

School Year: **2022-23**



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	4/20/22	05/25/2022

School Mission and Vision Statements

In a caring culture of success, the Southgate community motivates, inspires, develops skills, and builds confidence to awaken the highest potential in every member.

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)

Schoolwide Program

“In a caring culture of success, the Southgate community motivates, inspires, develops skills, and builds confidence to awaken the highest potential in every member.”

Mission Statement:

We are dedicated to the continued pursuit of uplifting our community, building confidence in our students and developing a culture of success on campus by living up to our Mission Statement.

Southgate Mission:

Southgate Elementary School has a philosophy and program designed to meet the needs of all students transitioning into adolescents. We believe that all students should be exposed to comprehensive academic curriculum, guided by the Common Core Standards and district initiatives. At Southgate, all students participate in a rigorous academic program, expanding their academic skills so all students can become productive, responsible, and compassionate citizens in an ever-changing world.

The Southgate School staff is committed to HUSD’s vision that all students will be prepared, challenged and motivated in a 21st-century learning environment that develops the physical, intellectual and emotional success of all learners. At Southgate, our philosophy and academic program is designed to meet the needs of each and every student within our community.

The Southgate School staff is committed to HUSD's vision of our continual leaning in our Anti-Bias/Anti-Racist trainings and framework.

Our vision is to equip our students with the 21st Century skills necessary to be college and career ready. Southgate strives to foster a welcoming environment conducive to producing well-rounded students. Southgate’s aim is to continue to be the highest performing school in the district and become the highest performing school in Southern Alameda County.

Southgate strives to be a pillar of strength in our community. We want excellence for our students and would like to provide as much support for our families as possible.

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.

In order to achieve the above stated goals, Southgate Elementary School has set forth specific goals and related actions in our SPSA that include:

- Maximizing instructional time, by implementing community-building and positive behavior management programs(i.e. Restorative Justice, Soul Shoppe Inc).
- Southgate staff will continue work towards creating a safe and equitable campus through ongoing trainings centered on Anti-Bias/Anti-Racist ideology.

- Ensuring all lessons follow the Common Core Instructional Framework (Clear Objectives, Student Engagement, Checking for Understanding, Culturally Relevant Practices, and Lesson Structure/Gradual Release of Educational Responsibility)
- Providing structured teacher collaboration time to analyze data and identify specific students/instructional strategies to move students to mastery of the Common Core Standards
- Identifying struggling students and providing small group instruction for those students
- Providing professional development for all teachers in best practices for teaching English Language Learners, to improve our percentage of EL students scoring Early Advance or better on the ELPAC.
- Increasing parent participation, by providing parent committee meetings, social activities, philanthropy events, parent trainings, and educational seminars.
- Improving student participation in after-school and extracurricular enrichment activities, by offering GATE classes, student clubs, student sport teams, intramural activities, and afterschool intervention/homework help.
- Expanding student use of technology in the classes to enhance students learning

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Southgate uses a combination of formal surveys and parent meetings to ascertain the most pressing needs and develop school initiatives throughout the school year. One formal survey includes the California Healthy Kids Survey, where students in 5th grade participate in a survey which measures how students perceive their participation and safety within the context of school. The major subsections of the survey are Supports and Engagement, Low Violence, and Other School Indicators. According to this survey, Southgate students rated their school at a lower rate of violence than the state average and met the average threshold for Other School Indicators. One area where Southgate students showed the greatest gap from the average was meaningful participation under Supports and Engagement. Southgate also holds monthly meetings with parents to communicate school initiatives and to get feedback on proposed projects such as school modernization proposals. Southgate surveys its parents, PTA, School Site Council, and staff to gain input from all stakeholders.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by school and district administration on a daily basis. Students and staff are observed in their classrooms, on the playground, and during lunch. Southgate's classrooms and common areas are safe places to learn where students are respectful and caring individuals. Classrooms support interactive teaching and learning with many students seated in groups or are given the opportunity to share their knowledge through peer to peer interactions. Students are given opportunities to be helpful and often interact respectfully with the adults in and outside of the classroom. A school-wide disciplinary approach is used that ensures consistency and stability in our educational programs. Discipline and misbehaviors are rarely an issue and is handled using restorative practices which promote a growth-mindset. Having an open campus encourages families to be in frequent contact with students and staff. Classroom teachers often engage in collaborative work to ensure that the instructional programs within each grade-level are quite similar in content and rigor.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Southgate administration, staff and parents review data reported through the California Assessment of Student Performance and Progress using the California Dashboard and other data reporting formats. Student performance reported on the Smarter Balance Assessment Consortium and the English Language Proficiency Assessments for California are essential to measuring student achievement levels. Southgate also utilizes district benchmark assessments such as the Fountas and Pinnell Benchmark Assessment System, district reading, writing, and math assessments as well as the Interim Assessment Blocks provided by CAASPP as formative assessment tools.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Understanding Southgate's strengths and gaps are starting points for planning our learning initiatives. Over the last three years, Southgate has improved its overall rate of students meeting or exceeding proficiency in both English Language Arts and Mathematics. In ELA, Southgate students met or exceeded proficiency for each of the last three consecutive years with 59%, 60% and 62%. In math, these proficiency rates were 52%, 57% and 58% over the last three years. Southgate monitors its focus groups, specifically Socio-Economically Disadvantaged, English Learners and African American students to ensure an equitable approach to its programming and allocation of intervention resources.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Hayward Unified School District hires teachers who hold the necessary credential requirements to provide a highly qualified staff at Southgate.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Hayward Unified School District supports its teachers by giving timely notification of credential requirements and supports teachers with maintaining or attaining their professional credentials through an Induction Program for the first and second years of teaching under probationary status. On site professional mentoring is absolutely critical toward supporting teachers with the necessary tools to best meet the needs of the Southgate community. Southgate has an active Instructional Leadership Team which provides peer-to-peer support and professional development for all staff. There are opportunities to engage in professional development opportunities through four full professional development days, 10 minimum days, and monthly staff meetings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development focuses on improving teaching methods and strategies that support the acquisition of California's Common Core State Standards. Teachers and support staff are trained to teach the standards, assess students accordingly, and map a program of instruction that best meets the needs of their students. Instruction is adjusted and adapted continually to provide differentiation and scaffolding for all students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All staff have access to site administration for consultation, peer-to-peer learning through the Instructional Leadership Team, and district-funded Teachers On Special Assignment. Southgate also utilizes a reading intervention specialist as well as our English Language Learner Specialist to provide intervention support as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet at least once a week in grade-level teams during collaboration Wednesdays to review the progress of their students and share best practices to support student achievement.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In order for Southgate to achieve its instructional objectives, specific aspects of our Single Plan for Student Achievement include the following:

- many programs supported for the 2022-2023 school year will focus on literacy development to directly address learning loss for students who did not acquire adequate literacy skills during distance learning
- supporting student learning through the recognition that school must be a safe place that fosters meaningful student participation and providing supplemental programs such as Soul Shoppe, Safe Schools Ambassadors, Student Leadership Council, and Restorative Process Initiatives.
- supporting staff with supplemental materials that focus instruction within the framework of the Common Core State Standards
- providing leveled-literacy libraries in our primary grades to ensure reading instruction is targeted to each student's specific need
- leveraging the collective knowledge of our staff to focus on deeper learning, culturally-responsive teaching, and best practices regarding socio-emotional development of our students
- providing parent education experiences through our Principal's Coffees, ELAC meetings, and Math Academy
- focus on integrating instructional technology programs and tools into everyday instructional practices
- focus on safe and inclusive schools

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

HUSD requires a minimum of 150 minutes of ELA instruction and 90 minute of Math instruction daily. These base instructional minutes are often exceeded through the integration of science, music, and art lessons..

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Southgate staff are aware of supplemental programs which occur during school and before/after school which provides numerous opportunities for intervention and extending the time students can access learning.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Southgate is held to the standard of the Williams Act and ensures all students are provided with the necessary curriculum to learn each day throughout the entire school year. With support from HUSD, Southgate maintains adequate instructional materials for ELA, Math, Science, and Social Studies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

HUSD and Southgate comply with federal and state regulations regarding the use of SBE-adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Southgate allocates its state and federal funds to provide interventions for its student focus groups: Socio-Economically Disadvantaged, English Learners, and African American students. These interventions take place during the school day with pull-out reading intervention, guided reading groups and after school to provide additional instructional minutes for students who are at-risk academically. Other supplemental programs provided by these funds are used for additional support with our Math Academy and programs which support cultural-responsive teaching and an asset-based approach to working with our African American students.

Evidence-based educational practices to raise student achievement

Southgate utilizes small group instruction to teach literacy using Fountas & Pinnell Leveled-Literacy reading libraries and extends the instructional school day for students who need the extra boost to improve their academic skills. Computer adaptive instructional technology is also used to engage students and provide timely feedback to help students learn from their mistakes and also positively affirm correct responses.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Southgate hosts a Youth Enrichment Program to ensure under-achieving students receive additional support after school through hands-on learning, instructional technology, and small group intervention. The Hayward Public Library also supports students at Southgate by providing an after school Homework Support Center.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

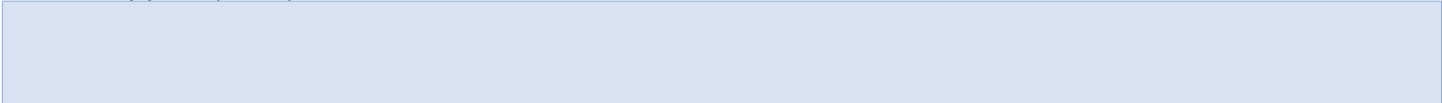
Southgate provides multiple avenues for parent feedback and participation in many of our programs. A monthly Principal's Coffee is provided with Spanish-language support which enables the school administration to directly interface with parents and members of the larger community. Parents, school staff, and administration participate in our School Site Council, English Learner Advisory Council, Parent Teacher Association, and Site Based Decision Making Committee.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Southgate utilizes its categorical funds to provide specific, targeted instruction through a variety of means: during and after school reading intervention through a reading intervention specialist, extra work hours for teachers to provide Leveled-Reading Intervention after school, instructional technology programs which students may use in the evenings and on weekends to practice their skills, support for a Math Academy which provides small group support for a deeper understanding of math, and a supplemental which directly supports the social development and achievement of our African American students.

Fiscal support (EPC)



Stakeholder Involvement

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

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, School Site Council, Instructional Leadership Team, and Site Based Decision Making Team.. 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 & 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 stakeholders listed above. After a draft was created, the document was shared with the stakeholders listed for feedback. Southgate's SSC used the stakeholder's feedback 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 conintual 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	104	101
Grade 1	84	91	93
Grade 2	101	89	89
Grade3	101	102	91
Grade 4	91	101	95
Grade 5	106	97	99
Grade 6	84	94	89
Total Enrollment	677	678	657

Conclusions based on this data:

1. Enrollment numbers over the past three years have been stable with very little change in overall numbers.
2. Over the past 3 years, Grades 2 and 3 have had the largest decline in enrollment.
3. Numbers across the grade levels stayed relatively consistent the last 2 years with the exception of 3rd and 4th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	158	156	157	23.3%	23.0%	23.9%
Fluent English Proficient (FEP)	152	144	116	22.5%	21.2%	17.7%
Reclassified Fluent English Proficient (RFEP)	48	25	2	23.8%	15.8%	1.3%

Conclusions based on this data:

1. The number of students that were reclassified from from the 19-20 School Year to the 20-21 School year dropped from 25 students to 2 students.
2. The overall number of English Learners has remained at approximately 23% over the past 3 years.
3. The number of Fluent English Proficient declined in 20-21.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	97	88	77	96	0	77	96	0	98.7	99	0.0
Grade 4	102	93	93	102	93	0	102	93	0	100	100	0.0
Grade 5	84	99	97	84	99	0	84	99	0	100	100	0.0
Grade 6	89	80	83	88	80	0	88	80	0	98.9	100	0.0
All Grades	353	369	361	351	368	0	351	368	0	99.4	99.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2460.	2449.		36.36	38.54		28.57	23.96		16.88	18.75		18.18	18.75	
Grade 4	2486.	2485.		37.25	34.41		19.61	18.28		16.67	23.66		26.47	23.66	
Grade 5	2541.	2541.		34.52	35.35		29.76	32.32		17.86	20.20		17.86	12.12	
Grade 6	2543.	2557.		22.73	26.25		31.82	40.00		29.55	21.25		15.91	12.50	
All Grades	N/A	N/A	N/A	32.76	33.97		27.07	28.26		20.23	20.92		19.94	16.85	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.87	28.13		45.45	46.88		24.68	25.00	
Grade 4	27.45	30.11		50.00	49.46		22.55	20.43	
Grade 5	30.95	32.32		50.00	53.54		19.05	14.14	
Grade 6	27.27	25.00		44.32	55.00		28.41	20.00	
All Grades	28.77	29.08		47.58	51.09		23.65	19.84	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.66	32.29		36.36	52.08		25.97	15.63	
Grade 4	40.20	32.26		36.27	48.39		23.53	19.35	
Grade 5	45.24	45.45		45.24	44.44		9.52	10.10	
Grade 6	30.68	32.50		46.59	51.25		22.73	16.25	
All Grades	38.46	35.87		41.03	48.91		20.51	15.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.38	29.17		64.94	58.33		11.69	12.50	
Grade 4	20.59	25.81		66.67	59.14		12.75	15.05	
Grade 5	28.57	20.20		57.14	71.72		14.29	8.08	
Grade 6	13.64	23.75		64.77	66.25		21.59	10.00	
All Grades	21.37	24.73		63.53	63.86		15.10	11.41	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.95	40.63		37.66	42.71		10.39	16.67	
Grade 4	38.24	30.11		42.16	51.61		19.61	18.28	
Grade 5	46.43	35.35		42.86	50.51		10.71	14.14	
Grade 6	40.91	43.75		46.59	42.50		12.50	13.75	
All Grades	43.87	37.23		42.45	47.01		13.68	15.76	

2019-20 Data:

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Conclusions based on this data:

1. Southgate students, in all grade levels, have increased their mean scale score on the SBAC by 7 points for English Language Arts from 2017 to 2019.
2. Overall student performance for all grade levels show students were least proficient in the Reading sub-test 20% Below Standard in 2018-19.

3. From 2017-2019, students in 5th grade demonstrated the greatest gain in mean scale score of 31 points.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	97	88	78	97	0	78	97	0	100	100	0.0
Grade 4	102	93	93	102	92	0	102	92	0	100	98.9	0.0
Grade 5	84	99	97	84	99	0	84	99	0	100	100	0.0
Grade 6	89	80	83	88	80	0	88	80	0	98.9	100	0.0
All Grades	353	369	361	352	368	0	352	368	0	99.7	99.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2478.	2463.		42.31	31.96		29.49	32.99		14.10	22.68		14.10	12.37	
Grade 4	2482.	2498.		22.55	26.09		30.39	32.61		23.53	26.09		23.53	15.22	
Grade 5	2525.	2527.		30.95	29.29		19.05	23.23		27.38	23.23		22.62	24.24	
Grade 6	2551.	2561.		32.95	30.00		21.59	25.00		25.00	28.75		20.45	16.25	
All Grades	N/A	N/A	N/A	31.53	29.35		25.28	28.53		22.73	25.00		20.45	17.12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60.26	44.33		23.08	39.18		16.67	16.49	
Grade 4	40.20	43.48		28.43	29.35		31.37	27.17	
Grade 5	36.90	40.40		32.14	33.33		30.95	26.26	
Grade 6	45.45	40.00		22.73	36.25		31.82	23.75	
All Grades	45.17	42.12		26.70	34.51		28.13	23.37	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.74	40.21		39.74	47.42		20.51	12.37	
Grade 4	20.59	23.91		48.04	53.26		31.37	22.83	
Grade 5	32.14	27.27		36.90	45.45		30.95	27.27	
Grade 6	27.27	21.25		44.32	51.25		28.41	27.50	
All Grades	29.26	28.53		42.61	49.18		28.13	22.28	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.69	35.05		30.77	47.42		11.54	17.53	
Grade 4	26.47	35.87		38.24	43.48		35.29	20.65	
Grade 5	28.57	29.29		53.57	48.48		17.86	22.22	
Grade 6	32.95	26.25		40.91	52.50		26.14	21.25	
All Grades	35.51	31.79		40.91	47.83		23.58	20.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. From 2017/2018 school year to the 2018/2019 school year, students exceeding standards dropped by 2%.
2. From 2017/2018 school year to the 2018/2019 school year, students meeting standards increased by 3%.
3. From 2017 to 2019, all students increased their mean scale score by 12.2 points.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1409.6	1438.6	1437.5	1423.9	1447.1	1458.9	1376.0	1418.7	1387.3	47	34	30
1	1453.4	1465.4	1442.3	1470.9	1470.9	1460.7	1435.5	1459.3	1423.5	39	32	15
2	1482.2	1492.7	1499.8	1483.4	1501.8	1524.7	1480.5	1483.1	1474.5	37	24	17
3	1480.4	1484.7	1474.5	1472.7	1467.1	1486.7	1487.5	1501.7	1461.7	21	24	26
4	*	1524.6	1476.7	*	1517.2	1492.6	*	1531.6	1460.2	*	25	12
5	*	*	1545.5	*	*	1562.0	*	*	1528.6	*	10	18
6	1504.2	*	*	1494.4	*	*	1513.6	*	*	12	8	11
All Grades										174	157	129

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.53	30.00	34.04	52.94	33.33	34.04	11.76	23.33	*	11.76	13.33	47	34	30
1	41.03	15.63	6.67	33.33	46.88	46.67	*	25.00	26.67	*	12.50	20.00	39	32	15
2	35.14	20.83	23.53	48.65	54.17	64.71	*	20.83	0.00	*	4.17	11.76	37	24	17
3		4.17	15.38	*	29.17	30.77	*	58.33	30.77	*	8.33	23.08	21	24	26
4		24.00	8.33	*	56.00	58.33	*	12.00	16.67	*	8.00	16.67	*	25	12
5	*	*	40.00	*	*	33.33		*	26.67	*	*	0.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	22.99	17.83	21.60	41.95	48.41	41.60	22.99	24.84	22.40	12.07	8.92	14.40	174	157	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.53	26.47	40.00	46.81	47.06	33.33	*	11.76	16.67	*	14.71	10.00	47	34	30
1	56.41	34.38	46.67	*	37.50	20.00	*	21.88	13.33	*	6.25	20.00	39	32	15
2	56.76	50.00	64.71	35.14	25.00	17.65	*	20.83	5.88	*	4.17	11.76	37	24	17
3	*	16.67	46.15	*	33.33	26.92	*	29.17	7.69	*	20.83	19.23	21	24	26
4	*	40.00	58.33	*	48.00	16.67	*	4.00	16.67	*	8.00	8.33	*	25	12
5	*	*	73.33	*	*	20.00	*	*	6.67		*	0.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	40.23	31.85	51.20	37.93	40.13	26.40	10.34	17.20	11.20	11.49	10.83	11.20	174	157	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.76	13.33	*	35.29	26.67	38.30	47.06	36.67	38.30	5.88	23.33	47	34	30
1	*	9.38	0.00	41.03	46.88	40.00	*	31.25	26.67	*	12.50	33.33	39	32	15
2	*	8.33	5.88	40.54	45.83	41.18	*	33.33	41.18	*	12.50	11.76	37	24	17
3		4.17	7.69	*	33.33	7.69	*	54.17	46.15	*	8.33	38.46	21	24	26
4		12.00	0.00	*	48.00	16.67	*	28.00	16.67	*	12.00	66.67	*	25	12
5		*	6.67	*	*	26.67		*	53.33	*	*	13.33	*	*	15
6		*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	13.79	10.19	6.40	29.31	40.13	24.00	32.18	40.13	40.80	24.71	9.55	28.80	174	157	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.19	17.65	20.00	40.43	73.53	70.00	*	8.82	10.00	47	34	30
1	69.23	50.00	33.33	*	43.75	46.67	*	6.25	20.00	39	32	15
2	67.57	33.33	47.06	*	58.33	41.18	*	8.33	11.76	37	24	17
3	*	20.83	11.54	61.90	66.67	57.69	*	12.50	30.77	21	24	26
4	*	32.00	8.33	*	64.00	75.00	*	4.00	16.67	*	25	12
5	*	*	14.29	*	*	85.71		*	0.00	*	*	14
6	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	50.57	28.03	20.97	41.38	61.78	62.90	8.05	10.19	16.13	174	157	124

