

**Manchester Gate**

10621666103832

Principal's Name: Janet Gengozian

Principal's Signature:

A handwritten signature in black ink, appearing to read 'J. Gengozian', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

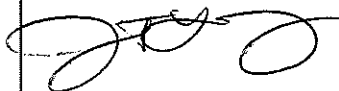

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Janet Gengozian</b>	X				
2. <b>Chairperson - Mark Topoozian</b>				X	
3. <b>Dana Harding</b>		X			
4. <b>Anita Ullner</b>		X			
5. <b>Allison Connelly</b>		X			
6. <b>Paul Griffin</b>		X			
7. <b>Emily Martinez</b>				X	
8. <b>Camie Sorensen</b>				X	
9. <b>Cathy Troxell</b>				X	
10. <b>Lisa Lakovich</b>				X	
11. <b>Nichole Walsh</b>				X	
12. <b>Mary Vink</b>			X		
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date</b>

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Janet Gengozian		3/25/19
SSC Chairperson	Mark Topoozian		3-25-19

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Manchester - 0195

**ON-SITE ALLOCATION**

3010	Title I	\$39,388
7090	LCFF Supplemental & Concentration	\$166,069
7091	LCFF for English Learners	\$0
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$205,457</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,374
Remaining Title I funds are at the discretion of the School Site Council	\$38,014
Total Title I Allocation	\$39,388

## Manchester Gate Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	99.391 %	91.925 %	2017-2018	98.925 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	99.391 %	92.224 %	2017-2018	99.224 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Teachers met as AC teams regularly with each team meeting for one full day. The focus on planning and data review was very effective. During our PL this year, we continued to focus on implementation of gifted strategies through our reading and sharing from conferences attending. As a staff we are completing a book study of All Learning is Social and Emotional, with the focus on improving our SEL instruction. Our instructional aides continue to support teachers and students through small group work, paperwork, and one-on-one instruction. Teachers were also given opportunities to attend technology, Social Studies, Science, Math, and writing conferences. All information was shared with others around the school to make the most use of the new learning. The implementation of these goals are directly related the continued success and achievement of all students.

#### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Teachers met as AC teams regularly with each team meeting for one full day. The focus on planning and data review was very effective. During our PL this year, we continued to focus on implementation of gifted strategies through our reading and sharing from conferences attending. As a staff we are completing a book study of All Learning is Social and Emotional, with the focus on improving our SEL instruction. Our instructional aides continue to support teachers and students through small group work, paperwork, and one-on-one instruction. Teachers were also given opportunities to attend technology, Social Studies, Science, Math, and writing conferences. All information was shared with others around the school to make the most use of the new learning. The implementation of these goals are directly related the continued

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

The sub groups showing minor disproportionality in ELA is African American and Hispanic students being 3% lower than the school average. 89% compared to school average of 92%. In 17/18 there were 27 African American students and 341 Hispanic students at Manchester. SPED students also show minor disproportionality at 23% lower with 79% compared to school average of 92%. In 17/18 there were 14 SPED students. With the minor disproportionality, we will continue to goal set with all students with a focus on the students not meeting standards.

#### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

The sub groups showing minor disproportionality in math is African-American (82%), Hispanic/Latino(89%), and SPED (86%) students compared to the school average of 92%. With the minor disproportionality, we will continue to goal set with all students with a focus on the students not meeting standards.

success and achievement of all students.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions funded by Title 1 included our ON-Site Counselors who were increased to 4 days/week this past school year. Most students referred to counseling were exited throughout the year due to the significant progress made during their sessions. Students were more successful academically and behaviorally in the school setting.

Our Title 1 funding also supported supplemental contract for a retired teacher to work with small groups of students.

Our LCFF money included Instructional Aide support and a HSL to work with parents, students, and families. Teachers will also given opportunities to continue their professional learning at various conferences throughout the year. They also worked together in their AC teams.

There were no major differences between intended and actual implementation of actions and budget expenditures.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The actions in 2018-19 will continue in 2019-20. The combination of the HSL, On-site counseling, Retired Teacher small groups, Instructional Aides, AC planning/work time, and Professional Learning for teachers has proven to be effective for all students.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC feedback to the SBAC results was favorable and suggest continuing current progress and implementation of program.

