

Manchester Gate

10621666103832

Principal's Name: Janet Gengozian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

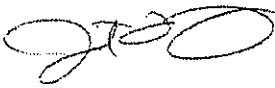

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family Engagement 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 School 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Janet Gengozian	X				
2. Chairperson - Camie Sorensen				X	
3. Anita Ullner		X			
4. Elaine Huene		X			
5. Karin Paulus		X			
6. Aline Kaufmann		X			
7. Matt Gerking				X	
8. Kaylia Metcalfe				X	
9. Portia Baker-Bruno				X	
10. Jason Horsman				X	
11. Amy Cobb				X	
12. Mary Vink			X		
13.					
14.					
15.					

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

Required Signatures

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Janet Gengozian		3/22/2021
SSC Chairperson	Camie Sorensen		5/25/21

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 2021/22

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$46,662
7090	LCFF Supplemental & Concentration	\$169,884
7091	LCFF for English Learners	\$2,430
7099	School Opening Support <i>(New! One-time funds)</i>	\$19,188
TOTAL 2021/22 ON-SITE ALLOCATION		\$238,164

* 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	\$1,386
	Remaining Title I funds are at the discretion of the School Site Council	\$45,276
	Total Title I Allocation	\$46,662

Manchester Gate Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		87.61 %	2020-2021	94.61 %
I-Ready Math D2 On Level		83.58 %	2020-2021	90.58 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Teachers met in PLC's weekly online to discuss and plan for their students' online distance learning. We began their year as a PLI school and the implementation and support of the PLI team was an assistance to the difference in delivery of instruction this year. Grade levels continued to integrate ELA standards and district ELA GVC along with literature novels. A few staff members were able to attend some online PL. Our instructional aides continue to support teachers and students through small group work, paperwork, and one-on-one instruction.

I-Ready Math D2 On Level

Teachers met in PLC's weekly online to discuss and plan for their students' online distance learning. We began their year as a PLI school and the implementation and support of the PLI team was an assistance to the difference in delivery of instruction this year. Grade levels continued to integrate math standards with district GVC and other online math sites and support. A few staff members were able to attend some online PL. Our instructional aides continue to support teachers and students through small group work, paperwork, and one-on-one instruction.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

We see 73 students (11%) that are one grade level below. These students are fairly mixed between the five tested grade levels. 16 students (2%) are 2 grade levels below and 8 students (1%) are 3 grade levels below as tested by iReady. The students who are 2-3 grade levels below are in 5th and 6th grades. Many of the students who score below grade level are not regularly attending school online according to attendance records and teacher input.

I-Ready Math D2 On Level

We see 112 students (16%) that are one grade level below. These students are throughout the 5 grade levels tested. 2 students (<1%) are 2 grade levels and below and 1 student (<1%) is one grade level below. Again there is a correlation between low attendance and minimal effort of students who are 2-3 years below grade levels.

Step 2: For the current year, 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 Counselor who met with students 4 days/week this past school year. There were more students who did not meet regularly with the counselor due to the therapy being online. The students who were on campus in our cohorts were able to have more regular therapy sessions. We also started some groups, focusing on students who were struggling with effort, attendance, and academic success.

Our Title 1 funding also supported supplemental contract for a retired teacher to work with small groups of students. She worked with students who were part of our cohorts this year.

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

The major differences between intended and actual implementation of actions is due to the Distance learning for the majority of the year. We were not able to use money for field trips as well as teacher subs. We were able to add money to upgrade our technology in our computer lab as well as add some online programs to support distance learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The actions from 2020-21 will continue in 2021-2022. The combinations of the HSL, On-Site Counseling, Teacher Tutoring small groups, PLC planning/work time, Professional Learning opportunities for teachers as well as field trips has proven to be successful 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 iReady results was favorable and suggest continuing current progress and implementation of program.

2 ELAC:

N/A

3 Staff:

Staff feedback to iReady 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 begin to implement PLI strategies and student ownership. Manchester GATE will use data driven 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 Learning 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

iReady will be used to Progress Monitor student achievement. Teachers will review classroom results individually and discuss as a PLC to identify common trends. PLC's will choose a focus for their next steps with students and their identified needs.

Owner(s):

Teachers, ILT, PLC, 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 goal or standard. CFAs will be the primary formative assessment used by PLC's to identify instructional needs. Common Summative Assessments will be used to help plan next steps. Teachers will be given a release to work and plan as a team.

