

Manchester Gate

10621666103832

Principal's Name: Janet Gengozian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Janet Gengozian	X				
2. Chairperson - Trent Marks				X	
3. Rosario Chicas			X		
4. Jamie Scott		X			
5. Katie Blunt		X			
6. Karin Paulus		X			
7. Aline Kaufmann		X			
8. Matt Gerking				X	
9. Kaylia Metclafe				X	
10. Portia Baker-Bruno				X	
11. Whitney Bortz				X	
12. Vanescha Plascencia				X	
13.					
14.					
15.					

Check the appropriate box below: N/A
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Janet Gengozian		3/28/2022
SSC Chairperson	Trent Marks		3/28/2022

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 2022/23

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$48,951
7090	LCFF Supplemental & Concentration	\$170,612
7091	LCFF for English Learners	\$10,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$93,262</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$323,225

* 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	\$1,764
Remaining Title I funds are at the discretion of the School Site Council	<u>\$47,187</u>
Total Title I Allocation	\$48,951

Manchester Gate Elementary 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		82.28 %	2021-2022	92.38 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		73.23 %	2021-2022	88.33 %

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.

I-Ready ELA D2 On Level

Teachers met in PLC's 3 times/month during the 1st quarter. For the remainder of the year, they met as needed in small groups. We are in our second year as a PLI school and the implementation and support of the PLI team was an assistance during the first part of the year regarding delivery of instruction. Grade levels continued to integrate ELA standards and district ELA GVC along with literature novels. A few staff members were able to attend some online PL. Our instructional aides continue to support teachers and students through small group work, paperwork, and one-on-one instruction.

I-Ready Math D2 On Level

Teachers met in PLC's 3 times/month during the 1st quarter. For the remainder of the year, they met as needed in small groups. We are in our second year as a PLI school and the implementation and support of the PLI team was an assistance during the first part of the year regarding delivery of instruction. Grade levels continued to integrate Math standards with district GVC along with other online math sites and support. A few staff members were able to attend some online PL. Our instructional aides continue to support teachers and students through small group work, paperwork, and one-on-one instruction.

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

iReady ELA D2 Proficiency

There are currently 87 students (14%) one grade below. There are higher percentages in 2nd (37%) and 3rd (34%) than in 4th-6th (all about 15%). There are 19(3%) students two grade levels below and 7 (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.

iReady Math D2 Proficiency

There are currently 156 students (24%) one grade level below. There are again much higher percentages in 2nd (58%) and 3rd (34%) than in 4th-6th (all about 15%). There are 8 students (1%) two or more grade levels below and 6 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 show improvement between the first two tests.

The majority of our students below grade level are in the 2nd and 3rd grades. These students have not had as much opportunity with in-person learning. We have targeted interventions in place for these students and seeing growth in all 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).

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 and a HSL to work with parents, students, and families. Teachers will also given opportunities to continue their professional learning at various conferences throughout the year. They also worked together in their PLC teams.

The major differences between intended and actual implementation of actions is due to the regulations of what we were allowed to do due to Covid restrictions. We were able to use some of the money for field trips, but not as much as budgeted due to the restrictions. The money set aside for teacher release time and substitutes was not used this year. We were able to add money to upgrade our technology in our computer lab as well as add some online programs to support learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Many of the actions from 2021-22 will continue in 2022-2023. 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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

2 ELAC:

N/A

3 Staff:

Staff feedback to the current results was favorable and suggestion continuing current progress and implementation of the 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 new 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 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. 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 a release 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. We will also be implementing additional assessments like edcite as available.

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 be 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 2021-2022 will be analyzed and shared at the beginning of the year for planning purposes for the 2022-2023 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

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:

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 2021-2022 school year, there were 17 identified EL students at Manchester GATE.

Specify enhanced services for low-performing student groups:

We were able to use iReady data for school-wide analysis. The disproportionality is reflective of our 2nd and 3rd grade students who were lacking in experience of in-class instruction over the past year and a half. For the 2022-2023 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.

2022-2023 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	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring. No IEPs.	2,476.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring	9,904.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,626.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,646.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,626.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,902.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,050.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,050.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,050.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Supports all Goal and Action in SPSA	92,731.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	520.00
G1A1	One-time School	Instruction	Direct-Maint				500.00

\$167,081.00

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	✓		83.37 %	2021-2022	90 %

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 continued with as many clubs as we could and began a few new ones as well. We had sports teams for all sports even though we were not able to play against other schools. We held games on Thursdays or Fridays with teams within our school. We added a Manchester GATE "News Team" to deliver a report each week. This has been expanded to create some Public Service Announcements as well as interviews of the Staff. Our Kiwanis Kids Club is back up and running with a focus on Public Service.

