

Manchester Gate

10621666103832

Principal's Name: Ian Gough

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees 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.
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.
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.
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.
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.

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. Karin Paulus		X			
4. Karen Basham		X			
5. Lauren King		X			
6. Aide Vazquez				X	
7. Nora Rios				X	
8. Maria Flores Talavera				X	
9. Sarai Fernandez			X		
10. Humberto Flores			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		4/17/26
SSC Chairperson	Kristie Andersen		4/17/26

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

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

FY 2026/27

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$78,522 *
7090	LCFF Supplemental & Concentration	\$218,880
7091	LCFF for English Learners	\$9,200

TOTAL 2026/27 ON-SITE ALLOCATION

\$306,602

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,276
Program Budget	\$76,246
Total Title I Allocation	\$78,522

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Manchester Gate Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		21.4 %	2024-2025	22.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		35.7 %	2024-2025	36.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		46.8 %	2025-2026	47.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.3 %	2025-2026	59.4 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		73.4 %	2025-2026	74.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		39.2 %	2025-2026	40.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		53.6 %	2025-2026	54.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		67.5 %	2025-2026	68.6 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	75.4 pts	55.4 pts	2024-2025	70.4 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		76.9 %	2024-2025	81.9 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	63.3 pts	45.7 pts	2024-2025	60.7 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		75.3 %	2024-2025	80.3 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	8.4 %	8.6 %	2025-2026	8 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.8 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	85 %	88 %	2025-2026	89.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑

Goal 2	Suspension Rate (ALL) Semester 1	1.27 %	0.6 %	2025-2026	0.27 %	↓
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Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, 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 55.4 points above the standard, this reflects a -5.0% decline from the previous year. Similarly, **Math** is performing at 45.7 points above standard, but has also seen a -2.7% 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.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Due to the decline in performance in ELA and Math SBAC scores, Manchester GATE is committed to supporting students facing academic challenges 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. Manchester will continue to align comprehensive supports tied to the MTSS framework to meet the diverse needs of students.

Tiered Support Framework:

The MTSS framework must include a clear structure addressing all three tiers (Tier 1, Tier 2, and Tier 3).

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.

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

Math and ELA 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, intervention and progression of standards in the gifted community.

- Assessments utilized: FIAB's/IAB's, i-Ready, SBAC, and CFA's.

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

Intervention and Support Causes:

- Para educators not being utilized properly. There needs to be a targeted support in the classroom.
- There was inequity with the intervention teacher primarily supporting lower grade students than upper grade.
- Optional Study Hall was not implemented five days out of the week.

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.

Math and ELA Action Steps:

- Teachers need to reflect on their instructional methods and content delivery, particularly focusing on areas where student performance shows the greatest drop.
- 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.
- Acquiring and maintaining classroom computers to ensure students can effectively access and use district applications, educational programs, and both local and state assessments to support learning.
- Supplemental programs designed to support accelerated learning and enrichment opportunities for gifted students.
- Provide planning time for teachers to backwards map.
- Materials and supplies to support instruction and enrichment.
- Professional learning opportunities for staff.
- Tutoring/intervention for students not on grade level and English learners
- Parent engagement; opportunities to give access to resources (books) to families.

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.

Intervention and Support Action Steps:

- Close the inequitable gap in intervention support between lower and upper grade students by maximizing the use of the intervention teacher.
- Strengthen clarity and consistency in data analysis to better guide instructional decisions.
- Build paraeducators' capacity by providing training on effective tools and strategies for delivering small-group interventions.
- Support teachers in effectively utilizing paraeducators during small-group intervention to maximize student support.
- Strengthen collaboration with the afterschool coordinator to utilize paraeducators during "homework time" to provide additional targeted intervention support.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Comprehensive Reading and Mathematics Program

Fully Implemented

The actions were **Fully Implemented** by providing clarity on data analysis and differentiation in professional development meetings, paraeducators were provided with clear expectations to support small group intervention, and data was implemented to support with instructional planning.

Expand Student centered and real-world learning experiences

Fully Implemented

The actions were **fully implemented** by participating in various study trips aligned to lesson studies in each grade level.

Student Engagement and Participation

Fully Implemented

The actions were **fully implemented** by providing opportunities for students to participate in extracurricular activities and sports.

Intervention and Support

Partially Implemented

The actions were **Partially Implemented** due to Paraprofessionals are currently being partially utilized in part to support small-group interventions for struggling students. Clear roles, expectations, and guidance are needed to maximize their effectiveness and build their capacity to support student learning. Providing appropriate tools, training, and strategies will strengthen their ability to deliver targeted interventions.