**2** ELAC:

N/A

**3** Staff:

Staff feedback to SBAC scores was reflective and needs driven. Staff suggest continuing progress and implementation of current programs while continuing to learn and research innovative and effective strategies.

**Action 1**

**Title:** Comprehensive Reading and Mathematics Program

**Action Details:**

Manchester GATE will continue to implement a comprehensive reading program with an emphasis on reading comprehension and digital literacy in all grades as well as differentiating for the Gifted Learner. All classrooms will integrate state ELA standards and district GVC along with literature novels. Reading will integrate with Science and Social Studies content through the use of non-fiction texts, fiction texts, computer programs & applications. Classrooms will have a goal of daily tablet/computer usage. Manchester GATE will use data driving decision making to identify needed resources to support the implementation of the state standards in mathematics as well as implementing differentiation



strategies to support the Gifted Learner in Mathematics. Specific focus upon the aspects of rigor within each standard as well as student ownership of the learning will continue.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

DRP & District Interim Assessment will be used to Progress Monitor student achievement. Teachers will review classroom results individually and discuss as a grade level team to identify common trends. AC teams will choose a focus for their next steps with students and their identified needs.

Owner(s):

Teacher, ILT, AC, parents, Students

Timeline:

Data will be analyzed within a week of results.

Details: Explain the data which will specifically monitor progress toward each indicator target

Grade Level Common Formative and Summative Assessments will be used to analyze student progress toward achievement of a standard. CFA's will be the primary formative assessment used by AC teams to identify instructional needs. Common Summative Assessments will be used to help plan next steps. Teachers will be given one release day to work and plan as a team.

Owner(s):

Teacher, AC, Students

Timeline:

At least one time quarterly or more frequently through AC meetings.

Details: Explain the data which will specifically monitor progress toward each indicator target

Illuminate Practice Assessments will be implemented to give students additional opportunities for formative assessment using technology. Teachers will also implement the IAB and ICA practice tests from the CAASPP site.

Owner(s):

Teacher, Student, AC

Timeline:

Analyzed by teacher, student and AC

Details: Explain the data which will specifically monitor progress toward each indicator target

Computer program quiz and/or assessment info will be used by teachers to monitor student progress. Various assessment results will be shared in their AC's.

Owner(s):

Teacher, Student, AC, parents

Timeline:

Analyzed by teacher, student, and AC

Details: Explain the data which will specifically monitor progress toward each indicator target

EOY SBAC results will be reviewed as a staff and as an AC to review and reflect upon the previous year's results. SBAC practice assessment will be used as a classroom teacher opportunity to prepare students for the summative test.

Owner(s):

Teacher, ILT, Students

Timeline:

SBAC results analyzed and shared at beginning of the year for planning purposes fro 2018-2019 school year.

Details: Explain the data which will specifically monitor progress toward each indicator target

Student Data Chats/Goal Setting Conferences

Owner(s):

Teachers, students

Timeline:

regularly throughout the year.

Details: Explain the data which will specifically monitor progress toward each indicator target

IPG Data Report. Classroom walkthrough data.

Owner(s):

Administration, teachers

Timeline:

Monthly during all staff PL.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Instructional Aides will support students through small group instruction and tutoring. They will also assist through classroom monitoring to ensure time for teachers to work one-on-one with students during the day. Home School Liaison will support students, teachers, and parents through any and all communication needs. Computer Programs and Applications, Computer Hardware, Classroom Materials and supplies, Books and Periodicals, Classroom supplies and material for EL students will be purchased to support the GVC.

Tier 1 RTI will be classroom based and the responsibility of the classroom teacher and needs of the students. Tier 2 team will support classroom teachers through case analysis of student needs based on observations and concerns that are shared. Tier 2 team will recommend strategies and interventions and will continue to monitor progress and determine next steps based on areas of need following the strategies and interventions. Tier 3 will be team based approach involving administration, teachers, support staff and families.

#### Specify enhanced services for EL students:

EL students and R-FEP students will be monitored using DRP, District Interim Assessments, as well as CFA/classroom assessments with specific classroom focus by classroom teacher to ensure success. Teachers will meet with students one-on-one to goal set. If student is not meeting standards, teacher will utilize specialized instruction including, but not limited to one-on-one, small group, and tutoring. Recently re-designated students will continue to be monitored by classroom teacher quarterly. During the 18-19 school year, there were no identified EL students at Manchester GATE.