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

There were some limitations this year on what we could do, but we did our best to find creative ways to get kids involved and keep them involved. Not as many teachers were able to host and/or manage clubs due to the extra hours of work in the first semester. There will be more teachers and staff members involved with extra-curriculars next 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).

Due to Covid restrictions, we were not able to implement as many things as planned. The biggest being Sporting activities and Field Trips. Also, many teachers were not as willing/able to host or manage clubs and activities. The one positive, is the opportunity to continue some things On-Line like our Cooking Club and Chess.

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 2022-23 SPSA.

We are excited to be able to travel to other schools for sports as well as do as many field trips as possible next year. I'm expecting that more teachers will step up and host clubs like they did before Covid-19.

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

1 SSC:

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

2 ELAC:

N/A

3 Staff:

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

Action 1

Title: Expand Student centered and real-world learning experiences

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal, VP, Teachers

Timeline:

Quarterly

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

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

Owner(s):

Principal, VP, Teacher Leaders, Student Leaders

Timeline:

Semester

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

Goal 2 participation rates for the service club opportunities

Owner(s):

Principal, VP

Timeline:

Quarterly

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

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

Specify enhanced services for EL students:

N/A

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Instruction	Nc-Equipment			: Technology, technology related items and replacement of classroom Smart Board (removal & installation, unsure if internal or external services).	52,000.00

\$52,000.00

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	✓		22.51 %	2021-2022	10 %
Suspension Rate - Semester 1	✓		0.41 %	2021-2022	0.08 %

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 was much higher than in previous years. Due to Covid restrictions and quarantining guidelines, many students were out of school more than normal. Our teachers emphasized the consistent attendance as well as a very organized and competent attendance clerk who stays in close contact with our families. Most of our teachers offered Simultaneous learning for students who were out on Quarantine and also sometimes allowed students to log-in even if they were not officially on a Quarantine. But that practice has not stopped. Our VP and attendance clerk hold regular meetings for those students with attendance issues. Our program lends itself to a wide variety of opportunities where students do not want to be absent.

Suspensions: Students with 1 or more

Every situation at Manchester GATE is reviewed and discussed by a team not limited to the administration and classroom teacher. Students are counseled by teachers and administration before any consequence occurs. We are in the beginning stages of incorporating Restorative Justice on the campus. Behavior plans are in place when appropriate. We work to have positive parent/teacher support and communication.

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

Chronic Absenteeism

Some students did not take part in the Simultaneous Learning option when it was provided to them at home. We also found that some families did not come and pick up copies of books and work when offered. Students fell behind when they were out 10+ days due to Covid Quarantining guidelines. Teachers did their best to excuse work when appropriate, but also maintain some accountability when necessary.

Suspensions students with 1 or more

None at this time.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Actions funded by Title 1 included our On-Site Counselor who continued to serve student in person 5 days/week.

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

Our LCFF money included instructional aide support and a HSL to work with parents, students, and families.
We were able to implement the actions for this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

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

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

1 SSC:

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

2 ELAC:

N/A

3 Staff:

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

Action 1

Title: Intervention and Support

[Action Details:](#)

Manchester GATE will support students struggling academically and/or with chronic attendance issues to ensure the greatest number of students who enter Middle School will have the highest likelihood to graduate from High School with the widest array of options. All classrooms will implement Class 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. Specific referred students who need social-emotional counseling will be supported through counseling services provided by On-Site Counseling. As a PLI school, we will spend more time goal setting with students as well as continuing to develop student ownership of their learning.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Quarterly Atlas Grade Reports, Attendance data, iReady assessment data, grade level CFA and CSA data, and after school progress data.

Owner(s):

Principal, VP, Teachers, Lab Teachers, HSL, ON-site Counselor

Timeline:

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

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

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

Owner(s):

Teachers, Principal, VP

Timeline:

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

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

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

Owner(s):

Principal, VP, Teachers

Timeline:

Quarterly

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

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

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

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

Specify enhanced services for EL students:

EL students 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 duty day. Supplemental Contracts for NTA's to interpret when needed.

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

Specify enhanced services for low-performing student groups:

Tier 1 RTI will be classroom based and the responsibility of the classroom teacher and needs of the students. Tier 2 team will support classroom teachers through case analysis of student needs based on observations and concerns that are shared. Tier 2 team will recommend strategies and interventions and will continue to monitor progress and determine next steps based on areas of need following the strategies and interventions. Tier 3 will be team based approach involving administration, teachers, support staff and families. Tier 2 team will meet regularly to discuss appropriate supports. Students will receive a combination of push-in, small group, and one-on-one interventions. Students will be referred to On-Site Counselor as needs arise.

