

Manchester Gate Elementary School

10621666103832

Principal's Name: Janet Gengozian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	2/66	76.92 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	68/68	100 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	67/68	%

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	1/68	75.75 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	64/64	%
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	63/68	5.88 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	59/67	%

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	65/67	%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<i>Detail the action:</i> Manchester GATE will 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 with Science and Social Studies content through the use of non-fiction texts, computer programs & applications and with a goal of daily tablet/computer usage.		
<i>SQII Element:</i> ELA (SBAC)	<i>SQII Sub-element(s):</i> Standard Met/Exceeded #5926 & #4008	<i>Site Growth Target:</i> 95% of students meet or exceed SBAC ELA	<i>Vendor (contracted services)</i> Newsela, Spelling City, ScootPad Scholastic News
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By EOY 16-17 the number and percentage of students scoring Standard Met or Standard exceeded in SBAC ELA will be at or above 95% as measured by indicator #5926 (644/678 students). By EOY 16-17 the number and percentage of students with a D/F in their current reading grade will be below 5% as measured by indicator #4008 (38/750).			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i> DRP & District Interim Assessment Computer program quiz and/or assessment info Grade Level Common Assignments SBAC Practice Assessments & EOY SBAC results		<i>Owner(s)</i> Teacher, ILT, parents Teacher, parents AC, teacher, ILT Teacher, ILT, Students	<i>Timeline</i> Data will be analyzed within a week of results. Shared through ATLAS Quarterly through AC meetings SBAC results analyzed and shared at beginning of the year for planning purposes for 2016-2017 school year.

Explain the Targeted 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.

Describe related professional learning: All Staff Professional Learning Book Study with a focus upon differentiation for the Gifted Learner, 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 focus upon the Student Ownership tenant. We will use the Visible Learning book as well as other professional readings to focus upon the unmotivated learner and how to motivate. Professional Learning will center on the 4 grounding questions and utilize the AC commitments.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Instructional Aides, Home School Liaison, Computer Programs and Applications, Computer Hardware, Classroom Materials and supplies, Books and Periodicals, Classroom supplies and material for EL students. Targeted students have identified services provided and will continue.

Specify additional targeted actions 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. At fall conferences Teachers will review EL Goal Setting, CELDT data, and academic assessment results to provide guidance on how to help students reach English Language Proficiency. Translating services will be provided as needed.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.2813		Para, Instructional Asst.	7,282

1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Para, Instructional Asst.	9,709
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813		Para, Instructional Asst.	7,317
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813		Para, Instructional Asst.	6,113
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813		Para, Instructional Asst.	6,742
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitutes	4,570
1	1	EL	Instruction	Materials & Supplies				EL Materials and Supplies	1,764
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	20,201
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non-Capitalized Equipment	20,000
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	4,315
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				Travel - Conferences and Workshops	7,500
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance of hardware	749
Total									\$96,262

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<i>Detail the action:</i> The school 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.		
<i>SQII Element:</i> Math (SBAC)	<i>SQII Sub-element(s):</i> Standard Met/Exceeded #6169 & #3789	<i>Site Growth Target:</i> 93% or above meet or exceed SBAC math	<i>Vendor (contracted services)</i> ScootPad
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By EOY 16-17 the number and percentage of students scoring Standard Met or Standard exceeded in SBAC Math will be at or above 93% as measured by indicator #6169 (631/678 students). By EOY 16-17 the number and percentage of students with a D/F in their current math grade will be below 2% as measured by indicator #3789 (15/750).</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>District Interim Assessment</p> <p>Computer program quiz and/or assessment info</p> <p>Grade Level Common Assignments</p> <p>SBAC Practice Assessments & EOY SBAC results</p>		<p><i>Owner(s)</i></p> <p>Teacher, ILT, parents</p> <p>Teacher, parents</p> <p>AC, teacher, ILT</p> <p>Teacher, ILT, Students</p>	<p><i>Timeline</i></p> <p>Data will be analyzed within a week of results.</p> <p>Shared through ATLAS</p> <p>Quarterly through AC meetings</p> <p>SBAC results analyzed and shared at beginning of the year for planning purposes for 2016-2017 school year.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</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.</p>			

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 related professional learning: All Staff Professional Learning with a focus upon differentiation for the Gifted Learner, Cognitive Lesson/Unit Planning by grade-level, Staff collaboration during AC meetings, Professional Collaboration between computer lab teacher and classroom teacher. Professional Learning will center on the 4 grounding questions and utilize the AC commitments.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Instructional Aides, Home School Liaison, Computer Programs and Applications, Computer Hardware, Classroom Materials and supplies, Books and Periodicals, Classroom supplies and material for EL students

Specify additional targeted actions for EL students:
 EL students will be monitored using District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation and success with math standards.
 Translating services will be provided as needed.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.2813		Para, Instructional Asst.	7,282
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Para, Instructional Asst.	8,990
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Para, Instructional Asst.	8,990
								Total	\$25,262

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<i>Detail the action:</i> The school 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 OnSite Counseling.		
<i>SQII Element:</i> Middle School Readiness	<i>SQII Sub-element(s):</i> Grade Level Readiness #6402 & #5942	<i>Site Growth Target:</i> 85% of 6 th grade students entering middle school with the highest likelihood to graduate from High School	<i>Vendor (contracted services)</i> OnSite Counseling
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By EOY 16-17 the number and percentage of 6 th grade students who enter Middle School with the highest likelihood to graduate from High School will be at or above 85% as measured by indicator #6402 (173/204). By EOY 16-17 the number and percentage of students who are chronically absent will remain at or below 2% as measured by indicator #5942 (15/750 students).			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Quarterly Atlas Grade Reports, Attendance data, District Interim Assessment results, DRP		<i>Owner(s)</i> Principal, VP, Teachers, Lab Teachers, HSL	<i>Timeline</i> Identified students will receive support after the first day of school, ongoing for the remainder of the school year.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</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 related professional learning:
 Avid Strategies, Motivational strategies for students
 Consultation with OnSite Counselor for identified students receiving counseling services at school.

