

Manchester Gate

10621666006068

Principal's Name: Janet Gengozian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (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 – Jason Antoyan				X	
3. Sarai Fernandez			x		
4. Aline Kaufmann		x			
5. Katie Blunt		x			
6. Anita Ullner		x			
7. Whitney Bortz				x	
8. Javier Garza				x	
9. Megan Thompson				x	
10. Jason Horsman				x	
11.					
12.					
13.					
14.					
15.					

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

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 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		4/25/24
SSC Chairperson	Jason Antoyan	To the best of my knowledge the foregoing is true 	4/29/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$63,616 *
7090	LCFF Supplemental & Concentration	\$208,243
7091	LCFF for English Learners	\$9,936

TOTAL 2024/25 ON-SITE ALLOCATION

\$281,795

* 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	\$1,988
Remaining Title I funds are at the discretion of the School Site Council	\$61,628
Total Title I Allocation	\$63,616

Manchester Gate Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	75 pts	66 pts	2023-2024	81 pts
SBAC ELA - percentage of students met/exceeded standard	✓	85.49 %	80.7 %	2023-2024	85.7 %
SBAC Math - Average distance from standard	✓	63 pts	56 pts	2023-2024	71 pts
SBAC Math - percentage of students met/exceeded standard	✓	86.21 %	80.4 %	2023-2024	85.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Teachers met in PLC's at least 3 times/month. We met as a whole staff 1 time/month. Grade levels continued to integrate ELA standards and district ELA GVC along with fiction and non-fiction texts. A few staff members were able to attend some PL either online or in-person conferences. Our Instructional Aides continue to support teachers and students through small group work, paperwork and one-on-one instruction. Several of our 2nd, 3rd, 4th grade teachers, all of our 5th grade teachers, and three of our 6th grade teachers took part in the Swun Math Lesson Design project. They participated in monthly PL and observations of each others' classrooms with a Math Coach and Swun Professional Developer. Much of our small-group tutor work was supported through a retired teacher who worked with students either one-on-one or in small groups. She focused on supporting those students who were lower performing in either Math or ELA as based on iReady assessment data and class assessments.

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

ReadyELA D2 Proficiency

There are currently 131 students (20%) one grade below. 4th grade has 34% and the rest of the grade levels are less than 25%. There are 16(2%) students two grade levels below and 10 (1%) students three or more grade levels below. Most if not all of the students performing below grade level began the year below, but many improved between the first and second iReady tests. From D1 to D2 the numbers of student on or above level have gone from 433 to 500 students. The students one grade level below has dropped from from 177 to 131 students

Ready Math D2 Proficiency

There are currently 183 students (27%) one grade level below. There are higher percentages in 2nd (32%) and 3rd (39%) than in 4th (34%), 5th (23%) and 6th (17%). There are 7 students (1%) two or more grade levels below and 5 students (1%) three or more grade levels below. Most if not all of the students performing below grade level began the year below, but have shown improvement between the first two tests. Students who are below grade level have targeted interventions in the classroom and with tutoring outside of the classroom periodically. From D1 to D2 the numbers of students on or above grade level have

gone from 296 to 454. The students one grade level below has dropped from 313 to 181.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Actions funded by Title 1 included our On-Site Counselors who met with students 5 days/week this school year. Our counselors had a full client list with a waiting list for most of the year. The therapist also started some groups, focusing on students who were struggling with SEL needs, 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 as push-in and pull-out support with the teachers. Our LCFF money included Instructional Aide support for all teachers and students. They also worked together in their PLC teams. Much of the materials and supplies were used for site technology licenses, weekly periodicals, and texts for students. Our One-Time Funds included money for Field trips and also Split-Funded for our On-Site Counselors. Teachers will also given opportunities to continue their professional learning at various conferences throughout the year. Much was planned for technology, but plans changed due to district funded equipment. The major differences between intended and actual were that we planned to use a majority of the One-Time funds for Promethean Boards. We did not need to use that since the district funded the boards. We were able to use some to purchase extra student laptops and LCD monitors for 10 classrooms. Some of our Site Licenses and Periodicals were funded through One-Time funds as well. We also used our Retired Teacher Tutor more than planned.

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 2024/25 SPSA.

We will increase the amount of money budgeted for our Retired Teacher Tutoring. We are also hoping to hire more than one retired teacher. Many of the actions from 2022-23 will continue in 2023-2024. The combinations of the 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: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

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

2 ELAC:

N/A

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

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

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. The Instructional Coach will help teachers focus on integration of the Differentiation Strategies for the Gifted in all curricular areas. All classrooms will integrate state ELA standards and district GVC along with literature novels and periodicals. Reading instruction will integrate with Science and Social Studies content through the use of non-fiction texts, fiction texts, periodicals, computer programs & applications. Classrooms will continue 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. PLCs will be a key component in the decision making and day to day planning for all teachers. Specific focus upon the aspects of rigor within each standard as well as student ownership of the learning will continue. Tier 1 instruction will be the focus for all with the implementation of a Tier 2 support team to work to solve issues/problems that arise 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

iReady will be used to Progress Monitor student achievement. District Quarterly reports will support this as well. 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, Instructional Coach, 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. CFA's 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 release time to work and plan as a team.

Owner(s):

Teachers, PLC, Instructional Coach, Students

Timeline:

Common Summatives will be quarterly and CFA's 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 throughout the year 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 2023-2024 will be analyzed and shared at the beginning of the year for planning purposes for the 2024-2025 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, ILT, Teachers

Timeline:

Monthly - all staff PL

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

NextGen Math problems and assessments will be used and analyzed by all grade levels as an additional formative assessment. Data will be used throughout the year to analyze and plan.

Owner(s):

Teachers, PLC, Students

Timeline:

Analyzed by teachers, students and PLC.

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

The Instructional Coach will help teachers integrate differentiation strategies of Depth and Complexity in all curricular areas. 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Currently, there are no specific student groups in Red

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. As a site: What are planned actions to support this student group?

N/A

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. Small group or one-on-one tutoring through our retired teachers may be used. Recently re-designated students will continue to be monitored by classroom teacher quarterly. During the 2023-2024 school year, there are currently 15 identified EL students at Manchester GATE.

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerEl for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups in Red, Orange, or Yellow. Hispanic, Socio Disadvantaged, and English Learners are Green. White and Asian are Blue.

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We were able to use iReady data for school-wide analysis. For the 2023-2024 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 RSP 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.

2024-2025 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,400.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		12,836.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,400.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		17,030.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	75,138.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Upgrade Technology in the Classroom	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,265.00

\$129,069.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	82.8 %	87.2 %	2023-2024	90.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

A wide variety of opportunities were offered to our students this year. We offered many clubs and began a few new ones as well. We had sports teams for all sports and were able to play against other schools. Our Kiwanis Kids Club is back up and running with a focus on Public Service. Other clubs included Chess, Climate and Culture Student Advisory as well as all of our music groups. All grade levels were involved with Field Trips beyond what was offered through the district to all students. These trips included out of town to museums and camps.

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

We had many extra-curricular opportunities for all students this year. There is no transparent disproportionality of low-performing students for this goal. There are more opportunities for students in 5th and 6th grades due to music and sports expansions at those 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 (Intended actions for the current school year vs. Actual actions that occurred).

We were able to offer a variety of extra-curricular opportunities for all students. There were no differences between intended and actual implementation.

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 2024/25 SPSA.

We will continue to offer a variety of extra-curricular opportunities for all students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<p>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</p> <p>SSC feedback to the current results was favorable and suggest continuing current progress and implementation of programs</p>	<p>2 ELAC:</p> <p>N/A</p>	<p>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</p> <p>Staff feedback to the current results was favorable and suggest continuing current progress and implementation of programs.</p>
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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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment

No student groups in the Red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

N/A

and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		12.9 %	2023-2024	10.3 %
Suspension Rate - Semester 1	✓	0.5 %	0.3 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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

Our Absentee rate at Manchester GATE continues to be higher than in previous years before the Pandemic, but the numbers are continuing to decline. 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. The HSL and Attendance Clerk will do home visits for chronically absent students. 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:

Due to the fact that we are an all-bussed school, some students have difficulty with transportation to school. If they miss the bus, some do not have a family member who can drive them. We do pick up students periodically if they do not have transportation or miss the bus. Since students have to rely on parents to sometimes get them to school, we work with the parents to improve attendance.

Suspensions students with 1 or more:

We have just one student with more than one suspension this year.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Actions split funded by Title One and LCFF included our ON-Site Counselors who continued to serve students and families in person 5 days/week. A supplemental contract for a retired teacher to push-in and pull-out individual and small groups of students was implemented for the year. Our LCFF funding included instructional aide support who work with students and teachers.

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 2024/25 SPSA.

We will continue the actions that have been implemented. We will continue to offer contracts to retired teachers and supplemental contracts for teachers to support students who are not demonstrating success. We will not be able to use the On-Site Counselors for the upcoming school year. We will not be able to offer contracts to outside clinical services for the 2024-2025 school year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

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

2 ELAC:

N/A

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

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

Action 1

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, News/reporting, Computer/Photo, 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

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 2024-2025.

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, including transportation. Supplemental Contracts will be provided for teachers for engagement activities.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Our EL students are clustered in the 2nd and 3rd grades. Not as many opportunities for engagement and extra-curricular activities were offered in the lower grades this year. We will continue to encourage all students and find ways to get students involved in their activity of choice.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

There are no students groups in the red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Continue to encourage and find ways to get all students involved in their activity of choice. Our lower grades, 2nd and 3rd were disproportionality not represented in our GOAL 2 numbers. We will continue to encourage all students and find ways to get students involved in their activity of choice.

Action 2

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 Meetings, 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. In place of On-Site Counseling, we will hire a School Social Worker for two days/week. Social Worker will support with one on one and small group intervention and social-emotional support. They will also support parents through regular communication and coordinate between families and community agencies.

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

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

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

Administration will review electronic records of Second Step Implementation by each teacher and follow through with the implementation in every classroom.