Action 2

Title: Student Engagement and Participation

Action Details:

Manchester GATE will continue to improve Goal 2 participation through continuing improvement of current programs, and/or implementation of new programs and activities offered all students at Manchester GATE ie: Chess Club, Yoga Club, Vaulting Club, Knitting/Crocheting club, sports, music, 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 2022-2023.

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

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

Specify enhanced services for EL students:

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:

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.

2022-2023 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	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Split funded: 3010/7090/7099	898.00
G3A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring	8,047.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Split funded: 3010/7090/7099	16,762.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Split funded: 3010/7090/7099	44,500.00
G3A2	One-time School	Instruction	Direct Trans			Transportation for Field Trips: \$1000 for 4th-6th, \$400 for 2nd-3rd	20,000.00

\$90,207.00

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	✓		95.38 %	2021-2022	96.48 %

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, the open positions we have filled are 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 has meet for two social events this year with a few more planned. 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.

Staff Survey - Overall Positive in Belonging Domain

N/A

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 this year. We were able to have a Winter/Holiday Party that about half of the staff did attend.

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 2022-23 SPSA.

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

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

1 SSC:

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

2 ELAC:

N/A

3 Staff:

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

Action 1

Title: Cultural Proficiency Professional Learning and Integration

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:

2022-2023 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:

2022-2023 School year.

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

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

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

Specify Professional Development or Staff Services to support EL students:

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

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute for planning and conferences	4,821.00
G4A1	One-time School	In-House Instructional Staff Deve	Travel				4,000.00

\$8,821.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		90.06 %	2021-2022	91.16 %

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, pinewood derby, barn dance, Expo Night, Open House, poetry nights, just to name a few. There are a variety to appeal to the different interests of the families. We will continue to have many parent and family events throughout the year. This past year, we held some outdoor events so that parents could be on campus and be involved in the school.

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 not been able to hold the same events due to the lack of permission for inside events. We have also postponed some events like Carnival and Barn Dance to the Spring of 2022. We are excited to hold both of these events after all.

Parents and family members have also not been able to volunteer in the classrooms. Hopeful we will be able to welcome parent volunteers back soon and next school year.

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 2022-23 SPSA.

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

planned in the past.

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

1 SSC:

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

2 ELAC:

N/A

3 Staff:

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

Action 1

Title: Family Involvement and Support

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Participation of events at Manchester GATE

Owner(s):

Admin, Teachers, Students, families.

Timeline:

2022-2023 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:

2022-2023 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:

2022-2023

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

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

- **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.

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

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

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

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

2022-2023 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**	1,975.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Extra Time for Office Assistant	1,308.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting and Babysitting	1,309.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Extra Time For HSL	524.00

\$5,116.00

2022-2023 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	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring. No IEPs.	2,476.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring	9,904.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,626.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,646.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,626.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,902.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		8,050.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,050.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,050.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Supports all Goal and Action in SPSA	92,731.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	520.00
G1A1	One-time School	Instruction	Direct-Maint				500.00
G2A1	One-time School	Instruction	Nc-Equipment			: Technology, technology related items and replacement of classroom Smart Board (removal & installation, unsure if internal or external services).	52,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Split funded: 3010/7090/7099	898.00
G3A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for Tutoring	8,047.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Split funded: 3010/7090/7099	16,762.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Split funded: 3010/7090/7099	44,500.00
G3A2	One-time School	Instruction	Direct Trans			Transportation for Field Trips: \$1000 for 4th-6th, \$400 for 2nd-3rd	20,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute for planning and conferences	4,821.00
G4A1	One-time School	In-House Instructional Staff Deve	Travel				4,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies **No food or incentives**	1,975.00
G5A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Ext			Extra Time for Office Assistant	1,308.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting and Babysitting	1,309.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Ext			Extra Time For HSL	524.00

\$323,225.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,951.00
Sup & Conc	7090	\$170,612.00
LCFF: EL	7091	\$10,400.00
One-time School	7099	\$93,262.00
Grand Total		\$323,225.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$167,081.00
G2 - Expand student-centered and real-world learning experiences	\$52,000.00
G3 - Increase student engagement in their school and community	\$90,207.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$8,821.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,116.00
Grand Total	\$323,225.00