Professional Learning and Team Building

Partially Implemented

The actions were **partially implemented** due to limited time for professional development opportunities. A deeper examination of student engagement and motivational factors may be critical in understanding the reasons behind the decline in performance.

Family Involvement and Support

Partially Implemented

The actions were **partially implemented** by utilizing committees for parent input and to share information.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Comprehensive Reading and Mathematics Program

Partially Effective

Our implementation was **partially effective**, as reflected by the decline in ELA and Math scores on the Smarter Balanced Assessment. Additional professional development opportunities and more effective use of our academic coach are needed to strengthen instructional practices. Increasing incentives to boost academic motivation may also support improved outcomes. Currently, our academic performance is not where we want it to be, as our school experienced decreases in both Math and ELA. There needs to be greater clarity when utilizing supplemental materials to ensure proper alignment with standards.

Expand Student centered and real-world learning experiences

Effective

Our implementation was **effective** as students were able to have equitable opportunities within their grade levels for real-world learning experiences.

Student Engagement and Participation

Effective

Our implementation was **effective** as students showed increased interest in extracurricular activities and engagements such as sports and noon-leagues.

Intervention and Support

Partially Effective

Our implementation was **partially effective**. Paraeducators require additional tools and strategies to effectively support students, and teachers need further clarity on how to utilize paraeducators within the classroom. Data analysis remains an area of growth and will continue to be a focus of professional development. Additionally, we will continue exploring and implementing various approaches to better support students who require Tier 2 or Tier 3 interventions.

Professional Learning and Team Building

Partially Effective

Our implementation was **partially effective**, due to limited time for professional development opportunities. A deeper examination of student engagement and motivational factors may be critical in understanding the reasons behind the decline in performance.

Family Involvement and Support

Ineffective

N/A

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.

We will continue to focus on DFS, the effective use of FIABs, data analysis, and standards-aligned backward planning. We will provide greater clarity within the MTSS system, including clearly defined roles for paraeducators and teachers within their grade levels and classrooms. Additionally, we will collaborate with the after-school program to determine how MTSS supports can be integrated into their homework time.

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:	ELAC:	Staff:
The SSC requested more intervention support in the upper grade classrooms.	N/A	Staff requested transportation to be funded for study trips that are aligned to their studies.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Comprehensive Reading and Mathematics Program

Action Details

College & Career Readiness

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.

Direct Instructional Services

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 **RFEP** 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

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.

PLs will focus on:

- data analysis
- backwards planning
- understanding of DFS
- best strategies for GIFTED students

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope 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.

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.

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.

Intervention and Support

Action Details

Literacy Intervention

Manchester GATE is committed to supporting students facing academic challenges 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. Manchester will implement a multi-tiered system (MTSS) of supports. PLCs will implement Cycles of Continuous Efficacy to continue with progress monitoring to measure student mastery of standards.

Direct Instructional Services

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.

◦ Cycle of Continuous Efficacy with intervention specialist
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.

◦ SST process to determine if formal assessment is needed.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

Utilizing professional development time to provide clarity in the MTSS process.
Leveraging Academic Coach to support teaching staff with cycles of improvement.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PL/SMART planning, SSTs **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	21,486.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Also supports G1A2; supplemental contract for tutoring and intervention support. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,341.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Supplemental materials: online subscriptions and materials for instruction. Also supports G1A2	28,933.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Non-capitalized materials and/or equipment. Also supports G1A2.	11,486.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also supports G1A2; supplemental contracts - tutoring, special events **Budget lines for personnel include salaries and related benefits	16,334.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	60,934.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-capitalized materials and/or equipment	5,268.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support instruction and reclassification rates of EL students; supplemental materials, learning materials and supplies. Also supports G1A2	2,604.00
G1A1	LCFF: EL	Food Services	Direct-Food			Food for celebratory achievements: local and state improvements/gains. Also supports G1A2 , G2A2, G3A2	1,000.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,631.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		13,123.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,631.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		17,638.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,845.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		9,845.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		10,159.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor, Teacher Supplemental **Budget lines for personnel include salaries and related benefits	4,295.00

\$248,553.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Expand Student centered and real-world learning experiences

Action Details

Life Skills

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.

Direct Instructional Services

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

- SEL Second Step curriculum
- Engagements (KKids, study trips, Science Olympiad, etc.)
- 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, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Encouraged participation in essential committees: SSC, Parent Engagement Hour, PAC, and ELAC (if needed)
- Timely communication through Parent Portal, Parent Square, committees, marquee, and PTA meetings
- Overall Customer Service focus

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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
- 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.

