



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bill M. Manes High School	13632141330018	05/22/2026	06/23/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bill M. Manes High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Bill M. Manes High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Bill M. Manes High School's goals and objectives are aligned to the District's Local Control and Accountability Plan (LCAP) and are designed to meet the unique academic, social-emotional, and transition needs of the students and community served by the school. As an alternative education setting, Bill M. Manes provides targeted supports for students who may be credit deficient, require a more flexible learning environment, or need additional academic, behavioral, or social-emotional interventions to remain engaged in school and progress toward graduation.

Federal funds will be used to supplement, not supplant, the actions and services funded through the LCAP. These resources will support evidence-based academic interventions, social-emotional learning, counseling, behavioral health supports, English Language Development, and transition planning for all student groups, including general education students, Students with Disabilities, English Learners, foster youth, homeless students, and socioeconomically disadvantaged students.

Bill M. Manes High School is committed to supporting students academically, socially, and emotionally throughout their educational experience. This includes helping students build the skills, credits, and confidence needed to successfully transition back to the comprehensive high school, continue toward graduation, enter Adult School when appropriate, or pursue college and career pathways.

Educational Partner Involvement

How, when, and with whom did Bill M. Manes High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Bill M. Manes High School engaged educational partners throughout the SPSA development and annual review process by sharing and discussing school data related to student achievement, attendance, behavior, graduation progress, and student support needs. Data was presented during a public Board Meeting and reviewed through advisory group discussions focused on academic outcomes, student engagement, and discipline trends.

Educational partner input was also gathered through the District's LCAP family/community surveys, staff meetings and discussions, informal student conversations, and parent input. In addition, relevant school and district data were included in the annual Impact Aid Report, which is distributed to staff, parents, and community members and posted on district/school websites for public access.

Feedback from staff, students, families, and community partners was used to identify student needs, review the effectiveness of current supports, and inform SPSA goals, strategies, and resource allocation. This process ensures that the Bill M. Manes SPSA remains aligned to the LCAP while addressing the unique needs of students in an alternative education setting, including academic recovery, social-emotional support, behavioral health, attendance improvement, graduation readiness, and transition planning.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Based on the required needs assessment, Bill M. Manes High School has identified several resource inequities connected to the school's small enrollment, alternative education model, staffing structure, course access, and student support needs.

* Limited Access to Lab Science and Specialized Coursework

Due to the independent study and alternative education structure of Bill M. Manes, as well as small and fluctuating student enrollment, students have limited access to traditional lab-based science experiences on site. While science courses are available, the ability to conduct hands-on laboratory activities is limited due to staffing, facilities, scheduling, and the individualized nature of instruction.

To address this inequity, SPVUSD is working to develop flexible scheduling options that allow Bill M. Manes students to access science labs, electives, and specialized courses at San Pasqual Valley High School when appropriate.

*** Limited Elective and CTE Access**

Bill M. Manes students have limited access to a broad range of electives and Career Technical Education opportunities on site due to staffing limitations and low enrollment. Students interested in electives beyond the basic offerings, such as Agriculture, Ceramics, or other hands-on courses, may access these courses at the comprehensive high school when scheduling allows.

Because Bill M. Manes operates with one dedicated teacher and one dedicated paraprofessional, additional supports are provided through shared staff from the comprehensive high school, district support staff, mental health staff, online coursework, and Edgenuity. While this model provides flexibility, it also creates challenges in offering the full range of in-person instructional opportunities available at the comprehensive high school.

*** Staffing and Collaboration Limitations**

Bill M. Manes has limited dedicated staffing due to the size and structure of the program. The school currently relies on one dedicated teacher, one dedicated paraprofessional, shared staff from the comprehensive high school, and online instructional platforms. This creates a need for structured collaboration to ensure students receive consistent academic, social-emotional, behavioral, and transition supports.

A need has been identified for common planning time among Bill M. Manes personnel and shared support staff. This would support coordination of instruction, credit recovery, SEL supports, student progress monitoring, behavioral health supports, and transition planning.

*** Need for a More Structured Alternative Education Model**

SPVUSD is reorganizing Bill M. Manes into a more intentional alternative education model focused on credit recovery, social-emotional learning, mental health support, and successful student transition. Historically, students have progressed in a self-paced model; however, the school is moving toward clearer expectations for course completion, including targeted six-week completion cycles, to help students remain on track for graduation or return to the comprehensive high school environment.

This shift is intended to increase student motivation, improve credit completion, strengthen accountability, and provide more timely interventions for students who are credit deficient or disengaged.

*** Need for Hybrid and Flexible Scheduling**

To better meet individual student needs, Bill M. Manes is moving toward a hybrid flexible schedule that allows students to receive individualized academic support while also accessing selected courses, labs, electives, and CTE opportunities at the comprehensive high school. This model will support students who need credit recovery, mental health support, social-emotional intervention, or gradual re-entry into the comprehensive high school setting. The school is also exploring the use of a dedicated SEL Google Classroom, supported by mental health staff, to provide structured social-emotional learning, reflection activities, and student wellness supports.

*** Differentiated Assistance and Districtwide Support**

San Pasqual Valley Unified School District has been identified for Differentiated Assistance and is receiving technical assistance and systems support through the Imperial County Office of Education. Current Differentiated Assistance eligibility is based on districtwide performance gaps in Priority 4: Pupil Achievement and Priority 6: School Climate.

Under Priority 4, identified student groups include American Indian students, Socioeconomically Disadvantaged students, Homeless students, and Students with Disabilities based on performance gaps in English Language Arts and Mathematics. Under Priority 6, identified student groups include American Indian students, Socioeconomically Disadvantaged students, Homeless students, and Students with Disabilities based on Suspension Rate concerns.

Current Differentiated Assistance identification is not based on Priority 5 or Priority 8. However, chronic absenteeism, graduation outcomes, and College and Career Readiness remain important local monitoring areas for Bill M. Manes, particularly because the school serves students who may be credit deficient, disengaged, or in need of additional academic, social-emotional, and transition support.

SPVUSD is also participating in Compliance and Improvement Monitoring (CIM) related to late IEPs, initial assessments, and/or lack of improvement. This work supports the district's continued efforts to improve systems for Students with Disabilities.

Although Bill M. Manes High School is not identified as a CSI school, the district's Differentiated Assistance work supports systemwide improvement efforts that directly connect to Bill Manes. These efforts include strengthening academic monitoring, credit recovery systems, behavioral health supports, attendance improvement, special education systems, and transition planning for students returning to the comprehensive high school, moving to Adult School, or preparing for college and career pathways.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on a review of California School Dashboard data, Imperial County Data Hub reports, and local site data, Bill M. Manes High School has identified needs related to credit recovery, course completion, attendance and engagement, social-emotional wellness, behavioral health support, and student transition planning. Due to the small number of students enrolled at Bill M. Manes, Dashboard data is limited and many indicators do not receive a performance color because student counts are below public reporting thresholds. As a result, local data and Imperial County Data Hub reports are used as primary sources for monitoring student progress and identifying areas of need.

Due to the small enrollment at Bill M. Manes High School, the California School Dashboard does not assign performance colors for most indicators. Many academic, college/career, graduation, and student group indicators are reported as "No Performance Color" or are not displayed due to small student counts. Therefore, Dashboard color performance is limited as a measure of schoolwide need.

Available Dashboard and local suspension data indicate that Suspension Rate improved, decreasing from 15% to 0% in the 2023–2024 reporting year. While this represents positive progress in school climate, the small number of students requires cautious interpretation. Suspension data is also reviewed through the Imperial County Data Hub by ethnicity, gender, and student group to monitor for possible disproportionality; however, some rates may be suppressed or unstable due to the small number of students enrolled.

Academic performance, College/Career, and Graduation Rate data are limited or suppressed because fewer than 11 students are represented in many cohorts or student groups. Because Dashboard data is limited, Bill M. Manes relies on local measures such as course completion, credit recovery progress, attendance, engagement, behavior, counseling/mental health referrals, transition outcomes, and suspension-rate trend data to monitor student progress and determine areas of need.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Due to the small number of students enrolled at Bill M. Manes High School, the California School Dashboard does not provide performance colors for student groups. As a result, there are no Dashboard indicators in which a student group can be identified as performing two or more performance levels below the All Students group.

Although Dashboard subgroup comparisons are not available, the school reviews local and Imperial County Data Hub suspension data by ethnicity, gender, and student group to monitor equity and identify any emerging discipline patterns. The school also monitors local data for Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, foster youth, homeless students, and other student groups to ensure students receive appropriate academic, social-emotional, behavioral, and transition supports.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to limited Dashboard data, locally collected data indicates that Bill M. Manes High School must continue to focus on credit recovery, course completion, attendance and engagement, mental health and wellness, behavioral support, and successful transition planning. Many students enroll at Bill M. Manes because they are credit deficient, disengaged from the comprehensive high school environment, experiencing attendance challenges, or in need of additional academic, social-emotional, or behavioral health support.

A primary need is to improve the rate at which students complete required coursework and recover credits. Historically, students have moved through courses in a self-paced model; however, local monitoring shows that some students take longer than preferred to complete courses and recover credits. Bill M. Manes is tightening course completion expectations and moving toward more structured timelines, including targeted six-week completion cycles, to help students remain on track for graduation or successfully transition back to the comprehensive high school.

The school also continues to prioritize mental health, wellness, and social-emotional support. Students may need counseling, behavioral health support, SEL instruction, and individualized planning to support re-engagement with school. Although suspension rates have improved, the school will continue to monitor behavior and suspension data by ethnicity, gender, and student group to ensure that progress is sustained and that discipline practices remain equitable.

Student transition planning is also a critical area of need. The preferred outcome is for students to graduate from high school; however, Bill M. Manes remains student-centered and supports multiple appropriate pathways. Depending on student needs and progress, students may transition back to San Pasqual Valley High School, continue toward graduation through Bill M. Manes, move into Adult Education, or prepare for college and career entry. These decisions are supported through credit checks, academic counseling, progress monitoring, mental health supports, and collaboration with students and families.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bill M. Manes High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	69.23%	71.43%	35.71%	9	10	5
Hispanic/Latino	15.38%	28.57%	57.14%	2	4	8
White	7.69%	%	7.14%	1		1
Two or More Races	7.69%	%	%	1		
Total Enrollment				13	14	14

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	3		
Grade 11	4	8	4
Grade 12	6	6	10
Total Enrollment	13	14	14

Conclusions based on this data:

1. Bill M. Manes High School continues to serve a very small student population, with total enrollment remaining stable at 13–14 students over the past three years. Because enrollment is small, changes of only one or two students can significantly shift percentages, and many Dashboard indicators or subgroup results may be suppressed. This reinforces the need to use local data, including credit completion, attendance, behavior, counseling supports, and transition outcomes, to monitor student progress.
2. The student population shifted notably in 2025–2026. Hispanic/Latino students increased from 28.57% in 2024–2025 to 57.14% in 2025–2026, while American Indian students decreased from 71.43% to 35.71%. This shift highlights the need for culturally responsive supports, strong family communication, and individualized student planning that reflects the changing demographics of the students served at Bill M. Manes.
3. Enrollment is concentrated in the upper grade levels, especially grade 12. In 2025–2026, 10 of the 14 students are seniors, while 4 are juniors. This confirms Bill M. Manes' role as an alternative education setting focused on credit recovery, graduation readiness, and transition planning. The school should continue prioritizing course completion, credit monitoring, Adult Education transition support when appropriate, and individualized academic and social-emotional supports to help students complete high school or move successfully to the next pathway.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	2	5	2	10.0%	19.2%	14.3%
Fluent English Proficient (FEP)	0	0	0	0.0%	0.0%	0
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

- English Learner enrollment has increased over the past three years. Bill M. Manes reported 0 English Learners in 2022–23, 2 English Learners in 2023–24, and 5 English Learners in 2024–25. This represents an increase from 0.0% to 19.2% of enrollment, indicating a growing need for intentional English Learner support within the alternative education setting.
- Small enrollment causes significant percentage changes and limits public reporting. Because Bill M. Manes serves a small number of students overall, a small increase in English Learner enrollment results in a large percentage change. Dashboard and subgroup data may be limited or suppressed, so the school must rely on local monitoring to track English Learner progress, course completion, attendance, and engagement.
- English Learner supports should be integrated into credit recovery and transition planning. The increase in English Learner enrollment highlights the need to ensure students receive appropriate designated and integrated ELD support, academic language development, and progress monitoring. Supports should be coordinated with credit recovery, SEL, counseling, and transition planning to help students remain on track for graduation, return to the comprehensive high school when appropriate, or move successfully into Adult Education or college/career pathways.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4	5	10	4	4	7	4	4	6	100.0%	80.0%	60.0%
All Grades	4	5	10	4	4	7	4	4	6	100.0%	80.0%	60.0%

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2645.	*2480	2511.	50.0	0.0%	16.7	25.0	0.0%	16.7	0.0%	50.0	16.7	25.0	50.0	50.0
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. CAASPP ELA data should be interpreted cautiously due to very small testing groups. Bill M. Manes had only 4 students with ELA scores in 2022–23, 4 in 2023–24, and 6 in 2024–25. Because the number of tested students is very small, percentages can change significantly with the performance of only one or two students. Many claim-level results in reading, writing, listening, and research/inquiry are suppressed, limiting the ability to analyze specific skill areas through public CAASPP reports.
2. ELA participation declined in 2024–25 and should be monitored. The percentage of enrolled Grade 11 students tested decreased from 100% in 2022–23 to 80% in 2023–24 and 66.7% in 2024–25. Given the small student population, ensuring full participation is important so the school can more accurately monitor student performance and identify instructional needs.
3. ELA performance remains inconsistent, with continued need for targeted literacy support. In 2024–25, 33.4% of students met or exceeded standards, while 66.7% were in the Nearly Met or Not Met categories. Although this reflects some improvement from 2023–24, when no students met or exceeded standards, overall performance remains below desired levels. Bill M. Manes should continue providing individualized literacy support, close reading, writing practice, academic vocabulary development, and progress monitoring through local assessments, course completion data, and teacher feedback.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4	5	10	4	4	8	3	3	6	75.0%	75.0%	60.0%
All Grades	4	5	10	4	4	8	3	3	6	75.0%	75.0%	60.0%

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2473.	2392.	2452.	0.0%	0.0%	0.0%	25.0	0.0%	0.0%	0.0%	0.0%	16.7	50.0	100.0	83.3
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. CAASPP Mathematics data is limited due to small testing groups and should be interpreted cautiously. Bill M. Manes had only 3 students with Mathematics scores in 2022–23, 3 in 2023–24, and 6 in 2024–25. Because of the very small number of students tested, results can change significantly based on the performance of only one or two students. Claim-level data for Concepts & Procedures, Problem Solving, and Communicating Reasoning is suppressed, limiting detailed analysis of specific math skill areas.
2. Mathematics participation declined and should be a monitoring priority. The percentage of enrolled Grade 11 students tested in Mathematics decreased from 75.0% in both 2022–23 and 2023–24 to 60.0% in 2024–25. Given the small enrollment at Bill M. Manes, improving participation is important to ensure the school has accurate data to monitor student progress and identify instructional needs.
3. Mathematics performance remains a significant area of need. In 2024–25, no students met or exceeded standards, 16.7% nearly met standards, and 83.3% did not meet standards. Although the mean scale score improved from 2392.67 in 2023–24 to 2452.33 in 2024–25, performance remains well below desired levels. Bill M. Manes should continue prioritizing individualized math support, credit recovery, foundational skill development, and progress monitoring through local assessments, course completion data, teacher feedback, and online learning platform data.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0	0	1	*	*	1316	*	*	1428	0	1	1
10	0	1	1	*	1539	1502	*	1484	1428	0	1	1
11	0	1	0	*	1453	*	*	*	*	0	1	0
12	0	0	0	*	*	*	*	*	*	0	0	0
All Grades	0	2	2	0	1496	1402	*	1484	1428	0	2	2

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1	*	*	1
10	*	0	0	*	0	0	*	1	0	*	0	1	*	1	1
11	*	0	*	*	0	*	*	0	*	*	1	*	*	1	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0	0	*	0	0	*	1	0	*	1	2	*	2	2

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1	*	*	1
10	*	0	0	*	1	0	*	0	0	*	0	1	*	1	1
11	*	0	*	*	0	*	*	0	*	*	1	*	*	1	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0	0	*	1	0	*	0	0	*	1	2	*	2	2

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1	*	*	1
10	*	0	0	*	0	0	*	0	0	*	1	1	*	0	1
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0	0	*	0	0	*	0	0	*	1	2	*	0	2

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1
10	*	0	0	*	1	0	*	0	0	*	0	1
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0	0	*	1	0	*	0	0	*	0	2

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1
10	*	1	1	*	0	0	*	0	0	*	0	1
11	*	1	*	*	0	*	*	0	*	*	0	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	2	1	*	0	0	*	0	0	*	0	2

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1
10	*	0	0	*	1	0	*	0	0	*	0	1
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0	0	*	1	0	*	0	0	*	0	2

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	0	*	*	0	*	*	0	*	*	1
10	*	0	0	*	0	0	*	0	0	*	1	1
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0	0	*	0	0	*	0	0	*	1	2

Conclusions based on this data:

1. ELPAC results are based on very small numbers of students and should be interpreted cautiously. Bill M. Manes had 0 students tested in 2022–23, 2 students tested in 2023–24, and 2 students tested in 2024–25. Because only two students were tested in the most recent years, the data should be used for individual student monitoring rather than broad program conclusions.
2. Most tested English Learners are performing at the beginning level overall, indicating a need for individualized ELD support. In 2024–25, both tested students scored at Overall Language Level 1. In 2023–24, one student scored at Level 2 and one student scored at Level 1. This indicates a need for targeted language development, academic vocabulary support, and individualized progress monitoring aligned to each student's course completion and graduation plan.
3. Oral language shows some relative strength, but reading and writing remain areas of need. In 2024–25, 1 student scored Well Developed in Speaking, while both students were at the Beginning level in Writing, and reading data did not show students at Well Developed or Somewhat/Moderately Developed. This suggests that English Learner supports should continue to focus on reading comprehension, written language, academic vocabulary, and access to grade-level coursework.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
14	100%	21.4%	0.0%
Total Number of Students enrolled in Bill M. Manes High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	21.4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	14	100%
Students with Disabilities	2	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	10	71.4%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	4	28.6%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

1. Bill M. Manes serves a very small, high-needs student population. In 2024–25, Bill M. Manes enrolled 14 students, with 100% identified as Socioeconomically Disadvantaged. Because of the small enrollment, public Dashboard

reporting is limited, and many student group outcomes may be suppressed. Local data must be used to monitor student progress, engagement, credit recovery, and support needs.

2. The student population is primarily American Indian, with Hispanic students representing the remaining enrollment. American Indian students make up 71.4% of the student population, while Hispanic students make up 28.6%. This reinforces the need for culturally responsive instruction, family engagement, and support systems that reflect the students and community served by Bill M. Manes.
3. A meaningful percentage of students require specialized academic and language supports. English Learners represent 21.4% of enrollment, and Students with Disabilities represent 14.3%. Although the actual numbers are small, these percentages indicate that Bill M. Manes must ensure access to ELD support, special education services, individualized instruction, credit recovery, counseling, and transition planning.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  No Performance Color
Mathematics  No Performance Color	Chronic Absenteeism No Performance Color	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Dashboard data is limited, so local data must drive decision-making. Bill M. Manes received No Performance Color for all Dashboard indicators due to small enrollment and limited cohort sizes. Because of this, the school must rely on local data, including CAASPP, ELPAC, credit completion, attendance, suspension/behavior data, counseling supports, and transition outcomes to monitor progress.
2. Academic performance indicates a need for continued individualized support, especially in Mathematics. Local CAASPP data shows that ELA performance is limited but mixed, while Mathematics remains a significant area of need, with most students performing below standard. The school should continue prioritizing credit recovery, foundational skill development, individualized instruction, and regular progress monitoring.
3. Student engagement, behavior, and transition outcomes remain key measures of success. Since Dashboard colors are not available, Bill M. Manes should continue monitoring suspension, attendance, course completion, mental health/SEL supports, and student transitions back to the comprehensive high school, Adult Education, or college/career pathways. These local indicators provide the clearest picture of student progress and program effectiveness.

School and Student Performance Data

Academic Performance English Language Arts

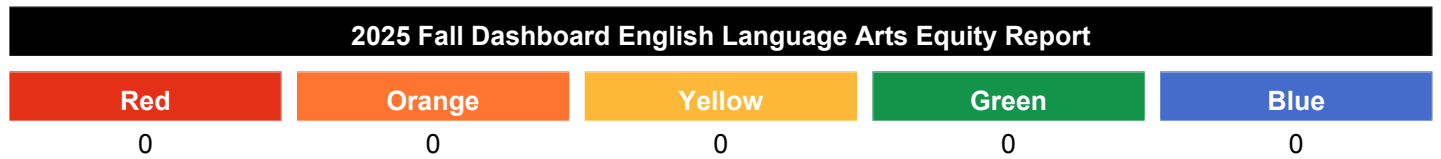
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Dashboard performance is not available due to small student numbers. Bill M. Manes received No Performance Color for ELA because the number of tested students is too small for Dashboard accountability reporting. As a result, local CAASPP results must be used carefully and should be paired with course completion, teacher feedback, credit recovery progress, and local assessment data.
2. ELA participation declined and should be monitored. Grade 11 ELA participation decreased from 100% in 2022–23 to 80% in 2023–24 and 66.7% in 2024–25. Because Bill M. Manes has such a small student population, each student's participation significantly impacts the school's ability to evaluate academic progress.
3. ELA performance is mixed, with continued need for targeted literacy support. In 2024–25, 33.4% of tested students met or exceeded standards, while 66.7% were Nearly Met or Not Met. This indicates that some students are demonstrating grade-level ELA skills, but most still need individualized support in reading comprehension, writing, academic vocabulary, and evidence-based responses.

School and Student Performance Data

Academic Performance Mathematics

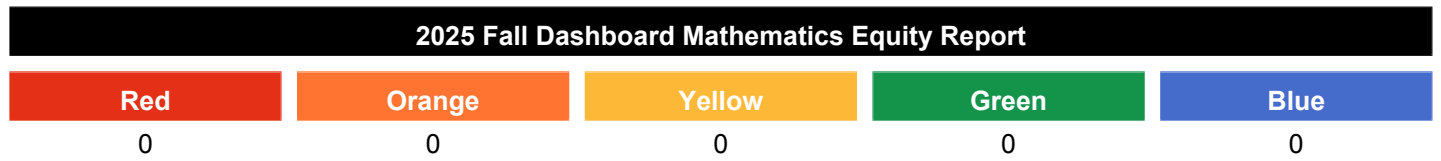
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Mathematics results are not publicly reported on the Dashboard due to small student counts, so local CAASPP data must be used for analysis. Bill M. Manes received No Performance Color in Mathematics, with fewer than 11 students included in the Dashboard report. Because student counts are small, results should be interpreted cautiously and used alongside local measures such as course completion, credit recovery progress, teacher feedback, and individualized assessment data.
2. Mathematics participation remains limited and should be monitored closely. Local CAASPP Mathematics data shows that only a small number of Grade 11 students had reportable scores across the past three years. Participation decreased to 60% in 2024–25, meaning the school has limited data to evaluate math performance trends. Increasing participation is important so the school can better identify student needs and monitor progress.
3. Mathematics remains a significant area of academic need. Local CAASPP data shows that in 2024–25, 0 students met or exceeded standards, with most students performing in the Not Met range. This indicates a continued need for individualized math support, foundational skill development, targeted intervention, credit recovery, and frequent progress monitoring within the alternative education setting.

School and Student Performance Data

Academic Performance Science

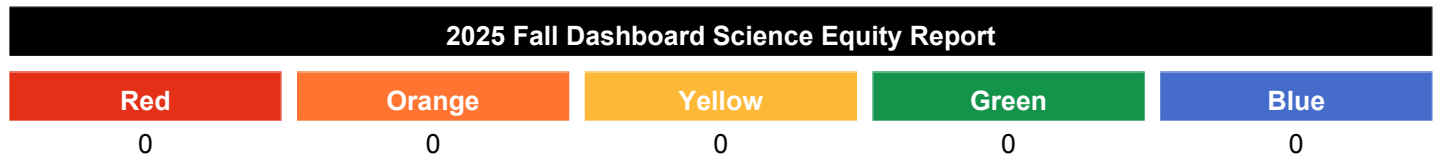
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Science results are not publicly reported on the Dashboard due to small student counts, so local CAST/Science data must be used for analysis. Bill M. Manes received No Performance Color in Science, with fewer than 11 students included in the Dashboard report. Because only 5 students are represented for All Students, results should be interpreted cautiously and reviewed alongside local course completion data, teacher feedback, and student progress in science coursework.
2. Science participation and performance data are limited, making trend analysis difficult. The small number of tested students limits the ability to identify reliable schoolwide trends or subgroup patterns. Most student group data is suppressed or unavailable, including English Learners, Students with Disabilities, American Indian students, and Hispanic students. Local monitoring is necessary to determine whether students are making progress toward science standards.
3. Access to hands-on science experiences remains an important area for improvement. Because Bill M. Manes operates as a small alternative education program, students have limited access to traditional lab-based science instruction on site. The school should continue exploring flexible scheduling with the comprehensive high school so students can access lab science experiences, specialized coursework, and additional instructional supports when appropriate.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 1 Student	 No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

- English Learner Progress is not reported with a Dashboard color due to the very small number of students. Bill M. Manes received No Performance Color for English Learner Progress because only 1 student was included in the Dashboard ELPI report. Long-Term English Learner Progress also shows No Performance Color with only 1 student represented. As a result, EL progress should be monitored through local ELPAC results, course completion, teacher feedback, and individualized student progress reviews.
- ELPAC data shows a need for individualized English language support. Local ELPAC data shows that Bill M. Manes had 2 students tested in 2023–24 and 2 students tested in 2024–25. In 2024–25, both tested students scored at Overall Language Level 1, indicating a need for targeted support in English language development, academic vocabulary, reading comprehension, and writing.
- EL supports should be integrated into credit recovery and transition planning. Because Bill M. Manes serves students in an alternative education setting, English Learner supports should be connected to each student’s individualized academic plan. Designated and integrated ELD support, academic language instruction, and progress monitoring should be aligned with credit recovery, course completion, SEL support, and transition planning for return to the comprehensive high school, Adult Education, or college/career pathways.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

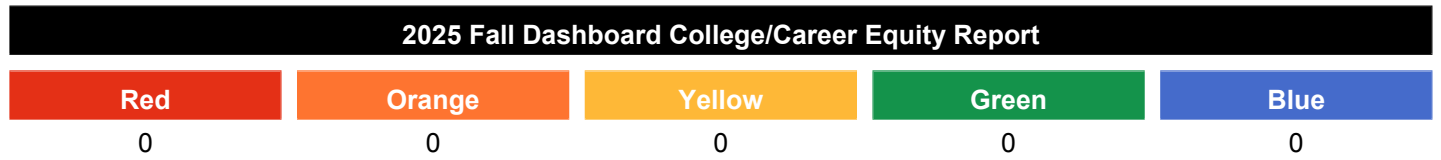
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. College/Career Indicator data is not publicly reported with a performance color due to small cohort size. Bill M. Manes received No Performance Color for the College/Career Indicator because only 4 students were included in the 2025 Dashboard CCI cohort. Student group data is also suppressed because each group has fewer than 11 students. As a result, CCI results should be interpreted cautiously and reviewed with local data, including credit recovery progress, course completion, transition planning, and access to college/career pathways.
2. Local calculation shows College/Career readiness is a significant area of need. Using the 2025 CDE College/Career Indicator reports, Bill Manes CCI data was calculated by subtracting San Pasqual Valley High School counts from San Pasqual Valley Unified counts. The remaining Bill Manes cohort included 4 students, with 0 Prepared, 0 Approaching Prepared, and 4 Not Prepared, resulting in a calculated 0.0% Prepared rate.
3. Bill Manes should strengthen transition planning and access to college/career readiness opportunities. The data indicates a need to increase student access to CTE, dual enrollment, work-based learning, career exploration, Adult Education transition support, and individualized postsecondary planning. Because students at Bill Manes often enroll credit deficient or in need of an alternative setting, college/career readiness supports should be integrated into credit recovery, academic counseling, SEL/mental health support, and transition planning.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

No Performance Color

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Chronic Absenteeism is not reported on the California School Dashboard for grades 9–12, which is why Bill M. Manes High School does not receive a performance color or disaggregated group data for this measure.
2. Although not reported on the Dashboard, chronic absenteeism is a significant factor influencing student performance at Bill M. Manes, as many students are referred due to poor attendance patterns at the comprehensive high school. Monitoring attendance trends locally remains essential.

3. The school should continue to implement proactive interventions, such as attendance contracts, home communication, and restorative outreach strategies, to reduce chronic absenteeism and increase academic engagement, particularly for students facing social-emotional or environmental barriers to consistent attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

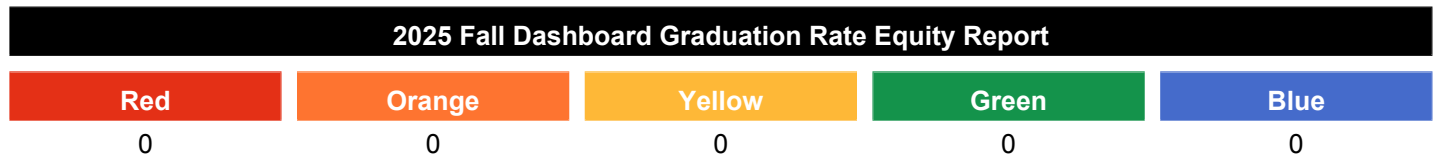
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Graduation Rate data is not publicly reported with a performance color due to small cohort size. Bill M. Manes received No Performance Color for Graduation Rate because only 5 students were included in the 2025 Dashboard graduation cohort. Student group data is also suppressed because each group has fewer than 11 students. As a result, graduation outcomes should be interpreted cautiously and reviewed alongside local data, including credit recovery progress, course completion, continued enrollment, transition to Adult Education, and individualized graduation planning.
2. Local calculation shows graduation rate is a significant area of need. Using the 2025 Dashboard Additional Graduation Rate reports, Bill Manes graduation data was calculated by subtracting San Pasqual Valley High School counts from San Pasqual Valley Unified counts. The remaining Bill Manes cohort included 5 students, with 1 graduate, resulting in a calculated graduation rate of 20.0%. Due to the very small cohort size, one student outcome can significantly change the percentage.
3. Bill Manes should continue strengthening credit recovery and transition planning. The graduation data indicates a need for more structured systems to help students complete credits within a defined timeline, remain engaged, and progress toward a diploma. Bill Manes should continue prioritizing six-week course completion cycles, individualized academic counseling, credit monitoring, SEL/mental health supports, and transition planning for students returning to the comprehensive high school, continuing at Bill Manes, moving to Adult Education, or preparing for college/career pathways.

School and Student Performance Data

Conditions & Climate Suspension Rate

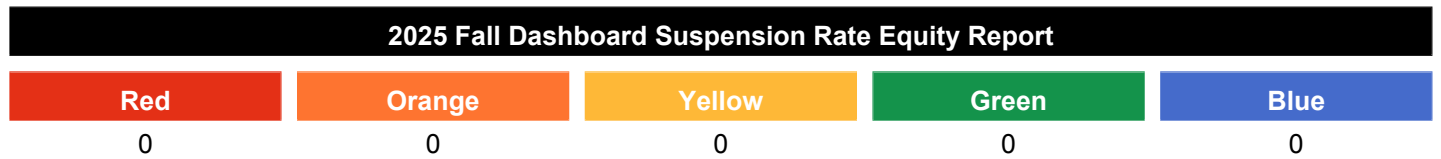
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 3.8% suspended at least one day Increased 3.8% 26 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 4.2% suspended at least one day Increased 4.2% 24 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 7.7% suspended at least one day Increased 7.7% 13 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0% suspended at least one day 12 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Suspension Rate does not receive a Dashboard performance color due to small enrollment. Bill M. Manes received No Performance Color for Suspension Rate because the number of enrolled students is below the threshold for accountability color reporting. In 2025, Bill Manes had 26 students enrolled for suspension-rate purposes, with 1 student suspended, resulting in a 3.8% suspension rate.
2. Suspension increased slightly from the prior year, but the rate should be interpreted cautiously. The suspension rate increased from 0.0% in the prior year to 3.8% in 2025. However, because this represents only one suspended student, the percentage can change significantly with a single incident. This reinforces the need to use local behavior data, counseling notes, attendance data, and student support records alongside Dashboard data.
3. Bill Manes should continue proactive SEL, counseling, and behavioral health supports. Although the total number of suspensions is low, the alternative education setting serves students who may need additional academic, social-emotional, behavioral, and transition supports. Bill Manes should continue using individualized student plans, SEL support, mental health services, restorative responses, and behavior monitoring to maintain low suspension rates and support students in completing credits, re-engaging with school, and transitioning successfully.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Credit Recovery, Graduation Readiness, and Transition Planning

By June 2027, Bill M. Manes High School will improve student progress toward graduation and successful transition outcomes by

- (1) increasing the percentage of students completing assigned courses within six-week completion cycles,
- (2) increasing the number of credits recovered per student each quarter/semester,
- (3) increasing the percentage of students on track for graduation or appropriate transition, and
- (4) strengthening individualized transition planning for students returning to San Pasqual Valley High School, continuing at Bill Manes, entering Adult Education, or pursuing college/career pathways.

Progress toward this goal will be monitored through course completion reports, credit recovery data, student transcript reviews, individualized graduation plans, student progress meetings, and transition outcome records.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns to LCAP Goal 1: Student Achievement and LCAP Goal 2: Student Engagement.

Bill M. Manes High School's focus on credit recovery, course completion, graduation readiness, and transition planning directly supports improved academic outcomes for students who are credit deficient or at risk of not graduating. The goal also supports student engagement by providing individualized academic planning, structured six-week course completion cycles, extended learning opportunities, and transition supports that help students remain connected to school and progress toward graduation, return to the comprehensive high school, Adult Education, or college/career pathways.

WASC Alignment:

This goal aligns to the Bill M. Manes WASC Action Plan by addressing graduation outcomes, credit accrual, Individual Learning Plan monitoring, assessment use, and postsecondary transition planning. It supports WASC priorities related to strengthening academic rigor, using data to monitor student progress, improving graduation readiness, and ensuring students have a clear pathway toward high school completion and future opportunities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data indicates that Bill M. Manes High School must continue strengthening systems for credit recovery, course completion, graduation readiness, and transition planning. Due to the school's small enrollment, most Dashboard indicators do not receive a performance color and many student group outcomes are suppressed; therefore, local data such as credit completion, course pacing, attendance, CAASPP/ELPAC results, graduation calculations, and transition outcomes are used to monitor student progress.

Local data shows that many students enter Bill M. Manes significantly credit deficient and require structured academic support to remain on track for graduation or an appropriate transition pathway. The calculated 2025 graduation rate for Bill Manes reflects a significant area of need, with 1 graduate out of 5 students in the graduation cohort. College and Career Indicator data also shows a need for increased readiness, with 0 of 4 students identified as Prepared or Approaching Prepared.

Academic data further supports the need for targeted intervention. CAASPP ELA results show mixed performance, with some students meeting or exceeding standards but most still performing below grade-level expectations. Mathematics remains a greater area of need, with no students meeting or exceeding standards in the most recent data. ELPAC data is limited due to small numbers, but available results show a need for individualized English language support when English Learners are enrolled.

