

Manchester Gate

10621666103832

Principal's Name: Ian Gough

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Ian Gough', written over a horizontal line. The signature is stylized with loops and a long horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<b>District Goals</b>	
<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 rewritten 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 - Ian Gough	X				
2. Chairperson - Kristie Andersen				X	
3. Aline Kaufman		X			
4. Karin Paulus		X			
5. Paul Griffen		X			
6. Sarai Fernandez			X		
7. Humberto Flores			X		
8. Margarita Guizil				X	
9. Aide Vazquez				X	
10. Nora Rios				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

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	Ian Gough		4/25/25
SSC Chairperson	Kristie Andersen		4/25/25

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

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

FY 2025/26

Manchester - 0195

**ON-SITE ALLOCATION**

3010	Title I	\$65,762 *
7090	LCFF Supplemental & Concentration	\$215,130
7091	LCFF for English Learners	\$13,398

**TOTAL 2025/26 ON-SITE ALLOCATION** **\$294,290**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,008
Program Budget	\$63,754
Total Title I Allocation	\$65,762

**ESSA Assistance Status: Not Identified for Assistance**

## Manchester Gate Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	81 pts	60.4 pts	2023-2024	75.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	85.7 %	78.7 %	2023-2024	83.7 %
SBAC Math - Average distance from standard	✓	71 pts	48.3 pts	2023-2024	63.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	85.4 %	76.5 %	2023-2024	81.5 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Over the past year, both the **English Language Arts (ELA)** and **Math** departments have experienced a decline in performance, as evidenced by the most recent Smarter Balanced Assessment data. While ELA is currently performing at 60.4 points above the standard, this reflects a -5.6% decline from the previous year. Similarly, **Math** is performing at 48.3 points above standard, but has also seen a -7.7% decline compared to last year. Despite a solid performance above the standard in both subjects, the declines in growth are concerning and suggest potential issues with instructional strategies, student engagement, or curriculum alignment. These declines also pose a challenge for meeting overall academic goals and improving student outcomes.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

**Causes:**

- Clarity on the Data analysis and what to do with data once received.
- Para educators not being utilized properly. There needs to be a targeted support in the classroom.
- Differentiation: What does that look like for gifted students? What does that look like as far as rigor, curriculum, and progression of standards in the gifted community.
- Assessments utilized: FIAB's/IAB's, i-Ready, SBAC, and CFA's.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

**Action Steps:**

- Teachers may need to reflect on their instructional methods and content delivery, particularly focusing on areas where student performance shows the greatest drop.
- There may be a need for more targeted professional development focused on differentiating instruction or utilizing data to personalize learning.
- A deeper look at student engagement and motivation factors could be crucial in understanding the reasons behind the performance decline.
- Curriculum alignment to state standards could also be evaluated to ensure that all areas of the assessments are being adequately covered.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Comprehensive Reading and Mathematics Program

Not Implemented

-The paraprofessionals are not being utilized for small group intervention for struggling students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Comprehensive Reading and Mathematics Program

Partially Effective

-There is a lack of time in front of teachers to give professional development. Administration is given 1 hour a month to give professional development in front of staff.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Manchester will create a rotating schedule for our Paraprofessionals to utilize small group instruction for students who are struggling academically in Math and EIA Bi-weekly TST meeting focusing on support services in areas of academic, social emotional or socio-economic concerns. PL focused on differentiation and data analysis.

**Section D: 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.

**SSC:**

SSC feedback to the current results was favorable and suggest continuing current progress and implementation of programs. Feedback also suggested that parents want more small group instruction from our Para Professional for students that are struggling.

**ELAC:**

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

**Staff:**

Staff feedback to the current results was favorable and suggest continuing current progress and implementation of programs. Staff has suggested utilizing our Para Professionals in small groups for struggling students.

**Action 1 :**

## Comprehensive Reading and Mathematics Program

**Action Details:**

Manchester GATE will continue to implement a comprehensive reading program focused on enhancing reading comprehension and digital literacy across all grade levels, while also differentiating for Gifted Learners. The Instructional Coach will support teachers in integrating differentiation strategies for Gifted Learners across all subjects. Classrooms will align with state ELA standards and district GVCs, incorporating a variety of literary resources, including novels, periodicals, and both fiction and non-fiction texts.

