School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Southgate Elementary School	01611926001176	4/20/23	05/24/2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

  The school plan must:

  - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

  - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

Schoolwide Program
Additional Targeted Support and Improvement
Schoolwide Program
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI:
There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:
· All indicators at the lowest status level; or
· All indicators at the lowest status level but one indicator at another status level”

Our site is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Southgate developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1.Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2.Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3.Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4.Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.
Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The development of this Single Plan for Student Achievement is a collaborative effort. All major parent, staff and community groups were apart of the brainstorming process. School-wide data was presented to the Southgate Staff, English Language Advisory Committee (ELAC), School Site Council (SSC), Instructional Leadership Team(ILT), and Site Based Decision Making Team (SBDM). All of these decision-making bodies were able to provide data-based suggestions on how to best allocate funds to improve student achievement, school climate and to address State & Local Educational Agency (LEA) LCAP Priorities.

Once the review process was complete, Southgate's School Site Council (comprised of five parent members and five staff members) drafted a plan based upon multiple data points and from the ideas garnered from the educational partners listed above. Southgate's SSC used the feedback from the educational partners to make revisions, edits, and changes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After a thorough evaluation of quantitative and qualitative data from various academic/socio-emotional data points from students, parents and staff, we were able to identify resource inequities that exist on campus. These resource inequities are addressed throughout the Single Plan for Student Achievement. The remedies to these inequities will help to address making the curriculum more accessible to ALL students, especially our focus groups: Literacy in K-2 students, African American students, English Learners, and Students with Disabilities. Southgate's goal through this SPSA is to allocate funds that provide the above focus groups with:

- Appropriate, engaging opportunities to learn
- Access to effective, supplemental instructional materials to increase student learning in English Language Arts and Math
- Through our continual growth in our Anti-Bias/Anti-Racist equity work, Southgate will use Culturally-Responsive teaching practices and materials that increase student engagement and performance
- Targeted intervention plans that will meet the needs of our focus groups

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	6.1%	5.27%	4.58%	40	33	28
Asian	19.5%	19.01%	21.28%	128	119	130
Filipino	12.9%	14.22%	12.93%	85	89	79
Hispanic/Latino	44.0%	45.21%	45.83%	289	283	280
Pacific Islander	7.9%	7.35%	5.89%	52	46	36
White	3.4%	3.19%	3.44%	22	20	21
Multiple/No Response	6.2%	5.43%	5.56%	41	34	34
			Total Enrollment	657	626	611

Conclusions based on this data:

Enrollment numbers over the past three years have been stable with very little change in overall numbers.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	157	155	141	23.90%	24.8%	23.1%
Fluent English Proficient (FEP)	116	109	111	17.70%	17.4%	18.2%
Reclassified Fluent English Proficient (RFEP)	1	14		0.6%	9%	

Conclusions based on this data:

The number of students that were reclassified from from the 20-21 School Year to the 21-22 School year increased from 1 student (.6%) to 14 students (9%) students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	93		0	92		0	92		0.0	98.9	
Grade 4	93	86		0	82		0	82		0.0	95.3	
Grade 5	97	95		0	94		0	94		0.0	98.9	
Grade 6	83	87		0	86		0	86		0.0	98.9	
All Grades	361	361		0	354		0	354		0.0	98.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.			31.52			26.09			16.30			26.09	
Grade 4		2464.			21.95			23.17			26.83			28.05	
Grade 5		2499.			20.21			29.79			26.60			23.40	
Grade 6		2544.			23.26			36.05			22.09			18.60	
All Grades	N/A	N/A	N/A		24.29			28.81			22.88			24.01	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.91			55.43			20.65	
Grade 4		19.51			65.85			14.63	
Grade 5		20.21			61.70			18.09	
Grade 6		18.60			60.47			20.93	
All Grades		20.62			60.73			18.64	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.83			56.52			20.65	
Grade 4		17.07			54.88			28.05	
Grade 5		15.05			66.67			18.28	
Grade 6		26.74			55.81			17.44	
All Grades		20.40			58.64			20.96	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.78			80.43			9.78	
Grade 4		10.98			71.95			17.07	
Grade 5		19.15			69.15			11.70	
Grade 6		19.77			66.28			13.95	
All Grades		14.97			72.03			12.99	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.74			64.13			14.13	
Grade 4		19.51			63.41			17.07	
Grade 5		15.96			69.15			14.89	
Grade 6		27.91			59.30			12.79	
All Grades		21.19			64.12			14.69	