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.

Specify additional targeted actions 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental contracts	4,069
								Total	\$4,069

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<i>Detail the action:</i> The school 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.		
<i>SQII Element:</i> Student Engagement	<i>SQII Sub-element(s):</i> Overall Student Participation #2080	<i>Site Growth Target:</i> 90% of the population of students will be involved in a Goal 2 activity.	<i>Vendor (contracted services)</i>

<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i> By EOY 16-17, the total percentage and number of students involved in any Goal 2 activity will be at or above 90% of our population. #2080 (675/750)					
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Goal 2 participation rates – ATLAS and SQII data			Owner(s)Principal, VP, Teachers, Support Staff, Parents	<i>Timeline</i> Activities will start at the beginning of the year through the end of the year, 16-17	
<p>Explain the Targeted 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</p>					
<i>Describe related professional learning:</i>					
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 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.					
<i>Specify additional targeted actions for EL students:</i> Interpreting will be provided as necessary					

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<i>Detail the action:</i> The school will utilize a Spanish-Speaking Home School Liaison to assist with parent communication and participation in academics, homework, and activities along with establishing programs to reach the disconnected students.					
<i>SQII Element:</i> Culture and Climate	<i>SQII Sub-element(s):</i> #6327			<i>Site Growth Target:</i> Less than 10% of students	<i>Vendor (contracted services)</i>	

		meet the disconnected student criteria	
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By the EOY 16-17, the number and percentage of students who meet the disconnected students criteria will be less than 10% as measured by indicator #6327 (75/750 students)			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i> Atlas Grade reports, SQII data		<i>Owner(s)</i> Principal, VP, HSL, Teachers	<i>Timeline</i> Activities, communication, and programs will start at the beginning of the year through the end of the year, 16-17.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</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			
<i>Describe related professional learning:</i> HSL will work directly with teachers and families to ensure student success.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Home School Liaison			
<i>Specify additional targeted actions for EL students:</i> 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. HSL will work directly with teachers and families of EL learners to assist in the redesignation process and criteria.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School	0.4750		Home School Liaison	16,847
5	3	EL	Instruction	Other Classified-Other				Extra Interpreting	522
5	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	200
5	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	On Site Counseling Services	11,000
5	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Charges	220
Total									\$28,789

C.1 Budget Report

D.1 No Centralized Services

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$32,582
7090	LCFF Supplemental & Concentration	\$119,514
7091	LCFF for English Learners	\$2,286
TOTAL 2016/17 ON-SITE ALLOCATION		\$154,382

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$781
Remaining Title I funds are at the discretion of the School Site Council	\$31,801
Total Title I Allocation	\$32,582

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,315.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	4,570.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281	Para, Instructional Asst.	6,742.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281	Para, Instructional Asst.	6,113.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281	Para, Instructional Asst.	7,282.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Para, Instructional Asst.	9,709.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281	Para, Instructional Asst.	7,317.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	20,201.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	20,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance of hardware	749.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Travel - Conferences and Workshops	7,500.00
1	1	EL	Instruction	Mat & Supp			EL Materials and Supplies	1,764.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.281	Para, Instructional Asst.	7,282.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Para, Instructional Asst.	8,990.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Para, Instructional Asst.	8,990.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental contracts	4,069.00
5	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			: 2% REA Evaluation Charges	220.00
5	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On Site Counseling Services	11,000.00
5	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.475	Home School Liaison	16,847.00
5	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Local Mileage for HSL	200.00
5	3	EL	Instruction	Oth Cls-Oth			Extra Interpreting	522.00

\$154,382.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$32,582.00
Sup & Conc	7090	\$119,514.00
EL	7091	\$2,286.00
Grand Total		\$154,382.00

Domain Totals	Budget Totals
Academic	\$125,593.00
Culture & Climate	\$17,369.00
Social/Emotional	\$11,420.00
Grand Total	\$154,382.00

E.1. Assurances



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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
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.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
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 for annual approval by the Board of Education.

E.2. 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 - Carrie Wise				X	
3. Mary Vink			X		
4. Helene Console		X			
5. Dana Harding		X			
6. Karin Paulus		X			
7. Allison Connelly		X			
8. Jamie Scott		X			
9. Denis Bacon				X	
10. Ninette Cunnings				X	
11. Fred Dau				X	
12. James Lindren				X	
13. Anika Pitcher				X	
14. Mona Taylor				X	
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Manchester Gate			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Janet Gengozian		4/20/16
SSC Chairperson	CARRIE WISE		4-20-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws