school for two years, backed by more than 25 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 School Site Council.

School Site Teacher Salaries

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 information is based upon data from the 2007-08 school year, which is the most current information available at the time of publication. The table 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	
School	\$70,806
District	\$59,089
Percentage of Variation	19.82%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	25.59%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,669	\$38,000
Mid-Range Teachers	\$58,518	\$55,721
Highest Teachers	\$71,218	\$71,548
Elementary School Principals	\$86,615	\$85,858
Middle School Principals	\$82,479	\$91,479
High School Principals	\$90,400	\$93,937
Superintendent	\$115,500	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.3%	34.8%
Administrative Salaries	4.6%	6.5%

District Expenditures

Based on 2007-08 audited financial statements, San Pasqual Valley Unified School District spent an average of \$15,660 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$16,228
From Restricted Sources	\$6,434
From Unrestricted Sources	\$9,794
District	
From Unrestricted Sources	\$9,794
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	77.69%

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2007-08 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
- Peer Assistance and Review
- Vocational and Applied Technology Education Act
- Title I
- LEP
- ROC/P
- Title III EIA
- Special Education
- Staff Development
- Migrant Education
- Tenth Grade Counseling
- School Improvement Program