Reading instruction will be seamlessly integrated with Science and Social Studies content through diverse media, such as non-fiction texts, periodicals, and educational applications. PLI strategies and student ownership will remain key components of classroom instruction. Additionally, data-driven decision-making will guide resource allocation to support the implementation of state mathematics standards, with a strong focus on differentiating instruction for Gifted Learners in Mathematics.

Professional Learning Communities (PLCs) will play a pivotal role in the decision-making process and day-to-day planning for all teachers. A particular emphasis will be placed on the rigor within each standard, alongside fostering student ownership of their learning. Tier 1 instruction will remain the priority for all students, with a Tier 2 support team in place to address emerging challenges and provide targeted interventions throughout the year.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

The Instructional Coach will assist teachers in integrating differentiation strategies, such as Depth and Complexity, across all curricular areas. Instructional Aides will provide support through small group instruction and tutoring, as well as assist in classroom management to ensure that teachers have dedicated time to work one-on-one with students. The Home School Liaison will facilitate communication and collaboration among students, teachers, and parents, addressing any needs or concerns.

To support the implementation of the GVC, a variety of resources will be purchased, including computer programs and applications, classroom technology and supplies, books and periodicals, and materials specifically for English Learners (ELs).

**Tier 1** RTI will be embedded in classroom instruction and the responsibility of the classroom teacher, addressing student needs as they arise.

**Tier 2** team will support teachers by conducting case analyses based on observations and shared concerns, recommending targeted strategies and interventions. The team will continue to monitor student progress and adjust interventions as necessary to meet individual needs.

**Tier 3** will involve a collaborative, team-based approach, with input from administration, teachers, support staff, and families. This comprehensive approach will ensure that students receive the appropriate support they need for success.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

**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 and R-FEP** students will be closely monitored using iReady, CFA/Classroom assessments, and targeted classroom observations by the teacher to ensure academic success. Teachers will hold one-on-one meetings with students to set personalized goals. If a student is not meeting the required standards, the teacher will implement specialized instruction, including but not limited to one-on-one support, small group instruction, and tutoring. Additionally, retired teachers may provide small group or one-on-one tutoring to further support student progress.

Re-designated students will continue to be monitored quarterly by the classroom teacher to ensure continued growth. As of the 2024-2025 school year, Manchester GATE currently has 14 identified EL students.

## Student Groups

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

Our **Title I** funds have been allocated to support a supplemental contract for a retired teacher, who will work with students in small groups to reinforce instruction and provide targeted interventions. This additional support will help meet the diverse learning needs of our students and enhance their academic progress.

In addition, we will leverage technology to further enrich the learning experience. This includes the use of online supplemental instruction platforms, digital subscriptions, and various materials and supplies necessary for effective technology integration in the classroom. These resources will support both direct instruction and independent learning, ensuring that students have access to a wide range of tools to enhance their educational experience. Supplies such as printing materials, cables, and other essential technology resources will also be provided to ensure seamless use of these tools.

**Title I** funding will also be used to supplement instructional materials and activities, including workbooks, supplemental books, and various materials and supplies that directly support student learning. These resources will enhance our ability to deliver high-quality instruction and meet the diverse needs of all students.

Additionally, Title I funds will be allocated to strengthen parent involvement in the educational process. This includes funding for parent training sessions, with a focus on equipping families with tools and strategies to support their children's academic success. To ensure accessibility, the Home-School Liaison (HSL) will serve as the primary outreach coordinator, facilitating communication and providing necessary support, such as arranging for interpreters or childcare during parent meetings. Title I funds will also be used to supplement ongoing parent communication efforts, ensuring families are informed and actively engaged in their child's learning journey.

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

We will allocate the **7090/7091** funds to support personnel, technology, supplemental materials and activities, as well as initiatives that promote parent involvement. Supplemental contracts will be used to provide additional support for teachers, enabling collaboration, planning of instruction, observation of exemplary lessons, and participation in professional development opportunities.

Technology funding will be directed towards the purchase of laptops, Promethean boards, software, online supplemental instruction tools, and other necessary technological materials and supplies.

Supplemental Materials/ Activities will include fees for academic competitions such as the Spelling Bee, Peach Blossom, Pinewood Derby, Science Olympiad, study trips, student incentives, blanket purchase orders, materials and supplies and others, providing students with valuable extracurricular learning opportunities.