Owner(s):

Teachers, PLC, Students

Timeline:

Common Summatives will be quarterly and CFAs will be ongoing throughout the quarter during PLC meetings.

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

IAB and FIAB assessments from the CAASPP site will be implemented to give students additional opportunities for formative assessment. PLC's will review data throughout the year based on the IAB and FIAB's given. They will document student progress as a team to analyze and plan next steps.

Owner(s):

Teachers, PLC, Students

Timeline:

Analyzed by teachers, students, and PLC.

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

EOY SBAC results will reviewed as a staff and a PLC to review and reflect upon the previous year's results.

Owner(s):

Teachers, ILT, PLC, Students

Timeline:

SBAC results from 2020-2021 will be analyzed and shared at the beginning of the year for planning purposes for the 2021-2022 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:

These will be held regularly throughout the year.

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

IPG and Classroom Walkthrough Data

Owner(s):

Administration, Teachers

Timeline:

Monthly - 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 based on the 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 a team based approach involving administration, teachers, support staff and families.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

EL students and R-FEP students will be monitored using iReady, 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 2020-2021 school year, there were no identified EL students at Manchester GATE. All EL students had been recently re-designated.

We were able to use iReady data for school-wide analysis. The disproportionality is reflective of those students who had infrequent attendance or lack of connection during the day with the teacher and the other students. For the 2021-2022 school year, students with lower than average score on SBAC and/or students who are two or more years behind as according to iReady will receive one-on-one support with the classroom teacher and a certificated tutor. 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	7,025.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,344.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,299.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,344.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,376.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,463.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,726.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,726.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Hardware	500.00
G1A1	One-Time School	Instruction	Mat & Supp			: One-Time Funds - Materials and Supplies	19,188.00

\$99,991.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

A wide variety of opportunities were offered to our students this year, even in distance learning. We held several clubs including, cooking, music, and art. Teachers found online field-trip opportunities as well as guest speakers to come and share with the class.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

Distance Learning had a huge effect on the amount of Student-centered real world learning experiences for students this year. Some of our teachers went above and beyond to find creative ways to allow experiences for students. They worked to invite and recruit all students to take part in the extra activities and experiences that were offered this year. We had about 80% of our students involved in activities outside of the classroom.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were major differences between the intended and the actual implementation of actions and budget expenditures this last school year. Due to distance learning, the majority of actions were not able to be completed included field trips and music events. We were also not able to have as many clubs as we've had in the past.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We are going to attempt to complete our plan for field trip experiences as well as clubs and music events. There may continue to be some online options for clubs and events moving forward.

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 Student Centered, real world learning experience data was favorable knowing that we attempted to do what we can in the era of distance learning.

N/A

Staff feedback to the Student Centered, real world learning experience data was favorable knowing that we attempted to do what we can in the era of distance learning.

Action 1

Title: Expand Student centered and real-world learning experiences

[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 100% of students participating in the field trips for the 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, etc... 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, Student Leaders

[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

[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

[Specify enhanced services for low-performing student groups:](#)

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	45,445.00
G2A1	Sup & Conc	Instruction	Direct Trans			Instructional Field Trips for all Classroom *Also support G3A2	15,500.00

\$60,945.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		2.12 %	2020-2021	0.12 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

During distance learning, Manchester GATE continued to have a very good attendance rate. Our teachers emphasized 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 students with 1 or more

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. We are in the beginning stages of incorporating Restorative Justice on the campus. Behavior plans are in place when appropriate. We work to have positive parent/teacher support and communication.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

None at this time.

Suspensions students with 1 or more

None at this time.

Step 2: For the current year, 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 Counselor who continued to serve students remotely through tele-therapy 4 days/week.

Our Title 1 funding also supported a 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.

We were able to implement the actions for this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue the actions that have been implemented. We will increase the amount of money for tutoring support to assist those students who struggled this past year. We will continue as a PLI school with a focus on Student Ownership.

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 current results was favorable and suggest continuing current progress and implementation of program.

2 ELAC:

N/A

3 Staff:

Staff Feedback to the current results was favorable and suggest continuing current progress and implementation of the program.

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. All classrooms will implement Class Meeting and/or Morning Meetings to support student SEL needs and create classroom community. Teachers will implement the Second Step curriculum for SEL skill development. Manchester GATE will implement the District Classroom Management Plan to address Tier 1 Climate and Culture elements as well as incorporate Restorative Practice strategies. Students will also be supported through small group or independent academic interventions given by a Classroom Teacher. For example there will be after school interventions offered as well as interventions during the school day 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. As a PLI school, we will spend more time goal setting with students as well as continuing to develop student ownership of their learning.

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, iReady assessment data, 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.

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

Classroom Meeting logs turned in quarterly showing class meetings, topics, and anti-bullying lessons

Owner(s):

Teachers, Principal, VP

Timeline:

Each quarter, teachers will turn in the classroom meeting logs to VP, Daryn Sassano

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

Utilize Power BI for reflection of Atlas Discipline entries. Review office referral data.

Owner(s):

Principal, VP, Teachers

Timeline:

Quarterly

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.

Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.

Specify enhanced services for EL students:

EL students Re-designated EL students will be monitored using iReady and district adopted curriculum diagnostics 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.

If an RFEP student is struggling, we will meet as a team and identify various interventions necessary either with the classroom teacher and/or tutoring or deployment

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.

Action 2

Title: Student Engagement and 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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Extra curricular 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 2020-2021.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for Retired Teachers *NO IEPs IN TITLE I*	9,236.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling : Counseling Services for Students	36,040.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Teacher engagement and supplemental retired teacher contract *Also supports G2A1 & G3A2	9,577.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for EL Students *Also supports G3A2	498.00

\$55,351.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		91.94 %	2019-2020	91.94 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Manchester GATE strives to have an inclusive, positive environment for all staff, students, and families. Our staff retention is quite high as staff members are content at our school and do not leave. We will continue to focus on the positive, inclusive school culture that Manchester is known for.

Manchester GATE teachers have participated in Professional Learning for expanding their understanding and personal application of Cultural Proficiency.

Our staff meets for social events about every month. All staff is included in these events, not just teachers. There is a strong connection between staff members at this site.

Staff Survey – Overall Positive in Belonging Domain

We will continue to focus on the positive, inclusive school culture that Manchester is known for.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

Due to the few openings at Manchester GATE each year, we are not able to hire new people on a regular basis.

Due to Social Distancing the staff has not been able to take part in community building activities and events around school this year.

Staff Survey – Overall Positive in Belonging Domain

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the strict Social Distancing guidelines, our staff has been unable to meet and socialize this school year either on campus or away.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As soon as we are able, we will institute the many events at Manchester GATE in person again. Community building events like the carnival, expo night, music concerts, pinewood derby, and sporting events will continue as

planned in the past.

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 current results was favorable and suggest continuing current progress and implementation of programs.	N/A	Staff feedback to the current results was favorable and suggestion continuing current progress and implementation of the programs.

Action 1

Title: Cultural Proficiency Professional Learning

Action Details:

Manchester GATE will continue to learn and process about Cultural Proficiency with a focus on a change in the classroom. We will utilize the DEI framework and implement components throughout the year.

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

PLC's will plan and incorporate cultural proficiency awareness and strategies into the classroom environment and culture.

Owner(s):

Admin, teachers, Manchester Staff

Timeline:

2021-2022 school year.

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

Staff will continue to focus on expanding their personal application of cultural proficiency in their daily work and professional learning.

Owner(s):

Admin, Teachers, Manchester Staff

Timeline:

2021-2022 School year.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:** Teachers will work with their PLC's to plan and incorporate cultural proficiency strategies through their classroom instruction as based on the Cultural Proficiency Continuum. We will continue to purchase various books and curriculum to further our integration of all cultures to our curriculum.
- **Student Centered and Real-World Learning:** Teachers will work with their PLC's to plan and incorporate cultural proficiency strategies through their classroom instruction as based on the Cultural Proficiency Continuum
- **Student Engagement:** Teachers will work with their PLC's to plan and incorporate cultural proficiency strategies through their classroom instruction as based on the Cultural Proficiency Continuum

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

N/A

Manchester GATE Teachers will continue their professional learning and focus on supporting all students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences, Workshops, and Travel	4,000.00

\$4,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		97.97 %	2019-2020	100 %
Parent Survey - Safe and secure		96.77 %	2019-2020	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Manchester GATE has a strong PTA as well as many parent involvement opportunities. During the year, there are many events for parents and families including music concerts, sports events, chess tournaments, pinewood derby, barn dance, Expo Night, Open House, poetry nights, just to name a few. There are a variety to appeal to the different interests of the families. We will continue to have many parent and family events throughout the year.

Parent Survey - Respected and welcomed

Our parents have a very positive response to feeling respected and welcomed

Parent Survey - Safe and secure

Our parents have a very positive response to feeling safe and secure.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Due to the fact that we are a magnet school, it is sometimes difficult for families who live across town to come to events at our school. It also can be challenging for parents with small children to help in the classroom.

Parent Survey - Respected and welcomed

Continue to prioritize communication between school and families.

Parent Survey - Safe and secure

Continue to prioritize communication between school and families.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning and social distancing, we have not had opportunities to meet as a school family. All events have been online this year. We have held several parent meetings online this year. There have been some student assemblies and a pizza making night. Our music classes have held some online recitals.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As soon as we are able, we will institute the many events at Manchester GATE in person again. Community building events like the carnival, expo night, music concerts, pinewood derby, and sporting events will continue as planned in the past.

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 current results was favorable and suggest continuing current progress and implementation of programs.

2 ELAC:

N/A

3 Staff:

Staff feedback to the current results was favorable and suggest continuing current progress and implementation of programs.

Action 1

Title: Family Involvement and Support

Action Details:

Manchester GATE will continue to provide multiple opportunities for their families to be involved in school either during the school day or beyond.

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

Participation of events at Manchester GATE

Owner(s):

Admin, Teachers, Students, families.

Timeline:

2021-2022 School year.

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

Frequency of events at Manchester GATE including music, sports, and specialty events that are classroom or school based.

Owner(s):

Admin, Teachers, Students, families

Timeline:

2021-2022 School Year.

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

Monthly PTA meetings will be a combination of in-person and online to help include all who can be involved.

Owner(s):

PTA board, admin, families

Timeline:

2021-2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:** Parents are invited to help in the classroom during the school day. Teachers will expand their communication with families through the continued use of Teams.

- **Student Centered and Real-World Learning:** Parents will be invited to participate in field trips and various academic projects on campus.
- **Student Engagement:** All students will be offered a chance to participate in extra-curricular opportunities at Manchester GATE. Parents will be invited to participate and attend events.

Specify Direct Service and Opportunities for parents and families to support EL students: _____

N/A

Specify Direct Service and Opportunities for parents and families to support low-performing student groups: _____

Regular, open communication in English and Spanish. Teachers and staff will follow through with regular meetings for struggling students. Meetings can be held in-person or online.

A team approach will be used to meet with families of students with specific needs through the SST meeting structure.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement **NO FOOD, FOOD RELATED ITEMS OR INCENTIVES**	1,386.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Extra Time for Office Assistant	1,297.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		13,262.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreter and Babysitting	1,050.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Extra Time for HSL	882.00

\$17,877.00

2021-2022 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	7,025.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,344.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,299.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,344.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,376.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,463.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,726.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,726.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Hardware	500.00
G1A1	One-Time School	Instruction	Mat & Supp			: One-Time Funds - Materials and Supplies	19,188.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	45,445.00
G2A1	Sup & Conc	Instruction	Direct Trans			Instructional Field Trips for all Classroom *Also support G3A2	15,500.00
G3A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for Retired Teachers *NO IEPs IN TITLE I*	9,236.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling : Counseling Services for Students	36,040.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Teacher engagement and supplemental retired teacher contract *Also supports G2A1 & G3A2	9,577.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for EL Students *Also supports G3A2	498.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences, Workshops, and Travel	4,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement **NO FOOD, FOOD RELATED ITEMS OR INCENTIVES**	1,386.00
G5A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Ext			Extra Time for Office Assistant	1,297.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		13,262.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreter and Babysitting	1,050.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Ext			Extra Time for HSL	882.00

\$238,164.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,662.00
Sup & Conc	7090	\$169,884.00
LCFF: EL	7091	\$2,430.00
One-Time School	7099	\$19,188.00
Grand Total		\$238,164.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$99,991.00
G2 - Expand student-centered and real-world learning experiences	\$60,945.00
G3 - Increase student engagement in their school and community	\$55,351.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$4,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$17,877.00
Grand Total	\$238,164.00