- **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.
- Outcomes monitored by Principal, VP, and teachers

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.
- Outcomes monitored by Principal, VP, and teachers

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement and Participation

Action Details

Community Engagement

Manchester GATE will continue to improve student engagement participation through continuing improvement of current programs, and/or implementation of new programs and activities offered to all students at Manchester GATE ie: Chess Club, Civics club, K-Kids, D & D club, sports, music, Science Olympiad, Pinewood Derby, theatre, Peach Blossom, Government, Computer/Photo, Noon Leagues, online subscriptions, and art activities.

Direct Instructional Services

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.
- Upgrade sport uniforms to foster pride in school participation.
- Upgrade supplies and materials in sports, arts, and engagement activities.
- Upgrade overall school presentation to promote belonging, pride, and improvement in engagements in extracurricular activities and education.

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 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, sports, school branding, transportation for study trips, and online programs supplemental to core instruction.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide opportunities for families to attend plays, performances, sports, Ice Cream Social, and school-related events.
- Encourage families to visit classrooms
- Communicate importance of attending parent conferences, PTA, and parent engagements.

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Utilization of CCT to plan overall organizational excellence and experiences.

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.

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.

Outcomes monitored by Principal, VP, and teachers.

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.

Outcomes monitored by Principal, VP, and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Community Engagement

Manchester Gate will utilize Proposition 28 funding to sustain and expand activities and programs that foster student creativity in music, arts, and crafts.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Students will have multiple opportunities to develop and invest in their artistic talents through participation in orchestra, band, Mini Melodies, Melodies, strings, and visual arts. These programs are designed to cultivate creativity, collaboration, discipline, and self-expression while providing students with meaningful, hands-on artistic experiences.

Funding will be strategically allocated to ensure the sustainability and growth of these programs. Resources will support the replacement and maintenance of musical instruments, the purchase of sheet music and instructional materials, transportation for performances and enrichment opportunities, and the acquisition of high-quality art supplies. Additionally, funds will be used to provide costumes, props, and production materials for school plays, showcases, and special events, ensuring students have access to enriching and well-supported artistic experiences throughout the school year.

Funding will support with maintaining and updating school's stage for continuous production shows throughout the year. This includes A/V, mics, choir mics, etc.

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.

N/A

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Prop 28 provides opportunities for families and the stakeholders to engage in our schools music and art activities. Performances are held throughout the year for families and stakeholders to attend.

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

- Updated stage which includes new A/V, lights, mics, speakers, etc.
- 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.

- More student participation in arts integration within instructional time.
- Culture and Climate survey will reflect increase student percentages with belonging to Manchester.

And ultimately achieve these impacts.

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

- Students are motivated to come to school.
- Students are skilled in variety of arts.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Student Incenti			Trophies, medals, ribbons, spirit merchandise, & other incentives. Also supports G2A2	15,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation costs for study trips	25,200.00
G2A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Ext			Extra support time for office assistant **Budget lines for personnel include salaries and related benefits	2,072.00

\$42,272.00

Manchester Gate Elementary 2026-2027 - SPSA Draft Edits

Action

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Professional Learning and Team Building

Action Details

Effective Staff

By June 2027, Manchester GATE Elementary will increase the distance from meeting standards in ELA from 55.4 points to 75.4 points as measured by the Smarter Balanced Summative Assessment (SBAC). Manchester is committed to building the capacity of our teachers and staff while continuing to strengthen the cultural diversity of our team. The Manchester GATE program will also continue to foster an environment that prioritizes equitable access and opportunities for all students.

Direct Instructional Services

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 strong Tier 1 strategies as based on district's board approved goals and guardrails. We will continue to purchase supplemental resources 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 lessons centered around student real-world experiences.
- **Student Engagement:** Teachers will work with their PLC's to plan and incorporate engagement opportunities for all students.
- **Funds used for subs for planning.**

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.

- 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 Ellevation 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
- Provide engagement opportunities accessible for all students

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.
N/A

Professional Learning

Describe Professional Learning related to this action.
N/A

Progress Monitoring: Outcomes

Reasoning for using this action:			☒ Strong 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 - 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. - Growth mindset - Culturally responsive practices - Multicultural experiences - Outcomes monitored by Principal, VP, and teachers.	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) - Outcomes monitored by Principal, VP, and teachers.	

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Family Involvement and Support

Action Details

Community Engagement

Manchester GATE will continue to provide multiple opportunities for families to be involved in the school community. Manchester will also offer resources and support to help families support their students attending Manchester.