To encourage parent involvement we will be allocating funding toward food for parent meetings, interpreters or baby sitters for meeting with parents and supplement extra time pay for personnel to support parents.

Initiatives to improve school climate and culture, attendance, and addressing the social emotional needs of students. Some of these actions will include student incentives (prizes, medals, trophies, certificates, snacks/food, spirit wear or school merchandise).

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

**EL** and **RFP** students will be closely monitored using tools such as iReady, CFAs, and classroom assessments, with a focus on individualized support from the classroom teacher to ensure student success. Teachers will meet with EL students one-on-one to set personalized academic goals. If students are not meeting standards, targeted instructional strategies will be implemented, including one-on-one support, small group sessions, and tutoring.

To further support these efforts, we will utilize our site-funded intervention teacher for small group or one-on-one tutoring. Recently re-designated students will continue to be monitored quarterly by their classroom teacher to track ongoing progress. Para's will be utilized to support with additional targeted intervention support.

For students who are struggling academically, a combination of SBAC and iReady data will be used for school-wide analysis. Students who score below average on the SBAC or are two or more years behind based on iReady data will receive additional support through one-on-one sessions with the classroom teacher and intervention teacher. Paraeducators will assist by providing one-on-one or small group support, as directed by the classroom teacher.

Students receiving services from the RSP teacher will also benefit from individualized and small group instruction. Additionally, our **TST (Teacher Support Team)** will be utilized to assess the potential causes of low academic performance, and to develop and implement targeted interventions, small group work, and push-in support based on student needs.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.
- Pre-assessments, CFA's, expect to see quality tier I instruction, common formative and summative CFA's, GVC, supplemental materials with fidelity.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Standards aligned curriculum/ supplemental curriculum
- District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.
- FIAB's/IAB's will be focused on a common challenge and given quarterly.
- Monitoring ongoing local and state assessments in grade level PLC's.
- Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- SBAC results increase in DFS +15 annually
- Increase i-Ready stretch growth goals across all grade levels for diagnostics 1-3.
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal and teachers.

# 2025-2026 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-Subs			Subs for PL/SMART planning (1 day planning per semester), MLD; sub instructional support, also supports G1A2. **No IEPs**	25,625.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for tutoring and intervention support. Also supports G1A2. **No IEPs**	9,196.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Supplemental Materials: online subscriptions for reading and/or math supplementals. Also supports G1A2.	28,933.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts; tutoring, special events. Also supports G1A2.	18,391.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,778.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		13,302.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,778.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		17,876.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,979.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,979.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,219.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies; also supports G1A2.	41,758.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-capitalized materials and/or equipment. Also supports G1A2.	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor, Teacher Supplemental	7,356.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support instruction and reclassification rates of EL students; supplemental materials, learning materials and supplies.	3,232.00
G1A1	LCFF: EL	Food Services	Direct-Food			: Food for celebratory achievements: local and state improvements/gains. Also supports G3A1.	1,500.00

**\$223,902.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.3 %	85.2 %	2024-2025	86.3 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

There is an inequity between the school's instructional minutes and transportation schedules. As a transfer school, a significant portion of Manchester's students rely on the bus for transportation immediately after school, which prevents them from participating in extracurricular activities that occur after instructional hours.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Not every student is able to stay after school for sports or clubs.
- Transportation can be costly for study trips.
- We need to consider the different learning styles of our gifted students so we can provide the appropriate extracurricular activities for everyone.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Encouraging students to attend the ASP program for additional exposure with real world learning experiences.
- Promote a diverse range of extracurricular activities to ensure broad student interest.
- Empower our teachers to build the foundation around designing and teaching a variety of extracurricular activities.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Expand Student centered and real-world learning experiences

Partially Implemented

-Our goal is to encourage students to participate in extra-curricular activities. We will make sure to offer students a wide variety of activities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Expand Student centered and real-world learning experiences

Effective

-Supplying teachers with the proper materials and supplies to give students the proper real-world experience here at Manchester.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Provide teachers with planning time
- Offer PLs around student centered and real-world learning experiences
- Bring student centered and real-world learning experiences to the site

**Section D: 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.

SSC:

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

ELAC:

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

Staff:

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

## Action 1 :

### Expand Student centered and real-world learning experiences

#### Action Details:

Manchester GATE students will continue to engage in a diverse array of experiences and opportunities aimed at broadening their understanding of the world and deepening their intellectual curiosity. These experiences will include field trips to a variety of enriching destinations, such as colleges and universities, vibrant cities, cultural museums, local businesses, and industries, offering students firsthand insight into different careers, histories, and social dynamics.