#### Explain the actions for Parent Involvement (required by Title I):

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers will review individual students' reading levels and scores at the fall parent/teacher conference.

Parents will receive student assessment data after district test administrations.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available.

HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

#### Specify enhanced services for low-performing student groups:

African-American and Hispanic students are 3% lower in ELA and 3-10% lower in Math as compared to the school SBAC average. This is a minor disproportionality. These groups of students will receive one-on-one support with classroom teacher and small group instruction. They will also be given opportunities to work with a tutor group led by teachers or retired teachers. Classroom instructional Aides will also support as directed by the classroom teacher.

SPED students will continue to be supported by the ISGI teacher through one-on-one and small group instruction as well as support for the teacher in curriculum, instruction, and strategies.

Tier 2 team will meet to discuss potential causes of low performing students. Interventions, small group work, and push-in support will be utilized based on need.

#### Describe Professional Learning related to this action:

All Staff Professional Learning Book Study with a continued focus upon differentiation for the Gifted Learner, Growth Mindset, and SEL. Teachers will complete Cognitive Lesson/Unit Planning by grade-level, Staff collaboration during AC meetings, Professional Collaboration between computer lab teacher and classroom teacher. Continued focus upon the 5 tenants of the IPG with a continued focus upon the Student Ownership tenant. Professional Reading books TBD. Professional Learning will center on the 4 grounding questions and utilize the AC commitments. Teachers will also be given opportunities to take part in various conference offered around the state, ie: Gifted Conference, Technology Conferences, Pedagogy conferences, etc.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	8,824.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,906.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,906.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,939.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,760.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,321.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,321.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kathy Luckin	9,877.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	35,444.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Hardware	2,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences, Workshops, and travel	26,000.00

**\$132,798.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	96.774 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

A wide variety of Goal 2 opportunities are afforded all students at Manchester GATE due to the committed staff and willingness to share talents and time.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

Staff is constantly working to find opportunities for students who do not join activities outside of the classroom. At this time, Goal 2 participation is very high with just 3% of the student not involved in a Goal 2 activity for the 18-19 school year. There is not a distinct low-performing student group.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions and budget expenditures.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The only changes will be improvement and/or adding of clubs and activities for students.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

SSC feedback to the Goal 2 Participation Rate Data was favorable and suggest continuing current progress and implementation of program.

N/A

Staff feedback to Goal 2 Participation Rate data was favorable. Staff suggest continuing current clubs and implementation of potential new clubs to reach more students.

## Action 1

**Title:** Goal 2 Participation

### Action Details:

Manchester GATE will continue to improve Goal 2 participation through continuing, improvement of current programs, and/or implementation of new programs and activities offered all students at Manchester GATE. ie: Chess Club, Yoga Club, Vaulting Club, Knitting/Crocheting club, sports, music, and art activities.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

**Details: Explain the data which will specifically monitor progress toward each indicator target**

Goal 2 Participation Rates

**Owner(s):**

Principal, VP, Teachers, Support Staff, Parents

**Timeline:**

Activities will start at the beginning of the year through the end of the year, 2018-2019

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Awards and incentives to encourage participation, attendance, and foster school spirit. Assemblies in the arts to foster school participation and interest. Continued and new extra-curricular opportunities for all students. Supplemental Contracts will be provided for teachers for engagement activities.

**Specify enhanced services for EL students:**

Currently we do not have any EL students. At this time, no Special Enhanced Services for EL students is necessary to get them involved in Goal 2.

**Specify enhanced services for low-performing student groups:**

Continue to encourage and find ways to get all students involved in their activity of choice. No group is disproportionately under-represented in Goal 2 engagements. 3% of our 17-18 students were not involved in a Goal 2 activity.

**Explain the actions for Parent Involvement (required by Title I):**

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to participate and volunteer in various Goal 2 activities.

Parent Education classes will be provided as available.