Owner(s):

Principal, VP, Teachers

Timeline:

Quarterly

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

District Quarterly reports will be used as a progress monitor tool focusing on Suspension and chronic absenteeism.

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. Instructional Assistants.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

N/A

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

EL students and 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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

There are no groups in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

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

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.

2024-2025 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	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring and special events	24,520.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Field Trips: \$1500 for 4th-6th, \$300 for 2nd-3rd	25,200.00
G3A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring and Intervention ** NO IEP's **	4,350.00
G3A2	Title 1 Basic	Instruction	Mat & Supp			: School Social Worker approx. benefit cost (+/-) for 0.4 FTE - Possibly to be split with another school site TBD	15,046.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000		42,231.00
G3A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,784.00
G3A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,174.00
G3A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,174.00
G3A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for Tutoring	7,356.00

\$146,835.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90.39 %	88.5 %	2023-2024	92.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 Survey—Overall Positive in Belonging Domain:

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. Recently, open positions were filled due to retirement. There has been a focus on expanding the cultural diversity of our staff. In the process of interviews and hiring, a focus on diversity is a part of the plan for staff in the future. 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 throughout the year as well as a few special events on campus. All staff is included in these events, not just teachers. There is a strong connection between staff members at this site. 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.

No disproportionality noted.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Our Social Committee has worked to keep all connected again this year. We continue to have social events outside of school and various events during the day. We will continue to implement as many staff events and positive culture experiences as we can.

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 2024/25 SPSA.

We are continuing the many events at Manchester GATE in person again. Community building events like the carnival, music concerts, Barn Dance, Expo Night, and sporting events will continue as planned in the past

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

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

2 ELAC:

N/A

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

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

Action 1

Title: Professional Learning and Team Building

Action Details:

Manchester GATE will continue to learn and process about Cultural Proficiency with a focus on a change in the classroom. When open positions do arise, there will be a focus on enhancing the cultural diversity of our staff.

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:

2024-2025 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:

2024-2025 School year.

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

- **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

Funds used for subs, travel and conferences.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Our EL students are in the 2nd and 3rd grade classrooms this year. Teachers have a list of these students and keep a focus on their progress as well as differentiation needed during some tasks and projects.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	92.14 %	94.8 %	2023-2024	95.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Parent Survey- Percent favorable in Family Engagement Domain

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, 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. Parents and family members are also encouraged to take part in the Field Trips at Manchester GATE.

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

Parent Survey- Percent Favorable in Family Engagement Domain

Due to the fact that we are a magnet school, it is sometimes difficult for families who live a greater distance from the school to come to events and/or volunteer in classrooms.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We have added more opportunities for parents and family members to be involved in school again this year. We have Parent volunteers in the classroom as well as community events like the Barn Dance, Expo Night, Music Concerts, and sporting events back as part of our culture.

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 2024/25 SPSA.

We will continue to include parents and family members in all of our events. Parents are also a big part of our many field trip opportunities at Manchester GATE

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). SSC feedback to the current results was favorable and suggest continuing current progress and implementation of programs.	2 ELAC: N/A	3 Staff - (Credentialed Staff, Classified Staff, and Administrators): Staff feedback to the current results was favorable and suggest continuing current progress and implementation of programs.
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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:

2024-2025 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:

2024-2025 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:

2024-2025

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

- **Student Academics:** Parents will 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.

Funds will provide materials and supplies, and extra time for staff.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Our EL students are clustered in the 2nd and 3rd grades. Not as many opportunities for engagement and extra-curricular activities were offered in the lower grades this year. We will continue to encourage all students and find ways to get students involved in their activity of choice.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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.

2024-2025 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 ** NO FOOD OR INCENTIVES **	1,989.00
G5A1	Sup & Conc	School Administration	Cl&Tech-Ext			Extra Time for Office Assistant	2,587.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting for Parent Teacher Conferences	1,315.00

\$5,891.00

2024-2025 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,400.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		12,836.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,400.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		17,030.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	75,138.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Upgrade Technology in the Classroom	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,265.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring and special events	24,520.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Field Trips: \$1500 for 4th-6th, \$300 for 2nd-3rd	25,200.00
G3A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring and Intervention ** NO IEP's **	4,350.00
G3A2	Title 1 Basic	Instruction	Mat & Supp			: School Social Worker approx. benefit cost (+/-) for 0.4 FTE - Possibly to be split with another school site TBD	15,046.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000		42,231.00
G3A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,784.00
G3A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,174.00
G3A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,174.00
G3A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for Tutoring	7,356.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies ** NO FOOD OR INCENTIVES **	1,989.00
G5A1	Sup & Conc	School Administration	Cl&Tech-Ext			Extra Time for Office Assistant	2,587.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting for Parent Teacher Conferences	1,315.00
Total							\$281,795.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,616.00
Sup & Conc	7090	\$208,243.00
LCFF: EL	7091	\$9,936.00
Grand Total		\$281,795.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$129,069.00	
G3 - Increase student engagement in their school and community	\$146,835.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,891.00	
Grand Total		\$281,795.00