In addition to these immersive learning opportunities, students will participate in educational competitions, ranging from academic challenges to science Olympiads, and engage in service-learning projects that promote civic responsibility and community involvement. These experiences will be designed not only to expand students' knowledge but also to foster the development of key leadership traits, such as problem-solving, teamwork, communication, and resilience. By participating in these diverse activities, students will be better prepared to navigate an interconnected world while building the confidence and skills needed to become future leaders.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- supplemental contracts for teachers/support staff
- supplemental curriculum that supports the expansion of student centered and real-world learning experiences
- materials and supplies to support curriculum and focus

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

## Student Groups

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

Title I funding will be allocated to promote inclusivity among students through initiatives such as KKids, Civics, Classroom Service Projects, and other site-approved service destinations. These programs will offer students ongoing opportunities throughout the year to engage in meaningful service projects that foster community involvement and social responsibility.

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

Expenditures will cover personnel, supplemental materials and activities, and initiatives aimed at enhancing student outcomes, including supplemental contracts for staff, entry fees for study trips and educational experiences, and programs designed to improve school climate and culture, attendance, and address the social-emotional needs of students.

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

**Action Steps:**

- Allocate planning time for teachers and staff to integrate study trips into their lesson plans and unit studies.
- Align study trips with unit lessons throughout the academic year to enhance learning experiences.
- Foster inclusive educational opportunities that engage all students in the school's climate and culture.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Increased Student Engagement in Learning Activities
- Increased Collaboration in Group Work
- Higher Frequency of Students Connecting Learning to Real-World Contexts
- Completion of Real-World Projects
- Increased Use of Critical Thinking and Analytical Skills
- Increased Use of Formative Assessments Linked to Real-World Tasks
- Increased Use of Inquiry-Based Learning Strategies

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- **Study trip** designed around the unit of study.
- **Reduced Behavioral Incidents:** There is a noticeable decrease in disciplinary referrals, disruptions, or off-task behaviors in class.
- **Increased Attendance:** A marked improvement in student attendance, including fewer tardies and absences.
- **Increased Participation in Extra-Curricular Activities:** More students actively engage in school clubs, sports, or service learning opportunities, contributing to a positive school culture.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Increase percentages in our Climate and Culture surveys with families and students.
- Consistent exposure to real-world experiences.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation costs for study trips	25,200.00

**\$25,200.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		11.4 %	2023-2024	8.4 %
Suspension Rate	✓	0 %	1.6 %	2023-2024	1.27 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Manchester currently faces a chronic absenteeism rate of 11.4%. The target is to reduce this rate to 8.4%, a 3 percentage point decrease, within the upcoming school year. Chronic absenteeism is defined as students missing 10% or more of school days in a year, which can severely impact academic performance and overall student well-being.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

There are a variety of challenges that effect Chronic absenteeism:

- Health issues
- Transportation challenges
- Family circumstances

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Data Analysis
- Student and Family Engagement
- School Climate and Support

- Targeted Interventions
- Monitoring and Evaluation

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement and Participation

Partially Implemented

- Currently we utilize our TST process and our HSL for students who are struggling with attendance.

Action 2: Intervention and Support

Partially Implemented

-Utilizing the TST and Teacher feedback process to help struggling students. Utilizing our paraprofessionals for our EL students and our students who are struggling academically.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement and Participation

Effective

-We have provided a wide range range of activities that meet the needs of our students. We will make sure to add more clubs and activities that will encourage more participation.

Action 2: Intervention and Support

Partially Effective

We are utilizing our tier II team to help support students who are struggling with attendance, behavior and academically. We need to be more intentional about how we utilize our paraprofessionals. We are going to utilize our paraprofessionals for small group instruction moving forward.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Health issues- TST support/ referrals
- Transportation challenges- Utilization of the HSL/ Consist communication of any transportation changes.