Conclusions based on this data:

CAASPP - English Language/Literacy - Overall Achievement of All Students - 53.1% of Southgate Students Met or Exceeded Standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	93		0	91		0	91		0.0	97.8	
Grade 4	93	86		0	84		0	84		0.0	97.7	
Grade 5	97	95		0	93		0	93		0.0	97.9	
Grade 6	83	87		0	85		0	85		0.0	97.7	
All Grades	361	361		0	353		0	353		0.0	97.8	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			23.08			29.67			20.88			26.37	
Grade 4		2447.			15.48			19.05			29.76			35.71	
Grade 5		2472.			8.60			16.13			36.56			38.71	
Grade 6		2520.			23.53			21.18			21.18			34.12	
All Grades	N/A	N/A	N/A		17.56			21.53			27.20			33.71	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.07			39.56			26.37	
Grade 4		19.05			41.67			39.29	
Grade 5		9.68			55.91			34.41	
Grade 6		24.71			43.53			31.76	
All Grades		21.81			45.33			32.86	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.08			47.25			29.67	
Grade 4		10.71			44.05			45.24	
Grade 5		12.90			49.46			37.63	
Grade 6		14.12			50.59			35.29	
All Grades		15.30			47.88			36.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			57.14			14.29	
Grade 4		21.43			53.57			25.00	
Grade 5		5.38			65.59			29.03	
Grade 6		20.00			60.00			20.00	
All Grades		18.70			59.21			22.10	

Conclusions based on this data:

CAASPP - Mathematics - Overall Achievement of All Students - 39.09% of Southgate Students Met or Exceeded Standard.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
626	**44.4**	**24.8**	**0.2**
Total Number of Students enrolled in Southgate Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	155	24.8
Foster Youth	1	0.2
Homeless	2	0.3
Socioeconomically Disadvantaged	278	44.4
Students with Disabilities	79	12.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	5.3
American Indian		
Asian	119	19.0
Filipino	89	14.2
Hispanic	283	45.2
Two or More Races	34	5.4
Pacific Islander	46	7.3
White	20	3.2

Conclusions based on this data:

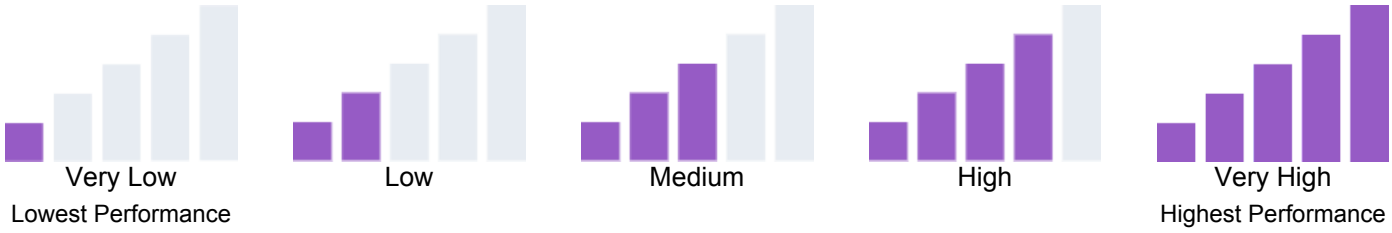
44.4 % of Southgate students are classified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: VeryLow		

Conclusions based on this data:

Southgate's English Language Learner progress is very low.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

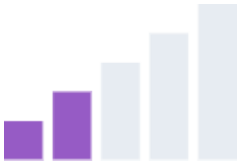
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
2.9 points above standard	19.9 points below standard	2 Students
345 Students	134 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	23.4 points below standard	72.2 points below standard
	165 Students	49 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3.8 points above standard 19 Students		High 35.7 points above standard 63 Students	Very High 69.4 points above standard 47 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 26.5 points below standard 165 Students	No Performance Level 23.0 points below standard 12 Students	No Performance Level 1.7 points below standard 29 Students	No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.9 points below standard	40.4 points above standard	8.4 points above standard
64 Students	70 Students	182 Students

Conclusions based on this data:

Student Performance Data in ELA - English Language Learner students are performing 19.9 points Below Standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

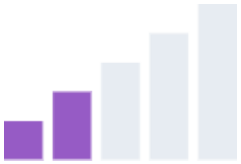
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
29.8 points below standard	43.9 points below standard	2 Students
342 Students	132 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
4 Students	57.3 points below standard	89.3 points below standard
	162 Students	49 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 67.6 points below standard 19 Students		High 12.2 points above standard 63 Students	High 21.6 points above standard 47 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 54.9 points below standard 163 Students	No Performance Level 47.0 points below standard 12 Students	No Performance Level 48.6 points below standard 29 Students	No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.8 points below standard 62 Students	5.0 points below standard 70 Students	29.9 points below standard 181 Students

Conclusions based on this data:

Student Performance Data in Mathematics- Socioeconomically Disadvantaged students are performing 57.3 points Below Standard.

School and Student Performance Data

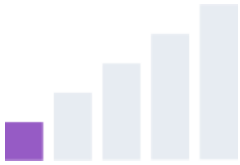
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

30.1 making progress towards English language proficiency

Number of EL Students: 83 Students

Performance Level: 1

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38.6%	31.3%	0.0%	30.1%

Conclusions based on this data:

30.1% of our EL students are making progress towards English Language Proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
9	0	0	0	0

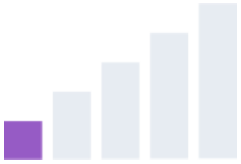
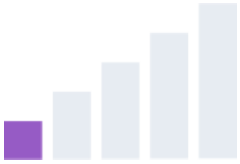
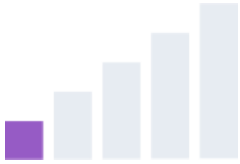
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

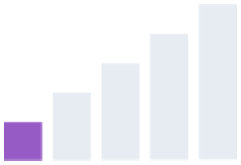
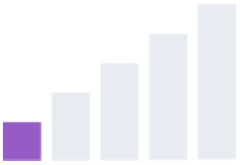
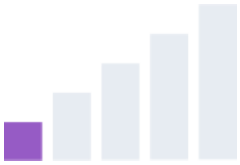
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
43.1% Chronically Absent	44.8% Chronically Absent	Less than 11 Students
664 Students	172 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	50.9% Chronically Absent	52.2% Chronically Absent
9 Students	318 Students	92 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High		Very High	Very High
40% Chronically Absent		23.1% Chronically Absent	28.6% Chronically Absent
35 Students		130 Students	91 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	Very High	No Performance Level
54.7% Chronically Absent	50% Chronically Absent	44.9% Chronically Absent	52.2% Chronically Absent
298 Students	38 Students	49 Students	23 Students

Conclusions based on this data:

Overall, 43.1% of Southgate students are considered Chronically Absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	2	0	7

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.1% suspended at least one day	0% suspended at least one day	Less than 11 Students
678 Students	179 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0% suspended at least one day	1.1% suspended at least one day
10 Students	323 Students	93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low		Very Low	Medium
0% suspended at least one day		0% suspended at least one day	1.1% suspended at least one day
37 Students		132 Students	92 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
306 Students	39 Students	49 Students	23 Students

Conclusions based on this data:

1.1% of our Filipino Students have been suspended at least one day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP ELA and local assessments. All students who meet or exceed standard will increase performance on CAASPP ELA by 4.6%.

Identified Need

The following information describes Southgate's ELA achievement levels:
3rd - 6th Grade CAASPP results for all students from 2018/2019 and 2021/2022 School Years

ELA CAASPP Results:

Percent of students that Met or Exceeded Standard
ELA 2018/2019 - 62.23%
ELA 2021/2022 - 53.11%

Percent of students that did not Meet Standard
ELA 2018/2019 - 37.77%
ELA 2021/2022 - 46.89%

The number of of overall students the Met or Exceeded ELA Standard decreased from the 2018/2019 School Year to the 2021/2022 School Year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Percent of students that Met or Exceeded Standard ELA 2018/2019 - 62.23% ELA 2021/2022 - 53.11%	All students who meet or exceed standard will increase performance on CAASPP ELA by 4.6%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of students that did not Meet Standard ELA 2018/2019 - 37.77% ELA 2021/2022 - 46.89%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide teachers and students with literacy materials and supplemental instructional technology to make progress in literacy skills and achieve mastery in English Language Arts at their grade level. Southgate will purchase/provide supplemental instructional materials ; such as LLI supplemental materials, Ready Common Core, SPED/RSP Tier 2 intervention materials, and online subscriptions to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 4000-4999: Books And Supplies Ready Common Core ELA Workbooks
4000	Title I 4000-4999: Books And Supplies Provide supplemental Technology Instructional Materials and equipment.
2000	Unrestricted 0000: Unrestricted Purchase Tier 2 supplemental materials for RSP/SPED services.
1000	Title I 4000-4999: Books And Supplies Purchase Tier 2 supplemental intervention materials for ELA Small Group Intervention.
2272	Title I 4000-4999: Books And Supplies Supplies and materials to support classroom instruction.

2095	Unrestricted 4000-4999: Books And Supplies Supplies and materials to support classroom instruction.
633	LCFF 4000-4999: Books And Supplies Supplies and materials to support classroom instruction.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide teachers with additional professional development opportunities as well as collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes Release Time for: 504, SST, IEP, Data Review/Assessment
3000	Unrestricted 0000: Unrestricted Funding for Conferences, workshops, Staff Development Opportunities, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Funding for Certificated Extra Hours to teach after hours ELA Intervention/Enrichment small group instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries After Hours ELA Intervention/Enrichment small group instruction.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide Intervention Specialists who will support student and staff with implementing guided reading , Leveled-Literacy Intervention during the school day. The ELA Intervention Specialist will support students with phonemic awareness, reading skills, reding fluency, reading comprehension, and build on foundational ELA Skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17000	Title I 1000-1999: Certificated Personnel Salaries Early Literacy Intervention Teacher
55000	Title I 1000-1999: Certificated Personnel Salaries ELA Intervention Teacher - Tier 2 and Tier 3 Small Group Support

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To effectively address English-Language Arts acquisition and mastery, it must be looked at in a three-prong approach. At the foundational level students must possess the basic reading skills necessary to eventually move from "learning to read" to "reading to learn." This is why K-3 Literacy is a major focus area at Southgate. Southgate has invested time, money, and resources into the implementation of Guided Reading, Leveled Literacy Intervention and Daily Five Strategies. The goal is to provide small group targeted reading support for each student at their instructional level.

These strategies give teachers the opportunity to meet the students where they are academically and provide specific intentional strategies to improve their basic reading and reading comprehension.

We also have established Tier II Interventions for students in the form of pull-out groups that provide more intensive instruction using the Leveled Literacy Intervention Program. These small groups are lead by our Early Literacy Intervention Teachers, who are outlined in this SPSA. In some cases, additional instructional minutes may be harnessed before/after school for students who need it the most.

Another prong to increasing student achievement in ELA is increasing our students' abilities to analyze and make connections with grade level test. There are several strategies throughout this SPSA that were written to address this area, including the purchase of supplemental materials. These supplemental materials provide the proper rigorous, Common Core-aligned expository texts and literary works needed for students to begin to grapple with identifying main idea, theme and author's purpose - and most importantly developing their own opinions about what they read.

This springboards us into the third prong of the three-pronged plan, which is developing our students' abilities to take their ideas and opinions and putting them on paper. The ability to respond to literature, articulate opinions, summarize literary work and write narratives will be key foci in our classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A change in this goal is to allocate more funding for substitute teachers to allow release time for teachers to meet as grade level team for students data review and analysis and planning. The strategies chosen are consistent with instructional best practices and align with State and LEA Priorities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP Math and local assessments. All Students, who meet or exceed standard, will increase performance on CAASPP Math by 6.1%

Identified Need

The following information describes Southgate's Math levels:
3rd - 6th Grade CAASPP results for all students from 2018/2019 and 2021/2022 School Years

Math CAASPP Results:

Percent of students that Met or Exceeded Standard
Math 2018/2019 - 57.88%
Math 2021/2022 - 39.08%

Percent of students that did not Meet Standard
Math 2018/2019 - 42.12%
Math 2021/2022 - 60.91%

The number of of overall students the Met or Exceeded Math Standard decreased by 18.8% from the 2018/2019 School Year to the 2021/2022 School Year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	Percent of students that Met or Exceeded Standard Math 2018/2019 - 57.88% Math 2021/2022 - 39.08% Percent of students that did not Meet Standard Math 2018/2019 - 42.12% Math 2021/2022 - 60.91%	All Students, who meet or exceed standard, will increase performance on CAASPP Math by 6.1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide teachers with additional collaboration time to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Substitute Teachers to provide release time for Teachers. Funding amount allocated in Goal 1.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide teachers and students with Math materials and supplemental instructional technology to make progress and achieve mastery in mathematics at their grade level. Southgate will purchase/provide supplemental instructional materials such as; Math Ready Common Core and online subscriptions to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF 4000-4999: Books And Supplies MathReady Common Core

4000	Unrestricted 0000: Unrestricted Provide supplemental technology materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development opportunities for teachers in the area of Deeper Learning within the Common Core Instructional Framework Mathematics. Southgate will provide an intervention teacher for Mathematics to work in small groups with our African American Student Population, . Southgate will also allocate funding to give teachers the opportunity to teach after hours Mathematics Enrichment Classes to help support students in need of Tier 2 and Tier 3 instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Funding for After School Enrichment Classes.
0	None Specified None Specified Mathematics Professional Development Opportunities -Funding Amount Allocated in Goal 1.
0	None Specified None Specified Intervention Teacher- Small Group Instruction - Funding Amount Allocated in Goal 1.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All classrooms in grades 3 thru 6 received Ready Common Core materials for math. These materials are used daily with our staff and students have been responsive to instruction using these

materials. Students who need additional support are provided with small group instruction during classroom instruction as well as Tier 2 online programs such as Reflex Math and IXL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 2 will be funded as necessary from Title 1 and/or site discretionary funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are anticipated at this time for this goal. The strategies chosen are consistent with instructional best practices and align with State and LEA Priorities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 7%.

Identified Need

2022 Fall Dashboard English Learner Progress Indicator shows that 30.1% of our EL Students are making progress towards English Language Proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California	2022 Fall Dashboard English Learner Progress Indicator shows that 30.1% of our EL Students are making progress towards English Language Proficiency.	English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 7%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners (EL Students)

Strategy/Activity

Southgate will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as fund an Early Literacy Intervention Teacher that will work closely with our District provided EL Specialist.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17000	Title I 1000-1999: Certificated Personnel Salaries Early Literacy Intervention Teacher
0	None Specified None Specified District Funded EL Specialist (0.50 FTE)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our Site EL Specialist support staff members with providing trainings and PD opportunities centered around the implementation of our Designated English Language Development program to ensure that our EL Students are making progress towards English Language Proficiency. Along with supporting our staff, our EL Specialist works closely with students and families. Our EL Specialist teaches a DELD Class as well as pulling small groups throughout the school day to support our EL Students in Early Literacy Development. Southgate's EL Specialist also hold monthly meetings with our parents of EL Students to give strategies that can be used at home to support EL Students learning and academic progress.
Along with our EL Specialist, our Early Literacy Intervention teacher pulls small groups of students to work with them throughout the school day to support their development in Early Literacy.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences in this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are anticipated at this time for this goal. The strategies chosen are consistent with instructional best practices and align with State and LEA Priorities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques.

Identified Need

Increased student participation in Visual and Performing Arts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom teachers will document monthly VAPA activities.	New Goal- No baseline data.	Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques and culminate into one school-wide VAPA event. This goal will be supported by the site Art Lead Teacher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering after school enrichment, etc

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Art Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2023-24 school year will be the first year implementing this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 2023-24 school year will be the first year implementing this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2023-24 school year will be the first year implementing this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on an ongoing basis, either through standalone SEL curriculum or culture/climate initiatives. All student groups that participate in the (CHKS) will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements n the 2023/2024 School Year.

Identified Need

Southgate will work towards creating a school-wide environment in which students fell close to one another and feel a connectedness to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	Of the Southgate students that took the California Healthy Kids Survey -19% of students do not feel connected to the school; while 43% of students only feel close to others some of the time or not at all.	All student groups that participate in the (CHKS) will report a 5% increase in feelings of school connectedness and of feeling close to others on campus as recorded on the on the California Healthy Kids Survey (CHKS).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide teachers and staff with additional resources such as a full time School Counselor, a Psychology Intern, a Dedicated Calming Center, SEL materials and supplies, as wells as professional development in Social-Emotional Learning practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Psychology Intern
4000	Unrestricted 0000: Unrestricted Assemblies to Promote Positive School-Wide Climate
6100	Unrestricted 0000: Unrestricted SEL supplies for Calming/Sensory Room

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase a digital visitor sign in system to help ensure the safety of our students and staff by keeping a secure monitored campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Unrestricted 0000: Unrestricted Purchase Digital Visitor Sign-In System

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Assemblies were implemented which encouraged positive behaviors and teachers promoted positive behavioral supports by passing out Paw Points. Weekly announcements recognized individual successes which were also prominently displayed in the hallways. Staff updated bulletin boards which created a sense of belonging in each classroom. Soul Shoppe was invited to participate in grade-specific assemblies as well as classroom presentations. Our Counselor held monthly classroom presentations and discussing character traits as well as classroom circle protocols.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences in the intended implementation to meet this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Southgate will be creating a calming/sensory room in which students will have the opportunity to self regulate and take time throughout the school day in the calming/sensory room. A staff member will monitor the room while students are using it. This room will also be used by our Counselor for presentations and meetings with student groups. This change is found in Goal 5-Strategy 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Southgate will increase the number of parents participating in school activities by 6 events throughout the school year.

Identified Need

Family members of all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the number of Parent Engagement Activities held at Southgate	Southgate has held 26 school activities with parent participation in the 2022/2023 School Year.	Parent Engagement: Southgate will increase the number of parents participating in school activities by 6 events throughout the school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Family members of all student groups.

Strategy/Activity

Southgate will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1400	Title 1: Parent Allocation 4000-4999: Books And Supplies Purchase materials and supplies for Parent Engagement Activities.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our site Family Engagement Specialist and ELAC Teacher held various activities in which parents were invited to trainings, events, and classes that took place on campus or over zoom. Regular SSC meetings were held to gain input from our parent groups.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differenced between the intended implimentation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major change to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Southgate Elementary will decrease chronic absenteeism by 20% in the 23-24 school year.

Identified Need

All Student Groups
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group- shows that 43.1% of all students are considered Chronically Absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	022 Fall Dashboard Chronic Absenteeism for All Students/Student Group- shows that 43.1% of all students are considered Chronically Absent.	Southgate Elementary will decrease chronic absenteeism by 20% in the 23-24 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services and hold school assemblies and recognition events to promote good attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Unrestricted 4000-4999: Books And Supplies Purchase supplies, materials, and awards to help promote good attendance.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Southgate will provide funding to our Music, Physical Education, and Science classes to purchase necessary materials and equipment to enhance student engagement and attendance school-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and Supplies for the Science Program
1500	Title I 4000-4999: Books And Supplies Materials and Supplies for the Physical Education Program
500	Title I 4000-4999: Books And Supplies Materials and Supplies for the Music Program

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Regular and consistent communication from our attendance clerk in regard to student absences did not occur on a regular basis due to a leave of absence at this position.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Motivational materials and supplies will be purchased using site discretionary funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are anticipated at this time for this goal. The strategies chosen are consistent with best practices and align with State and LEA Priorities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$170,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$107,272.00

Subtotal of additional federal funds included for this school: $107,272.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$22,133.00
None Specified	$0.00
Title 1: Parent Allocation	$1,400.00
Title I: Schoolwide Program	$12,000.00
Unrestricted	$27,195.00

Subtotal of state or local funds included for this school: $62,728.00

Total of federal, state, and/or local funds for this school: $170,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	20,269.00	-1,864.00
Title I	70,475.00	-36,797.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	22,133.00
None Specified	0.00
Title 1: Parent Allocation	1,400.00
Title I	107,272.00
Title I: Schoolwide Program	12,000.00
Unrestricted	27,195.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	23,100.00
1000-1999: Certificated Personnel Salaries	107,500.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	27,400.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	14,500.00
4000-4999: Books And Supplies	LCFF	7,633.00

None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title 1: Parent Allocation	1,400.00
1000-1999: Certificated Personnel Salaries	Title I	93,000.00
4000-4999: Books And Supplies	Title I	14,272.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	12,000.00
0000: Unrestricted	Unrestricted	23,100.00
4000-4999: Books And Supplies	Unrestricted	4,095.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,500.00
Goal 2	10,000.00
Goal 3	17,000.00
Goal 4	3,000.00
Goal 5	26,100.00
Goal 6	1,400.00
Goal 7	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Risa Kamimura	Classroom Teacher
Brad Ward	Classroom Teacher
Tony Dao	Classroom Teacher
Eduardo Picazo	Other School Staff
Brian McComb	Principal
Lisa Corrales	Parent or Community Member
Maria Espinoza - SSC/ELAC	Parent or Community Member
Latisha Dotson	Parent or Community Member
Stephanie Clark	Parent or Community Member
Erika Navarez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/02/23.

Attested:

	Principal, Brian McComb on 5/02/2023
	SSC Chairperson, Stephanie Clark on 5/02/23

Title I School-Level Parent and Family Engagement Policy

Southgate Elementary School

2023/2024

With approval from the local governing board, Southgate Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Southgate Elementary School, the following practices have been established:

a) Each year, Southgate presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.

b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.

c) Southgate has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Southgate Student Handbook.

d) The school provides parents of participating children with the following:

    1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.

2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.
3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.

e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.

b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.

f) The school will provide additional support as requested by parents.

Accessibility

Southgate Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and work directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

School-Parent Compact

Southgate Elementary School

Student/Parent/Family/Teacher

School Compact

Southgate _____ Room # _____

Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior
- Come to school on time ready to learn and work hard
- Bring necessary materials, and completed assignments on time
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my screen time after school.
- Respect the school, classmates, staff and families
- Incorporate physical activity into my daily activities

Student's Signature

_____ Date_____

Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Require that my child completes his/her homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the Southgate Code of Conduct
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's screen time.
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6).
- Communicate with the teacher or the school when I have a question, comment or concern.
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC, AASAI
- Communicate the importance of education and learning to my child

- Respect the school, staff, students, and families (no bullying)

Parent's Signature

_____ Date_____

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction including HUSD's 3 R's i.e. rigor, responsibility, results for 21st century success
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

_____ Date_____