Direct Instructional Services

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 be encouraged and invited to help and/or observe in the classroom. Teachers will expand their communication with families through the continued use Parentsquare, email, phone calls, or newsletters.
- **Student Centered and Real-World Learning:** Parents will be invited to participate in field trips and various academic opportunities 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.

We will continue to encourage all students and find ways to get students involved in their activity of choice. Interpreters will be 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Creating critical partnership through: communication, parent portals, ParentSquare, increasing parental involvement, SSC, PAC, parent engagement meetings, PTA meetings, Ice Cream socials, Back to School Night, Open House, performing arts, weekend tournaments, clubs, and extracurricular opportunities.

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Promoting and advertising events ahead of time with families.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Families to understand our system and protocols such as Verkada, volunteering, fingerprinting, etc.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase of parent involvement in school activities and events

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	200.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Maintaining positive staff relationships	7,500.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent Participation **Budget lines for personnel include salaries and related benefits	1,301.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No Food or Incentives**	2,276.00
G3A4	Sup & Conc	Food Services	Direct-Food			Food; also supports g2A2, G3A1 and G3A2	4,500.00

\$15,777.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0195	1110	1000	1120	Teacher-Subs					G1A1	Subs for PL/SMART planning, SSTs **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	21,486.00
060	3010	0195	1110	1000	1160	Teacher-Supp					G1A1	Also supports G1A2; supplemental contract for tutoring and intervention support. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,341.00
060	3010	0195	1110	1000	4200	Bks & Ref					G1A1	Supplemental materials: online subscriptions and materials for instruction. Also supports G1A2	28,933.00
060	3010	0195	1110	1000	4400	Nc-Equipment					G1A1	: Non-capitalized materials and/or equipment. Also supports G1A2.	11,486.00
060	3010	0195	1110	2495	4300	Mat & Supp					G3A2	Parent Participation **No Food or Incentives**	2,276.00
030	7090	0195	1110	1000	1160	Teacher-Supp					G1A1	Also supports G1A2; supplemental contracts - tutoring, special events **Budget lines for personnel include salaries and related benefits	16,334.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Love, Cheryl	0.2813	G1A2		10,631.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Luckin, Kathleen	0.3750	G1A2		13,123.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Melendez, Annamaria	0.2813	G1A2		10,631.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Vink, Mary	0.3750	G1A2		17,638.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Rodriguez, Diana	0.2813	G1A2		9,845.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Martinez Berber, Nancy	0.2813	G1A2		9,845.00
030	7090	0195	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Yoder, Leanna	0.2813	G1A2		10,159.00
030	7090	0195	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies	60,934.00
030	7090	0195	1110	1000	4301	Student Incenti					G2A1	Trophies, medals, ribbons, spirit merchandise, & other incentives. Also supports G2A2	15,000.00
030	7090	0195	1110	1000	4400	Nc-Equipment					G1A1	Non-capitalized materials and/or equipment	5,268.00
030	7090	0195	1110	1000	5721	Direct Trans					G2A1	Transportation costs for study trips	25,200.00
030	7090	0195	1110	1000	5899	Cons Svc/Oth					G3A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	200.00
030	7090	0195	1110	2100	2430	Cl&Tech-Ext					G2A2	Extra support time for office assistant **Budget lines for personnel include salaries and related benefits	2,072.00
030	7090	0195	1270	1000	4300	Mat & Supp					G3A1	Maintaining positive staff relationships	7,500.00
030	7090	0195	1270	3700	5767	Direct-Food					G3A4	Food; also supports g2A2, G3A1 and G3A2	4,500.00
030	7091	0195	4760	1000	1160	Teacher-Supp					G1A2	ELPAC Assessor, Teacher Supplemental **Budget lines for personnel include salaries and related benefits	4,295.00
030	7091	0195	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies to support instruction and reclassification rates of EL students; supplemental materials, learning materials and supplies. Also supports G1A2	2,604.00
030	7091	0195	4760	2495	2260	Cls Sup-Sup					G3A1	Parent Participation **Budget lines for personnel include salaries and related benefits	1,301.00
030	7091	0195	4760	3700	5767	Direct-Food					G1A1	Food for celebratory achievements: local and state improvements/gains. Also supports G1A2 , G2A2, G3A2	1,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,522.00
Sup & Conc	7090	\$218,880.00
LCFF: EL	7091	\$9,200.00
Grand Total		\$306,602.00

\$306,602.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$248,553.00
G2 - The Whole Child (SEL and Engagement)	\$42,272.00
G3 - Operational Excellence	\$15,777.00
Grand Total	\$306,602.00