- Family circumstances- Building quality relationships with families so that we can understand how to help.
- School climate factors- Keep working on CCT with foundations/ Data analysis from the CCT surveys.

**Section D: 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.

**SSC:**

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

**ELAC:**

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

**Staff:**

Staff feedback suggests to keep partnering with families and the community to decrease chronic absenteeism.

**Action 1 :**

## 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, Civics club, K-Kids, D & D club, sports, music, Science Olympiad, Pinewood Derby, Barn Dancing, theatre, Peach Blossom, Government, Computer/Photo, Noon Leagues, online subscriptions, and art activities.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

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.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

*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

## Student Groups

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

Title I funds will be allocated to online subscriptions. Funds will also be allocated towards supplemental contracts, intervention support (i.e. personnel, paraeducators) focused on targeted support, and extending contracts for enrichment activities.

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

Medals, student incentives, trophies, spirit merchandise, food, materials and supplies, celebratory assemblies for achievements, technology, and online programs.

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

Tutoring and Intervention Programs, Supplemental Materials and Supplies, Social-Emotional Learning (SEL), Family Outreach and Support, Support for Field Trips and Extracurriculars, School Supplies, and Career Exploration Programs.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Utilization of ILTs and PLCs to plan lessons and units that captures student interest. Differentiated lessons to meet the needs of all student groups.

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Participation throughout the year in a variety of extracurricular activities including in-class engagement in unit lessons.

Utilization of the Fall Climate and Culture survey focused on engagement data.

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Be a successful lifelong learner and have exposure to real-life experiences.

Utilization of the Spring Climate and Culture survey focused on focused on an increase in student engagement data.

## Action 2 :

### Intervention and Support

#### Action Details:

---

Manchester GATE is committed to supporting students facing academic challenges and/or chronic attendance issues to ensure that every student entering middle school has the best possible foundation for success and a wide range of options for high school graduation. By focusing on early interventions, we aim to maximize each student's potential and future opportunities.

Teachers will implement the **Second Step** curriculum to foster Social-Emotional Learning (SEL) skills, helping students develop key competencies such as self-awareness, self-regulation, empathy, and responsible decision-making. To build a positive learning environment, Manchester GATE will also follow the District's **Classroom Management Plan** to support Tier 1 Climate and Culture elements. This will be complemented by **Restorative Practices**, which focus on building positive relationships and resolving conflicts in a constructive, empathetic manner.

In addition to the core SEL and behavior support programs, students will receive targeted academic interventions through small group or individualized support provided by the classroom teacher. These interventions will be offered both during school hours and after school, including but not limited to lunch and recess periods. By offering flexible intervention times, we aim to ensure that all students have the chance to catch up and thrive academically.

In place of traditional on-site counseling services, Manchester GATE will have a **Tier II Specialist** available 2.5 days per week. The Tier II Specialist will provide one-on-one and small group interventions focused on both academic and social-emotional support. They will work closely with students to address specific needs and ensure progress. Additionally, the specialist will facilitate regular communication with parents, providing them with updates and resources to support their child's growth. The Tier II Specialist will also act as a liaison between families and community agencies, coordinating resources and ensuring that students and families have access to the support they need.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

---

Multi-Tiered System of Support (MTSS) - Comprehensive Supports

##### Tiered Support Framework:

The MTSS framework must include a clear structure addressing all three tiers (Tier 1, Tier 2, and Tier 3), ensuring that interventions are designed to meet the diverse needs of students.

1. **Tier 1:**
  - Implement high-quality, standards-based instruction for all students, incorporating student goal-setting and regular checks for understanding.
  - Use formative assessments to gauge progress and adjust instruction as needed.
  - Integrate Classroom Foundations and PLC+ Foundations strategies to create a consistent, supportive learning environment.
2. **Tier 2:**
  - Provide additional targeted support through after-school tutoring or homework assistance for students identified as needing extra help.
  - Use evidence-based interventions to address specific academic gaps and provide progress monitoring.
3. **Tier 3:**
  - For students requiring more intensive support, referrals to the Student Success Team (SST) will be made to determine appropriate Tier 3 interventions.
  - Interventions will be highly individualized and may include specialized instruction, social-emotional learning (SEL) supports, or behavioral interventions.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

---

*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 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

## Student Groups

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

Supplemental contracts towards paraeducators and certificated tutors to support with intervention. Supplemental programs to support targeted intervention groups.