HSL will be in integral part of the communication process through parent notices, phone calls, and messages

**Describe Professional Learning related to this action:**

Teachers will be encouraged and have opportunities to brainstorm, create, and enhance Goal 2 opportunities for all students.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

## G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers - engagement activities	2,411.00

**\$2,411.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	65.025 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 3rd Grade</b> Students attended the district funded field trips.</p> <p><b>Exposure to Careers - 4th Grade</b> Students attended the district funded field trips</p> <p><b>Exposure to Careers - 6th Grade</b> Students attended the district funded field trips.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b> unknown</p> <p><b>Exposure to Careers - 4th Grade</b> unknown</p> <p><b>Exposure to Careers - 6th Grade</b> unknown</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During school year 2018-19, categorical money supported additional classroom field trips for all students. There are no major differences between the intended and actual implementation of actions and budget expenditures.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes at this time.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
Feedback was favorable. Appreciative of opportunities students have to learn about business and industries as well as future educational opportunities. Suggestions are that students receive even more experiences.	N/A	Staff appreciate the district funded field trips and suggest that all continue.

**Action 1**

**Title:** Success at School and Beyond

**Action Details:**

Manchester GATE students will continue to be exposed to a variety of experiences and opportunities which will increase their knowledge of the world around them. Students will attend various field trips including those to colleges, cities, museums, business & industries, and participate in educational competitions and service learning events to further develop their leadership characteristics.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details:** Explain the data which will specifically monitor progress toward each indicator target

There will be a 100% of students participating in the field trips for their character and competencies.

**Owner(s):**

Principal, VP, Teachers

**Timeline:**

Quarterly

**Details:** Explain the data which will specifically monitor progress toward each indicator target

Service groups in the school, ie: Kiwanis Kids, Edison Region service, classroom service projects, will expose the entire school population to various service opportunities throughout the year. There will be a minimum of 3 major school service projects.

**Owner(s):**

Principal, VP, Teacher leaders, students leader

**Timeline:**

Semester

**Details:** Explain the data which will specifically monitor progress toward each indicator target

Goal 2 participation rates for the service club opportunities.

**Owner(s):**

Principal, VP

**Timeline:**

Quarterly

**Details:** Explain the data which will specifically monitor progress toward each indicator target

Exposure to Career metric

**Owner(s):**

Principal

**Timeline:**

Semester



Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Supplemental contracts for teacher leaders. Potential transportation costs for extra field trip experiences. Curriculum TBD

Specify enhanced services for EL students:

N/A

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to participate and volunteer in various Goal 2 activities.

Parent Education classes will be provided as available.

HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

Specify enhanced services for low-performing student groups:

None, as all students will be exposed to the same field trips for each grade level.

Describe Professional Learning related to this action:

Teacher Collaboration, Travel opportunities/experiences for teachers, online studies and research, guest presenters.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Instructional Field Trips for all Classrooms	10,100.00

**\$10,100.00**

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	0.483 %	1.801 %	2017-2018	0 %
Suspensions Per 100	0.852 %	2.416 %	2017-2018	1.416 %
Student Survey - Included	95.326 %	71.646 %	2017-2018	78.646 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

As a whole, students at Manchester GATE do not want to be absent. Our teachers emphasize the consistent attendance as well as a very organized and competent attendance clerk who stays in close contact with our families. Our VP and attendance clerk hold regular meetings for those students with attendance issues. Our program lends itself to a wide variety of opportunities where students do not want to be absent.

**Suspensions Per 100**

Every situation at Manchester GATE is reviewed and discussed by a team not limited to the administration and classroom teacher. Students are counseled by teachers and administration before any consequence occurs. Behavior plans are in place when needed. Manchester GATE works to have positive parent/teacher support and communication.

**Student Survey - Included**

Students spend time learning and working through Growth Mindset curriculum and activities. Students are involved in regular class meetings. Students with individual needs are supported throughout On-Site Counselors.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

None at this time.

**Suspensions Per 100**

None at this time.

**Student Survey - Included**

Self Efficacy for students was the lowest category. Gifted students can have high anxiety and stress.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions funded by Title 1 included our ON-Site Counselors who were increased to 4 days/week this past school year. Most students referred to counseling were exited throughout the year due to the significant progress made

during their sessions. Students were more successful academically and behaviorally in the school setting.

Our Title 1 funding also supported supplemental contract for a retired teacher to work with small groups of students.

Our LCFF money included Instructional Aide support and a HSL to work with parents, students, and families. Teachers will also given opportunities to continue their professional learning at various conferences throughout the year. They also worked together in their AC teams.

There were no major differences between intended and actual implementation of actions and budget expenditures. The staff began a book study on SEL implementation and integration in all areas.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Due to the effectiveness of actions implemented, no changes will be made for 2019-20. Continued focus on SEL learning will continue to be implemented.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC feedback to the currents results was favorable and suggest continuing current progress and implementation of program. Support for focus on Self Efficacy and Growth Mindset was suggested.

**2** ELAC:

N/A

**3** Staff:

Staff feedback to the currents results was favorable and suggest continuing current progress and implementation of program. While the percent of students who feel they are a part of the school went down, the percent of student who have a caring adult they can go to, went up. With the focus on integration of SEL in the daily instruction, we will see the percent of students who feel a part of the school will rise.

## Action 1

**Title:** Intervention and Support

### Action Details:

Manchester GATE will support students struggling academically and/or with chronic attendance issues to ensure the greatest number of students who enter Middle School will have the highest likelihood to graduate from High School with the widest array of options. Students will be supported through small group or independent interventions given by a Classroom Teacher. For example there will be after school interventions offered as well as interventions during the school day during but not limited to lunch and recess times. Specific referred students who need social-emotional counseling will be supported through counseling services provided by On-Site Counseling.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Quarterly Atlas Grade Reports, Attendance data, District Interim Assessment results, DRP, grade level CFA and CSA data, and after school progress data.

Owner(s):

Principal, VP, Teachers, Lab Teachers, HSL, On-Site Counselor

Timeline:

Identified students will receive support after the first day of school, and ongoing support will be given based on data for all students the remainder of the school year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Small group or individual tutoring for identified students based on Academic Achievement and progress, materials and supplies, Computer Programs and software. Supplemental Contracts will given to retired teachers to tutor and work with students during the school day and/or after school.

Specify enhanced services for EL students:

EL students will be monitored using DRP and District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation. Interpreting will be provided as necessary. Extra pay for HSL to interpret and work hours beyond her duty day. Supplemental Contracts for NTA's to interpret when needed.

Specify enhanced services for low-performing student groups:

Tier 1 RTI will be classroom based and the responsibility of the classroom teacher and needs of the students. Tier 2 team will support classroom teachers through case analysis of student needs based on observations and concerns that are shared. Tier 2 team will recommend strategies and interventions and will continue to monitor progress and determine next steps based on areas of need following the strategies and interventions. Tier 3 will be team based approach involving administration, teachers, support staff and families.

Tier 2 team will meet regularly to discuss appropriate supports. Students will receive a combination of push-in, small group, and one-on-one interventions.

Students will be referred to On-Site Counselor as needs arise.

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs. Parents will receive student assessment data after district test administrations. Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails. Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk. Parent Education classes will be provided as available. HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

Describe Professional Learning related to this action:

Assessment and Grading practice analysis will continue by whole staff and at grade level. Motivational and self efficacy strategies for students, Growth Mindset work, consultation with On-Site Counselor for identified students receiving counseling services at school will continue through the 19-20 school year. Teachers and staff will continue to incorporate strategies learned through 18-19 school year book study of All Learning is Social and Emotional. SEL support will continue to be the focus of our Professional Development in the 19-20 school year through additional book study(TBD) and review of current research and periodicals.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for retired teachers	6,733.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	563.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counseling Services	31,280.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Sup			Supplemental contract for extra time for HSL	812.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for retired teachers	3,617.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			NTA Interpreter	375.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	16,373.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Interpreting pay for HSL	395.00

**\$60,148.00**

## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0195 Manchester GATE Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	8,824.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,906.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,906.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,939.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,760.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,321.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,321.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kathy Luckin	9,877.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	35,444.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Hardware	2,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences, Workshops, and travel	26,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers - engagement activities	2,411.00
G3A1	Sup & Conc	Instruction	Direct Trans			Instructional Field Trips for all Classrooms	10,100.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for retired teachers	6,733.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	563.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Counseling Services	31,280.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sup			Supplemental contract for extra time for HSL	812.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for retired teachers	3,617.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			NTA Interpreter	375.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	16,373.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Interpreting pay for HSL	395.00

\$205,457.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,388.00
Sup & Conc	7090	\$166,069.00
<b>Grand Total</b>		<b>\$205,457.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$132,798.00
G2 - All students will engage in arts, activities, and athletics	\$2,411.00
G3 - All students will demonstrate the character and competencies for workplace success	\$10,100.00
G4 - All students will stay in school on target to graduate	\$60,148.00
<b>Grand Total</b>	<b>\$205,457.00</b>