To address these needs, Bill M. Manes will implement structured six-week course completion cycles, regular credit audits, individualized academic and transition plans, standards-aligned instruction, extended learning opportunities, and ongoing progress monitoring. These supports are designed to help students recover credits, complete required coursework, return to the comprehensive high school when appropriate, graduate from Bill Manes, transition to Adult Education, or prepare for college and career pathways.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course Completion / Six-Week Course Completion Cycles	Course completion timelines vary by student; some students require more time than expected.	At least 75% of students complete assigned coursework within targeted six-week cycles, when appropriate.
Credit Recovery / Credits Earned	Many students enter Bill Manes credit deficient.	Students needing accelerated recovery earn at least 40 credits per semester when appropriate.
Academic Progress Monitoring	Progress is monitored through ILPs, course completion, and credit checks.	100% of students receive regular documented academic progress monitoring.
Graduation Readiness / On-Track Status	Calculated 2025 graduation rate: 1 of 5 students, 20%.	Increase students on track for graduation or appropriate transition.
Transition Planning	Transition planning occurs through SSTs, counseling, and credit reviews.	100% of students have updated academic and transition plans.
Parent/Guardian Communication for Students Off Pace	Parent communication occurs through SST meetings, conferences, progress reports, and direct outreach.	100% of students who fall behind pacing expectations will have documented parent/guardian communication and an intervention plan.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1: Standards-Aligned Instruction and Academic Progress Monitoring Bill M. Manes High School will provide standards-aligned instruction in ELA, Mathematics, ELD, and core content areas aligned to San Pasqual Valley	All Students	3,378 Title I 4000-4999: Books And Supplies Online Learning Subscriptions

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	High School coursework. Staff will use STAR Reading and Math, IXL, course grades, student work, teacher-created assessments, ILPs, and CAASPP/ELPAC data when available to monitor progress and identify student needs. Instruction will include differentiated support, small-group or one-on-one intervention, vocabulary development, reading and writing support, math skill-building, and ELD support as needed. Measurable Outcomes: * 100% of students will have academic progress monitored through ILPs and course completion data. * 100% of students will have STAR, course progress, and credit completion data reviewed at least quarterly. * Students below standard will receive documented academic intervention. * English Learners will receive documented ELD support aligned to individual language needs. Alignment: * WASC Growth Target 2: Assessment Utilization and Alignment with SPVHS * WASC Category D: Assessment and Accountability * LCAP Goal 1: Student Achievement		412 Title III 4000-4999: Books And Supplies English Learner subscriptions and materials
1.2	1.2: Structured Credit Recovery and Eight-Week Course Completion Cycles Bill M. Manes High School will implement structured credit recovery with targeted eight-week course completion cycles. Students will complete coursework through teacher-supported instruction, textbook-based assignments, and individualized support. Students who fall behind pacing expectations will receive additional support through academic check-ins, parent/guardian communication, and individualized progress planning. Staff will use regular credit audits to monitor credits earned and progress toward graduation or transition. Measurable Outcomes: * Students will complete assigned coursework within targeted eight-week cycles when appropriate. * 100% of students will receive regular credit/progress checks. * Students off pace will receive documented intervention and parent/guardian communication. * Increase credits earned per student each quarter/semester. * Increase the percentage of students on track for graduation or appropriate transition.	All Students	36,557 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Additional periods- Certificated Salaries (30%) Wallace 14,443 LCFF Equity Multiplier 3000-3999: Employee Benefits Additional periods- Certificated Benefits (30%) 43,868 Unrestricted 1000-1999: Certificated Personnel Salaries Additional periods- Certificated Salaries (36%) Wallace 15,727 Unrestricted 3000-3999: Employee Benefits Additional periods- Certificated Benefits (36%)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Alignment: * WASC Growth Target 1: College/Career Readiness and Graduation Outcomes * WASC Category D: Assessment and Accountability * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement		
1.3	1.3: Extended Learning and Attendance Recovery for Academic Progress Bill M. Manes High School will provide extended learning opportunities for students who need additional time to complete coursework, recover credits, improve attendance, or regain academic momentum. Supports may include Saturday School, summer school, Migrant Education tutoring when applicable, and individualized make-up opportunities. Extended learning will be assigned based on course pacing, credit deficiency, attendance concerns, and graduation progress. Measurable Outcomes: * Increase participation in extended learning for students identified as off pace. * Increase credits recovered through extended learning opportunities. * Improve attendance recovery and course completion for students receiving support. * Reduce the number of students falling behind expected pacing each grading period. Alignment: * WASC Growth Target 1: Graduation Outcomes * WASC School Culture and Student Well-Being Focus * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Saturday School Certificated Salaries 101 LCFF 3000-3999: Employee Benefits Saturday School Certificated Benefits
1.4	1.4: Graduation, Adult Education, and Transition Planning Bill M. Manes High School will provide individualized graduation and transition planning for all students. Each student will receive academic counseling, credit checks, transcript reviews, ILP updates, and progress meetings to determine the appropriate pathway: return to San Pasqual Valley High School, graduation from Bill Manes, transition to Adult Education, or preparation for college/career opportunities. Families will be included through SST meetings, parent/guardian conferences, progress reports, and direct communication. The school will prioritize high school graduation when possible while supporting appropriate alternative pathways when needed. Measurable Outcomes:	All Students	7,822 Title I 1000-1999: Certificated Personnel Salaries Counselor Certificated Salaries (7%) 2,903 Title I 3000-3999: Employee Benefits Counselor Certificated Benefits (7%) 5,631 LCFF 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* 100% of students will have an updated academic and transition plan. * 100% of seniors will receive regular transcript and graduation progress reviews. * Students and families will receive communication when students are off track. * Increase successful transitions to graduation, SPVHS, Adult Education, or college/career pathways. * Reduce the number of students off pace without documented intervention. Alignment: * WASC Growth Target 1: College/Career Readiness and Graduation Outcomes * WASC Category B: Curriculum / Equity and Access * WASC Category E: Personal, Social-Emotional, and Academic Student Support * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement		Guidance and Family Coordinator Classified Salaries, 10% 3264 LCFF 3000-3999: Employee Benefits Guidance and Family Coordinator Classified Benefits, 10%
1.7			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–2026 school year, Bill M. Manes High School continued implementing strategies to support credit recovery, graduation readiness, and student transition planning. The school provided individualized academic support through course completion monitoring, credit checks, Edgenuity and teacher-supported coursework, extended learning opportunities, ELD support when needed, and ongoing academic guidance. These strategies aligned with the school's purpose as an alternative education setting focused on helping students recover credits, remain engaged, and transition successfully to graduation, the comprehensive high school, Adult Education, or college/career pathways.

Implementation was partially effective. Students continued to receive individualized learning support and access to intervention opportunities; however, course completion pacing remained inconsistent for some students. Local data and prior annual review findings show that some students required stronger accountability structures, more frequent progress monitoring, and clearer expectations for completing coursework within the intended timeline. The prior plan identified that students were not always completing courses at the intended pace and that stronger progress monitoring, academic accountability, and early intervention were needed.

Extended learning supports, including after-school support, Saturday School, summer school, and individualized make-up opportunities, were available but not always fully utilized by students. Mental health and SEL needs also continued to impact academic progress, requiring coordination between instructional staff, the counselor, CHAT Therapist, and family support staff. These supports helped stabilize student engagement but also reinforced the need to connect academic recovery with social-emotional and behavioral supports.

Overall, the strategies supported student progress, but the annual review indicates a need to strengthen implementation through more structured six-week course completion cycles, biweekly credit audits, consistent parent/guardian communication when students fall behind, and clearer transition planning for each student. Moving forward, Goal 1 will be refined to focus more directly on credit recovery, graduation readiness, and transition outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures for this goal. Funds were used as planned to support credit recovery, academic intervention, ELD support, instructional assistance, technology access, and extended learning opportunities such as after-school support, Saturday School, and summer school.

The main differences were related to implementation and student follow-through, not budget changes. Although supports were available, some students did not complete coursework at the intended pace, and extended learning opportunities were not always fully utilized. The prior annual review also noted that implementation was affected by staff transition and the need to strengthen student accountability and progress monitoring as the Bill Manes team adjusted to new systems and expectations.

Moving forward, the school will keep expenditures aligned to the same purpose but refine implementation by increasing credit checks, strengthening six-week course completion expectations, and improving parent/guardian communication when students fall behind.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the annual review, Bill M. Manes High School will refine this goal to more clearly focus on credit recovery, graduation readiness, and transition planning. The overall intent of the goal will remain the same, but the annual outcomes, metrics, and strategies will be strengthened to provide clearer expectations, more consistent progress monitoring, and earlier intervention when students fall behind.

Key changes include implementing structured six-week course completion cycles, increasing the use of biweekly credit audits, and requiring documented intervention and parent/guardian communication when students are not meeting pacing expectations. The school will also strengthen individualized academic and transition planning so each student has a clear pathway toward returning to San Pasqual Valley High School, graduating from Bill Manes, transitioning to Adult Education, or preparing for college/career opportunities.

Annual outcomes and metrics will be updated to include course completion within six-week cycles, credits earned per quarter/semester, percentage of students on track for graduation or transition, and completion of updated academic/transition plans. Strategies will be consolidated and revised to focus on standards-aligned instruction, structured credit recovery, extended learning/attendance recovery, and graduation/transition planning.

These changes can be found in the revised Goal 1: Credit Recovery, Graduation Readiness, and Transition Planning section of the SPSA, specifically in the updated annual measurable outcomes and Strategies 1.1–1.4.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, SEL, Mental Health, and School Climate

By June 2027, Bill M. Manes High School will improve student engagement, wellness, and school climate by

- (1) maintaining a low suspension rate through proactive behavioral and restorative supports,
- (2) improving student attendance and reducing patterns of disengagement,
- (3) increasing student participation in SEL, counseling, and mental health supports, and
- (4) implementing individualized student support plans that address academic, behavioral, social-emotional, and transition needs.

Progress toward this goal will be monitored through suspension data, attendance reports, behavior data, counseling and mental health support logs, SEL participation records, student progress meetings, and transition planning documentation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns to LCAP Goal 2: Student Engagement and LCAP Goal 3: School Climate.

Bill M. Manes High School's focus on attendance monitoring, student re-engagement, SEL, counseling, mental health supports, restorative practices, and individualized student support plans directly supports improved student engagement and school climate. The goal is designed to reduce disengagement, maintain low suspension rates, provide proactive social-emotional and behavioral supports, and ensure students remain connected to school and on track toward graduation or appropriate transition.

WASC Alignment:

This goal aligns to the Bill Manes WASC Action Plan area focused on School Culture and Student Well-Being: Attendance, Discipline, and Social-Emotional Supports. It supports the continued development of SEL systems, restorative practices, attendance interventions, and coordinated mental health supports. This goal also supports WASC priorities related to improving attendance, strengthening student-adult relationships, reducing exclusionary discipline, and helping students successfully transition back to the comprehensive high school or another appropriate pathway.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data indicates that Bill M. Manes High School must continue strengthening systems for student engagement, attendance, social-emotional wellness, mental health support, and school climate. Due to the school's small enrollment, most Dashboard indicators do not receive a performance color and many student group outcomes are suppressed; therefore, local data such as attendance reports, suspension data, behavior records, counseling/mental health support logs, SST/SARB records, and student progress documentation are used to monitor needs and outcomes.

Local data shows that attendance and disengagement remain significant barriers to student success. Many students enroll at Bill M. Manes after experiencing attendance challenges, credit deficiency, social-emotional concerns, or difficulty remaining engaged in the comprehensive high school setting. Because attendance is directly connected to credit completion and graduation progress, the school must continue using proactive attendance monitoring, outreach, recovery opportunities, and individualized re-engagement plans.

Suspension data shows that Bill M. Manes maintained a low suspension rate, with 1 student suspended out of 26 students enrolled for suspension-rate purposes in 2025, resulting in a 3.8% suspension rate. Because of the small student count, the rate must be interpreted cautiously; however, it also indicates the importance of continuing restorative practices, counseling supports, and alternatives to suspension to keep students engaged in instruction.

Student wellness and mental health continue to be major areas of need. Bill M. Manes serves students who may need a smaller, more supportive setting due to academic, behavioral, social-emotional, or mental health needs. To address these needs, the school provides weekly SEL, counseling, mental health supports, CHAT Therapist services, restorative interventions, SST/COST/SARB coordination, and individualized student support plans. These supports are designed to improve attendance, maintain low suspension rates, reduce disengagement, and help students successfully complete credits and transition back to the comprehensive high school, continue at Bill M. Manes, move to Adult Education, or prepare for college/career pathways.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2025: 3.8%; 1 student suspended out of 26 enrolled for suspension-rate purposes.	Maintain suspension rate at <=5%.
Attendance	Attendance remains a significant barrier for students enrolled at Bill Manes.	Increase students maintaining =90% attendance.
Attendance Intervention	Attendance supports are provided through outreach, parent contact, and make-up opportunities.	100% of students below attendance expectations receive documented intervention.
SEL / Mental Health Support	Students are offered counseling, SEL, CHAT, and mental health support based on need.	100% of students are offered weekly SEL, counseling, or mental health support.
SST/COST/SARB Supports	Identified students receive support through SST/COST/SARB or related processes.	100% of identified students receive documented intervention/support plans.
Behavior Intervention	Restorative supports and alternatives to suspension are used when appropriate.	100% of repeated/serious behavior concerns receive documented intervention when appropriate.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1: Attendance Monitoring, Re-Engagement, and Incentives	ALL STUDENTS	1,975 Unrestricted 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Bill M. Manes High School will monitor student attendance weekly and provide timely intervention for students who fall below the 90% attendance goal. Students with strong attendance will receive incentives, while students with attendance concerns will be assigned recovery opportunities such as afternoon tutorials, Saturday School, or other make-up options. Staff will use attendance reports, parent/guardian contact, outreach support, and student meetings to identify barriers to attendance and develop individualized attendance plans. Students meeting attendance and academic expectations may access approved extracurricular opportunities at San Pasqual Valley High School as part of their engagement plan. Measurable Outcomes: * Increase the percentage of students maintaining 90% or higher attendance. * Reduce the number of students with chronic absenteeism or repeated attendance concerns. * 100% of students below attendance expectations will receive documented intervention. * Increase student participation in attendance recovery opportunities when assigned. Alignment: * WASC School Culture and Student Well-Being: Attendance, Discipline, and Social-Emotional Supports * WASC Growth Target 1: College/Career Readiness and Graduation Outcomes * LCAP Goal 2: Student Engagement * LCAP Goal 3: School Climate		Student Incentives
2.2	2.2: Evidence-Based SEL, Counseling, and Mental Health Supports Bill M. Manes High School will provide evidence-based SEL, counseling, and mental health supports to address student wellness, emotional regulation, trauma-related needs, and school engagement. Supports may include weekly group sessions, individual counseling, CHAT Therapist services, Mental Health Specialist support, school counselor check-ins, and referrals to outside agencies as needed. SEL and counseling supports will focus on goal setting, time management, coping skills, decision-making, problem solving, emotional regulation, and re-engagement with school. Services will be coordinated with academic monitoring to support both wellness and course completion. Measurable Outcomes: * 100% of students will be offered weekly SEL, counseling, or mental health support.	ALL STUDENTS	4,071 Other 5800: Professional/Consulting Services And Operating Expenditures CHAT Therapist, 5%

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* Students with identified social-emotional or behavioral needs will receive documented intervention or referral. * Increase student participation in SEL or counseling supports. * Improve student engagement and course completion for students receiving support. Alignment: * WASC School Culture and Student Well-Being: Attendance, Discipline, and Social-Emotional Supports * WASC Growth Area: Continue to Develop SEL Curriculum * WASC Category E: Personal, Social-Emotional, and Academic Student Support * LCAP Goal 2: Student Engagement * LCAP Goal 3: School Climate		
2.3	2.3: Restorative Behavior Supports and Alternatives to Suspension Bill M. Manes High School will implement restorative and proactive behavior supports to maintain a low suspension rate and reduce exclusionary discipline. Students will be taught behavior, attendance, academic time, technology use, substance use, and schoolwide expectations at the beginning of the year and reviewed as needed. When behavior concerns arise, staff will use restorative conversations, conflict resolution, counseling referrals, and alternative means of correction when appropriate before suspension. Behavior data will be reviewed to identify patterns and determine additional supports. Measurable Outcomes: * Maintain suspension rate at 5% or lower, when possible. * Reduce repeat behavior incidents. * 100% of students with repeated or serious behavior concerns will receive documented intervention. * Increase use of restorative responses and alternatives to suspension when appropriate. Alignment: * WASC School Culture and Student Well-Being: Attendance, Discipline, and Social-Emotional Supports * WASC Category E: School Culture and Environment * LCAP Goal 3: School Climate * LCAP Goal 2: Student Engagement	ALL STUDENTS	500 LCFF 5000-5999: Services And Other Operating Expenditures Suite360 Program
2.4	2.4: SST/COST/SARB and Wraparound Support Coordination	ALL STUDENTS	6,677 LCFF 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Bill M. Manes High School will use SST, COST, CARE, and SARB processes to coordinate academic, attendance, behavioral, social-emotional, and family supports for identified students. Staff will review student needs, document interventions, and coordinate referrals to appropriate school, district, and community supports. Support may include outreach calls, home visits, parent/guardian meetings, transportation problem-solving, community referrals, mental health referrals, attendance recovery planning, and transition support. Each plan will include clear follow-up steps and documentation. Measurable Outcomes: * 100% of identified students will receive documented support through SST, COST, CARE, SARB, or related intervention processes. * Increase timely follow-up for students with attendance, behavior, or wellness concerns. * Increase parent/guardian participation in support meetings. * Reduce the number of students with unresolved attendance or engagement concerns. Alignment: * WASC Growth Target 1: College/Career Readiness and Graduation Outcomes * WASC Growth Target 2: Assessment Utilization and Alignment with SPVHS * WASC School Culture and Student Well-Being: Attendance, Discipline, and Social-Emotional Supports * LCAP Goal 2: Student Engagement * LCAP Goal 3: School Climate		Outreach Consultant Classified Salaries 3,634 LCFF 3000-3999: Employee Benefits Outreach Consultant Classified Benefits
2.5	2.5: Professional Development for Alternative Education Supports Bill M. Manes staff will participate in professional development focused on alternative education, trauma-informed practices, restorative supports, student engagement, attendance intervention, SEL, and credit recovery. Staff may participate in districtwide professional development, Imperial County professional learning opportunities, and continuation/alternative education conferences when available. Professional learning will support staff in strengthening instructional consistency, student engagement, behavior supports, and coordination between academic and mental health systems. Measurable Outcomes: * Staff will participate in professional development aligned to alternative education, SEL, behavior, or credit recovery needs.	ALL STUDENTS	905 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Teacher Training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* Professional learning will be reflected in revised intervention practices, student support plans, or classroom routines. * Increase staff collaboration around attendance, behavior, SEL, and student progress. * Improve consistency of student support systems across staff. Alignment: * WASC Growth Target 2: Assessment Utilization and Alignment with SPVHS * WASC School Culture and Student Well-Being: Attendance, Discipline, and Social-Emotional Supports * WASC Category A: Staff and Professional Development * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement * LCAP Goal 3: School Climate		
2.7			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–2026 school year, Bill M. Manes High School implemented strategies to improve student engagement, wellness, and school climate through attendance monitoring, restorative behavior supports, mental health services, counseling, and individualized student support planning. These strategies were generally effective in maintaining a supportive alternative education environment and keeping suspension rates low.

Suspension data indicates that Bill Manes maintained a low suspension rate, with 1 student suspended out of 26 students enrolled for suspension-rate purposes, resulting in a 3.8% suspension rate. Because of the small enrollment, this percentage should be interpreted cautiously; however, it reflects continued use of proactive supports, restorative responses, and individualized intervention rather than relying heavily on exclusionary discipline.

Attendance and engagement remained areas of need. While staff implemented attendance monitoring, parent/guardian outreach, incentives, and recovery opportunities, many students continued to require support due to prior attendance challenges, disengagement, credit deficiency, or social-emotional needs. Attendance continues to be closely connected to course completion, credit recovery, and graduation readiness.

SEL, counseling, and mental health supports were a strength of implementation. Students had access to weekly group or individual support through the counselor, CHAT Therapist, and related support staff. These services helped address emotional regulation, goal setting, time management, trauma-related needs, and student re-engagement.

Overall, the strategies were effective in supporting student wellness and maintaining a positive school climate, but continued refinement is needed to strengthen attendance intervention, improve follow-through on individualized support plans, and ensure that mental health, behavior, and academic supports remain closely connected to credit completion and transition planning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures for this goal. Funds and staffing supports were used as planned to provide attendance monitoring, outreach, counseling, mental health services, restorative interventions, and student support coordination.

The primary differences were related to implementation needs rather than budget changes. Some students required more intensive and individualized support than anticipated due to attendance barriers, credit deficiency, social-emotional needs, and mental health concerns. As a result, staff time and support services were used flexibly to provide additional check-ins, parent/guardian communication, SST/SARB-related support, and referrals to counseling or mental health services.

While suspension rates remained low, attendance and engagement continued to require ongoing intervention. Existing resources remained aligned to the goal, but implementation will continue to be refined to ensure timely identification, consistent documentation, and stronger coordination between attendance, SEL, behavior, and academic recovery supports.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the annual review, Bill M. Manes High School will refine this goal by strengthening the connection between attendance, SEL, mental health supports, behavior intervention, and academic progress. The overall intent of the goal will remain the same, but the annual outcomes, metrics, and strategies will be tightened to improve consistency, documentation, and follow-up.

Key changes include increasing the use of documented attendance interventions for students falling below the 90% attendance goal, strengthening individualized support plans for students with attendance, behavior, or wellness concerns, and continuing weekly SEL, counseling, and mental health supports. The school will also continue using restorative practices and alternatives to suspension when appropriate to maintain a low suspension rate and keep students engaged in instruction.

Annual outcomes and metrics will be revised to include more specific targets for suspension rate, attendance, documented attendance interventions, SEL/mental health participation, SST/COST/SARB supports, and behavior interventions. Strategies will be consolidated and revised to focus on attendance monitoring and re-engagement, SEL/counseling/mental health supports, restorative behavior supports, wraparound support coordination, and professional development for alternative education supports.

These changes can be found in the revised Goal 2: Student Engagement, SEL, Mental Health, and School Climate section of the SPSA, specifically in the updated annual measurable outcomes and Strategies 2.1–2.5.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Access to Broad Course of Study and College/Career Pathways

By June 2027, Bill M. Manes High School will increase student access to a broad course of study and postsecondary readiness opportunities by

- (1) increasing student access to lab science, electives, and CTE courses through flexible scheduling with San Pasqual Valley High School,
- (2) increasing the percentage of students with updated academic and transition plans,
- (3) increasing student participation in college/career readiness opportunities, including CTE, dual enrollment, work-based learning, Adult Education transition support, or career exploration, and
- (4) improving local College and Career Indicator readiness measures through individualized pathway planning.

Progress toward this goal will be monitored through master schedule reviews, course enrollment data, student academic plans, CTE/elective/lab science participation records, dual enrollment or college/career participation data, Adult Education transition records, and student progress monitoring meetings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns to LCAP Goal 1: Student Achievement and LCAP Goal 2: Student Engagement.

Bill M. Manes High School's focus on access to a broad course of study, lab science, electives, CTE, dual enrollment, work-based learning, Adult Education transition support, and college/career pathway planning directly supports improved academic outcomes and postsecondary readiness. The goal also supports student engagement by using flexible scheduling, individualized pathway planning, and access to courses and experiences at San Pasqual Valley High School to keep students connected to school and progressing toward graduation or an appropriate transition pathway.

WASC Alignment:

This goal aligns to the Bill Manes WASC Action Plan areas focused on College/Career Readiness and Graduation Outcomes, Equity and Access to Curriculum, and Student-Centered Instruction through a Variety of Strategies and Resources. It supports WASC priorities to expand access to lab science, electives, A–G coursework, CTE pathways, and real-world learning opportunities, while strengthening transition planning and postsecondary readiness for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data indicates that Bill M. Manes High School must continue strengthening student access to a broad course of study and postsecondary readiness opportunities. Due to the school's small enrollment, most Dashboard indicators, including College/Career, do not receive a performance color and many student group outcomes are suppressed. Therefore, local data such as course enrollment, credit completion, transition plans, CTE/elective participation, dual enrollment access, Adult Education transition data, and student progress monitoring are used to evaluate student access and readiness.

Local College and Career Indicator data shows this is a significant area of need. Using district and comprehensive high school data to calculate the Bill Manes remainder, the 2025 CCI cohort included 4 students, with 0 students Prepared, 0 students Approaching Prepared, and 4 students Not Prepared. This indicates a need to strengthen individualized pathway planning, increase exposure to college/career options, and expand access to CTE, dual enrollment, work-based learning, and career exploration.

Resource inequities also impact access. Because Bill Manes is a small alternative education setting with limited staffing and facilities, students have reduced on-site access to lab science, specialized electives, CTE pathways, and hands-on learning opportunities. WASC also identified the need to expand course access, strengthen college/career readiness, and connect students to real-world learning opportunities.

To address these needs, Bill Manes will increase flexible scheduling with San Pasqual Valley High School so students can access lab science, electives, CTE, and other specialized coursework when appropriate. The school will also strengthen academic and transition planning, ensure each student has an updated individualized plan, and provide guidance related to high school graduation, Adult Education, college/career pathways, and postsecondary readiness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI Readiness	2025 calculated CCI: 0 of 4 students Prepared/Approaching Prepared.	Increase students meeting local college/career readiness measures.
Academic / Transition Plans	Transition planning occurs through SSTs, counseling, and credit checks.	100% of students have updated academic and transition plans.
Access to Broad Course of Study	On-site access to lab science, electives, and CTE is limited.	Increase student access to SPVHS lab science, electives, CTE, or specialized coursework.
Career Exploration / CTE Participation	Participation is limited and depends on student schedule and readiness.	Increase participation in CTE, work-based learning, career events, or pathway planning.
Adult Education / Postsecondary Transition	Students transition based on credit status and age.	100% of students needing transition support receive documented planning.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.2	3.1: Flexible Scheduling for Lab Science, Electives, and CTE Access Bill M. Manes High School will increase student access to a broad course of study by using flexible scheduling with San Pasqual Valley High School. Students may access lab science, electives, CTE courses, and other specialized coursework at the comprehensive high school when appropriate based on their academic plan, behavior readiness, attendance, and transition goals.	ALL STUDENTS	3,000 Title I 4000-4999: Books And Supplies Technology 540 Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Technology

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This strategy supports students in accessing courses and learning experiences that may not be available on site due to small enrollment, limited staffing, and the alternative education structure of Bill Manes. Measurable Outcomes: * Increase the number of students accessing SPVHS courses, lab science, electives, or CTE opportunities * 100% of students will have course access reviewed as part of their academic and transition plan * Increase student participation in coursework aligned to graduation, A-G, CTE, or college/career readiness * Reduce barriers to course access through flexible scheduling and cross-site coordination Alignment: * WASC Growth Area: Expand Course Offerings, Lab Science, Electives, and CTE Access * WASC Category B: Curriculum / Equity and Access * WASC Growth Target 1: College/Career Readiness and Graduation Outcomes * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement		
3.3	3.2: College/Career, Adult Education, and Transition Pathway Planning Bill M. Manes High School will provide individualized college/career and transition planning for all students. Students will receive guidance on graduation requirements, credit status, Adult Education options, CTE opportunities, dual enrollment when appropriate, work-based learning, career exploration, and postsecondary pathways. Planning will occur through Student Success Team meetings, academic counseling, ILP updates, credit checks, and student progress meetings. The school will prioritize high school graduation when possible while supporting appropriate transition pathways for students who are significantly credit deficient, overage, or in need of alternative options. Measurable Outcomes: * 100% of students will have an updated academic and transition plan * 100% of seniors will receive college/career or Adult Education transition planning * Increase student participation in career exploration, CTE, dual enrollment, work-based learning, or postsecondary planning activities * Increase local College and Career Indicator readiness measures through individualized pathway planning	ALL STUDENTS	0 LCFF 2000-2999: Classified Personnel Salaries Guidance & Family Coordinator Classified Salaries (10%) Expense in Goal 1 0 LCFF 3000-3999: Employee Benefits Guidance & Family Coordinator Classified Benefits (10%) Expense in Goal 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Alignment: * WASC Growth Target 1: College/Career Readiness and Graduation Outcomes * WASC Growth Area: Strengthen Career Planning and Real-World Learning Opportunities * WASC Category E: Personal, Social-Emotional, and Academic Student Support * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement		
3.4	3.3: Technology and Online Course Access for a Broad Course of Study Bill M. Manes High School will provide students access to technology, online coursework, instructional materials, and individualized digital learning supports to expand access to a broad course of study. Students will use 1:1 devices, Google Classroom, online curriculum platforms, and teacher-supported digital resources to complete required courses and access coursework not offered directly on site. Technology will be used to support credit recovery, standards-aligned instruction, course completion, ELD supports when needed, college/career exploration, and access to flexible learning options aligned to each student's plan. Measurable Outcomes: * 100% of students will have access to technology and online instructional tools needed for coursework * Increase course completion through use of online and teacher-supported learning platforms * Increase student access to elective, CTE, or specialized coursework through online or SPVHS-supported options * Monitor technology and online course use through course completion data, teacher feedback, and student progress reviews Alignment: * WASC Growth Target 2: Assessment Utilization and Alignment with SPVHS * WASC Category B: Curriculum / Equity and Access * WASC Category C: Student-Centered Instruction through a Variety of Strategies and Resources * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement	ALL STUDENTS	0 Title I 4000-4999: Books And Supplies Technology - Expense above 0 Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Technology - Expense above

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–2026 school year, Bill M. Manes High School continued implementing strategies to increase student access to a broad course of study and postsecondary readiness opportunities. Students had access to core coursework, online course options, technology-supported instruction, individualized academic planning, and selected opportunities through San Pasqual Valley High School, including electives, CTE, and other specialized coursework when appropriate.

Implementation was partially effective. The school maintained access to required coursework through Edgenuity, teacher-supported instruction, and individualized learning plans; however, access to lab science, electives, CTE pathways, dual enrollment, and work-based learning remained limited due to the small enrollment, staffing structure, and alternative education setting. Students continued to benefit from flexible scheduling options and individualized pathway planning, but participation in broader college/career readiness opportunities remained inconsistent.

College and Career Indicator data demonstrates that this remains a significant area of need. The calculated 2025 Bill Manes CCI data showed 4 students in the cohort, with 0 Prepared, 0 Approaching Prepared, and 4 Not Prepared. This indicates that while students are receiving academic recovery support, additional intentional planning is needed to increase exposure to CTE, dual enrollment, career exploration, work-based learning, and other college/career readiness measures.

Overall, the strategies supported access to required coursework and individualized planning, but additional refinement is needed to strengthen postsecondary readiness, increase student participation in college/career opportunities, and expand access to courses and experiences available through the comprehensive high school. Moving forward, the school will continue improving flexible scheduling, transition planning, and documentation of student participation in college/career readiness activities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures for this goal. Planned resources were used to support student access to coursework, technology, online learning platforms, individualized academic planning, and transition supports.

The primary differences were related to implementation logistics rather than budget changes. Because Bill M. Manes has a small and fluctuating enrollment, student access to lab science, electives, CTE, and specialized coursework depended on individual student schedules, readiness, attendance, and the availability of courses at San Pasqual Valley High School. While flexible scheduling and online coursework were available, student participation in broader college/career readiness opportunities was inconsistent.

Existing expenditures remained aligned to the goal; however, implementation will continue to be refined to better document student participation in SPVHS courses, CTE/elective access, dual enrollment, work-based learning, career exploration, and Adult Education transition planning. Future implementation will focus on improving coordination between Bill Manes, SPVHS, counseling, and support staff to ensure students have clear and equitable access to broad course offerings and postsecondary readiness opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the annual review, Bill M. Manes High School will refine this goal by strengthening systems for documenting and expanding student access to a broad course of study and college/career readiness opportunities. The overall goal will remain focused on course access and postsecondary readiness, but annual outcomes, metrics, and strategies will be updated to more clearly monitor student participation in lab science, electives, CTE, dual enrollment, work-based learning, career exploration, and Adult Education transition supports.

Key changes include increasing the use of individualized academic and transition plans to identify each student's course access needs and postsecondary pathway. The school will also improve coordination with San Pasqual Valley High School to provide flexible scheduling opportunities for students to access lab science, electives, CTE, and other

specialized courses when appropriate. In addition, the school will more consistently document student participation in college/career readiness activities and transition planning meetings.

Annual outcomes and metrics will be revised to include local College and Career Indicator readiness measures, completion of academic/transition plans, access to SPVHS courses, participation in career exploration or CTE-related opportunities, and documented Adult Education/postsecondary transition support.

These changes can be found in the revised Goal 3: Access to Broad Course of Study and College/Career Pathways section of the SPSA, specifically in the updated annual measurable outcomes and Strategies 3.1–3.3.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$12,874
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,908.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$17,103.00
Title II Part A: Improving Teacher Quality	\$905.00
Title III	\$412.00
Title VI Part B: Rural Education Achievement Program	\$540.00

Subtotal of additional federal funds included for this school: \$18,960.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$20,307.00
LCFF Equity Multiplier	\$51,000.00
Other	\$4,071.00
Unrestricted	\$61,570.00

Subtotal of state or local funds included for this school: \$136,948.00

Total of federal, state, and/or local funds for this school: \$155,908.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	20,307.00
LCFF Equity Multiplier	51,000.00
Other	4,071.00
Title I	17,103.00
Title II Part A: Improving Teacher Quality	905.00
Title III	412.00
Title VI Part B: Rural Education Achievement Program	540.00
Unrestricted	61,570.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	88,747.00
2000-2999: Classified Personnel Salaries	12,308.00
3000-3999: Employee Benefits	40,072.00
4000-4999: Books And Supplies	9,305.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	4,976.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	500.00
2000-2999: Classified Personnel Salaries	LCFF	12,308.00
3000-3999: Employee Benefits	LCFF	6,999.00

5000-5999: Services And Other Operating Expenditures	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	36,557.00
3000-3999: Employee Benefits	LCFF Equity Multiplier	14,443.00
5800: Professional/Consulting Services And Operating Expenditures	Other	4,071.00
1000-1999: Certificated Personnel Salaries	Title I	7,822.00
3000-3999: Employee Benefits	Title I	2,903.00
4000-4999: Books And Supplies	Title I	6,378.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	905.00
4000-4999: Books And Supplies	Title III	412.00
4000-4999: Books And Supplies	Title VI Part B: Rural Education Achievement Program	540.00
1000-1999: Certificated Personnel Salaries	Unrestricted	43,868.00
3000-3999: Employee Benefits	Unrestricted	15,727.00
4000-4999: Books And Supplies	Unrestricted	1,975.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	134,606.00
Goal 2	17,762.00
Goal 3	3,540.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Ana Noriega	Principal
Thomas Duggan	Classroom Teacher
Tracy Hill	Other School Staff
Lanette Roosevelt	Parent or Community Member
Tim O'Brien	Parent or Community Member
David Shryock	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

Other: DIPAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/6/25.

Attested:

Principal, Ana Noriega on 5/22/26

SSC Chairperson, Thomas Duggan on 5/22/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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