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

Actions to improve climate and culture, student incentives (i.e. prizes, medals, trophies, food, merchandise, bounce house, etc.), purchasing technology, and parent involvement (events, coffee hours, Parent University, SSC, ELAC if applicable, etc.).

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

Proper allocation of funding to support planned expenses, fostering a positive and inclusive school culture, develop relevant and meaningful curriculum, utilize technology effectively, encourage extracurricular activities, create opportunities for student leadership, and data to track and improve engagement.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

An increase in student engagement with our site's extracurricular activities.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Leveraging the Climate and Culture team emphasizing the use of Foundations. Establishing an environment open to parent and teacher involvement which, in turn, will increase student engagement.

Utilization of the fall Climate and Culture survey's monitored by the Climate and Culture team.

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Students are involved and engaged in one or more extracurricular activity that exposes students to the real-world experiences.

An overall increase in the Climate and Culture survey data in Spring focused on engagement.

## 2025-2026 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	Student Incenti			: Trophies, medals, ribbons, spirit merchandise, & other incentives. Also supportsG3A2, G1A1 and G1A2.	15,000.00
G3A1	Sup & Conc	School Administration	CI&Tech-Ext			Extra time for Office Assistant	2,070.00

**\$17,070.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	92.6 %	83.9 %	2024-2025	85 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Manchester has set a goal of achieving **85%representation** of staff that reflects the racial, ethnic, and socio-economic diversity of your student population and the surrounding community.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Data and demographics
- Inclusive recruitment practices
- creating a supportive and inclusive workplace
- cultural competence and professional development

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Data and demographics - data analysis
- Inclusive recruitment practices - strategic partnerships with local universities and teaching programs
- creating a supportive and inclusive workplace - Team building, CCT
- cultural competence and professional development - Targeted professional development opportunities for staff to improve cultural competence

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Professional Learning and Team Building

Partially Implemented

- Decrease in professional development hours

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Professional Learning and Team Building

Ineffective

- Limited PL time in front of staff

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Plan and purchase culturally proficient curriculum
- Plan and Develop PD around DEI framework to improve cultural competence
- Monitoring progress by walkthroughs

**Section D: 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.

SSC:

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

ELAC:

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

Staff:

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

**Action 1 :**

**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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:** Teachers will work with their PLC's to plan and incorporate cultural proficiency strategies through their classroom instruction as based on the DEI action framework. 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 DEI action framework.
- **Student Engagement:** Teachers will work with their PLC's to plan and incorporate cultural proficiency strategies through their classroom instruction as based on the DEI action framework.
- **Funds used for subs, travel and conferences.**

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Our EL students are in the 3rd and 4th 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.
- Teachers utilize Elevations for quarterly progress monitoring.
- Intervention support

## Student Groups

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

- Intervention
- supplemental curriculum
- Planning time for teachers

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

- Supplemental contracts
- Materials and Supplies
- Technology
- Incentives/ Food for climate & culture building
- Maintaining positive staff relationships

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

- Professional Learning with the lens of cultural proficiency
- Monthly CCT meetings
- Monthly ILT meetings

- Calendar, plan, and celebrations for achievements
- Hiring a diverse staff that reflects the diversity of Manchester

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Monitoring and Evaluation
- Classroom walks
- PLs designed around cultural proficiency
- PLTs

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Growth mindset
- Culturally responsive practices
- Multicultural experiences

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Culturally diverse staff
- CCT and admin monitoring data from Staff Climate and Culture Survey (Fall and Spring)

## 2025-2026 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	Mat & Supp			: Maintaining Positive Staff Relationships	9,300.00
G4A1	Sup & Conc	Food Services	Direct-Food			: Food; also supports G3A1	15,500.00

**\$24,800.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.9 %	94.7 %	2024-2025	95.8 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Manchester has set a goal to achieve **95.8% family engagement** in students' education, aiming to increase the involvement of all families, including those from historically marginalized or underrepresented backgrounds.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Identifying barriers to family engagement
- Creating inclusive engagement opportunities
- Developing culturally responsive practices
- Empowering families and building their capacity
- Building a welcoming school culture

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Identifying barriers to family engagement - utilizing previous Climate and Culture survey data
- Creating inclusive engagement opportunities - CCT, quality customer service, consider language access
- Developing culturally responsive practices - CCT, DEI Framework, celebrate diversity
- Empowering families and building their capacity - PTA involvement with parents and staff members, activities facilitated by families involved in PTA
- Building a welcoming school culture - leveraging CCT, quality customer service

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Involvement and Support

Fully Implemented

- The action was **Fully Implemented** - while we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Involvement and Support

Partially Effective

- The actions were **Partially Effective**- The Fall Climate & Culture survey shows that not all parents feel engaged. We have multiple opportunities for parent to be engaged on campus, however, participation is still low. We expect to see a favorable increase next year.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Survey and Data Collection: gathering feedback from families, monitoring progress toward the 95.8% engagement target
- Offer multiple communication channels: accessible platforms for communication and engagement.
- Culturally Relevant Events: planning events that celebrate diversity of your school community and are designed to be inclusive of all families.

**Section D: 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.

SSC:

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

ELAC:

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

Staff:

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

## Action 1 :

### 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **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 and Parentsquare.
- **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.**

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Our EL students are clustered in the 3rd and 4th 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. Interpreters will present to support with language barriers to promote inclusive opportunities for families to engage in students' education.

### Student Groups

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

- Parent Outreach with use of Home-school Liaison
- Interpreters for meetings with parents

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

- Supplemental parent communication of an academic nature and purpose, including production and mailing costs.
- Materials and Supplies to support parent involvements in educational related activities and/or programs
- Food, gifts, and incentives to promote attendance and family involvement

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

- Parent Outreach with use of Home-school Liaison - make personal phone calls to families, Coffee Hour/Parent Engagement Hour, interpret for meetings as needed
- Supplemental parent communication of an academic nature and purpose, including production and mailing costs - Along with Parentsquare, provide physical forms to be sent home for events such as sports,

fieldtrips, etc.

- Materials and Supplies to support parent involvements in educational related activities and/or programs - Food, gifts, and incentives to promote attendance and family involvement

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Promoting and advertising events ahead of time with families.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Families to understand our system and protocols such as Raptor, volunteering, fingerprinting, etc.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Increase of parent involvement in school activities and events

# 2025-2026 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			Parent Participation (No Food/Incentives)	2,008.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent Participation	1,310.00

**\$3,318.00**

# 2025-2026 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-Subs			Subs for PL/SMART planning (1 day planning per semester), MLD; sub instructional support, also supports G1A2. **No IEPs**	25,625.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for tutoring and intervention support. Also supports G1A2. **No IEPs**	9,196.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Supplemental Materials: online subscriptions for reading and/or math supplementals. Also supports G1A2.	28,933.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts; tutoring, special events. Also supports G1A2.	18,391.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,778.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		13,302.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,778.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		17,876.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,979.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,979.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,219.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies; also supports G1A2.	41,758.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-capitalized materials and/or equipment. Also supports G1A2.	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor, Teacher Supplemental	7,356.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support instruction and reclassification rates of EL students; supplemental materials, learning materials and supplies.	3,232.00
G1A1	LCFF: EL	Food Services	Direct-Food			: Food for celebratory achievements: local and state improvements/gains. Also supports G3A1.	1,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation costs for study trips	25,200.00
G3A1	Sup & Conc	Instruction	Student Incenti			: Trophies, medals, ribbons, spirit merchandise, & other incentives. Also supports G3A2, G1A1 and G1A2.	15,000.00
G3A1	Sup & Conc	School Administration	Cl&Tech-Ext			Extra time for Office Assistant	2,070.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Maintaining Positive Staff Relationships	9,300.00
G4A1	Sup & Conc	Food Services	Direct-Food			: Food; also supports G3A1	15,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	2,008.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent Participation	1,310.00

\$294,290.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,762.00
Sup & Conc	7090	\$215,130.00
LCFF: EL	7091	\$13,398.00
<b>Grand Total</b>		<b>\$294,290.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$223,902.00
G2 - Expand student-centered and real-world learning experiences	\$25,200.00
G3 - Increase student engagement in their school and community	\$17,070.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$24,800.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,318.00
<b>Grand Total</b>	<b>\$294,290.00</b>