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	29.79	32.35	53.33	51.06	55.88	33.33	*	11.76	13.33	47	34	30
1	51.28	34.38	64.29	33.33	56.25	28.57	*	9.38	7.14	39	32	14
2	54.05	50.00	82.35	40.54	41.67	0.00	*	8.33	17.65	37	24	17
3	57.14	16.67	70.83	*	62.50	8.33	*	20.83	20.83	21	24	24
4	*	48.00	90.00	*	48.00	0.00	*	4.00	10.00	*	25	10
5	*	*	100.00	*	*	0.00	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	47.13	37.58	73.04	38.51	50.96	14.78	14.37	11.46	12.17	174	157	115

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	10.00	63.83	79.41	60.00	*	14.71	30.00	47	34	30
1	*	31.25	20.00	43.59	50.00	46.67	30.77	18.75	33.33	39	32	15
2	32.43	8.33	47.06	54.05	79.17	41.18	*	12.50	11.76	37	24	17
3	*	4.17	7.69	*	62.50	30.77	61.90	33.33	61.54	21	24	26
4		12.00	0.00	*	68.00	41.67	*	20.00	58.33	*	25	12
5		*	6.67	*	*	73.33	*	*	20.00	*	*	15
6	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	18.97	14.01	14.40	52.30	66.88	45.60	28.74	19.11	40.00	174	157	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.40	58.82	35.71	34.04	32.35	39.29	42.55	8.82	25.00	47	34	28
1	*	9.38	6.67	66.67	75.00	60.00	*	15.63	33.33	39	32	15
2	35.14	0.00	5.88	64.86	91.67	52.94		8.33	41.18	37	24	17
3	*	16.67	19.23	61.90	79.17	53.85	*	4.17	26.92	21	24	26
4	*	24.00	0.00	*	72.00	70.00	*	4.00	30.00	*	25	10
5	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
6	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	25.29	24.84	16.67	55.17	66.88	56.67	19.54	8.28	26.67	174	157	120

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 4th Grade the Overall Language Performance dropped by 16 points.
2. In 1st Grade the Overall Language Performance dropped by 9 points.
3. The overall number of English Learners that were tested at Southgate declined from 47 students in 2017/2018 to 30 students in 2020/2021.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
657	49.6	23.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	23.9
Foster Youth		
Homeless	9	1.4
Socioeconomically Disadvantaged	326	49.6
Students with Disabilities	90	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	6.1
American Indian or Alaska Native		
Asian	128	19.5
Filipino	85	12.9
Hispanic	289	44.0
Two or More Races	41	6.2
Native Hawaiian or Pacific Islander	52	7.9
White	22	3.3

Conclusions based on this data:

1. 49.6 % of Southgate students are classified as socioeconomically disadvantaged.

2. 23.9% of Soutgate students are classified as English Language Learners.

3. 44% of Southgate students identify as Latin X.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Southgate's English Language Arts academic performance measures at the green level.
2. Southgate's Math academic performance measures at the green level.
3. Southgate's Chronic Absenteeism measures at the green level.

School and Student Performance Data

Academic Performance English Language Arts

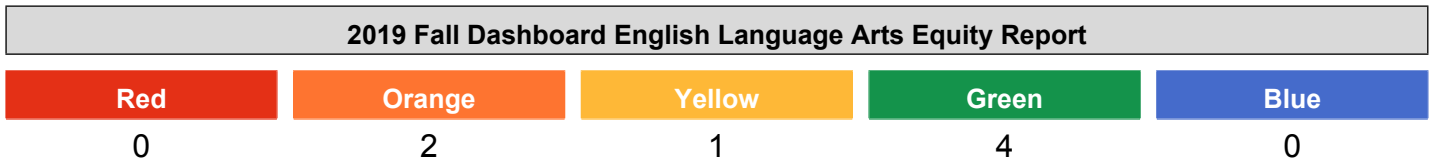
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 24.9 points above standard Maintained ++2.7 points 368	<p>English Learners</p> Yellow 7 points above standard Maintained ++1.8 points 135	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p> Green 16.4 points above standard Increased ++3.6 points 231	<p>Students with Disabilities</p> Orange 50.6 points below standard Declined Significantly -19.2 points 59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.8 points below standard Declined -6.5 points 32	 No Performance Color 0 Students	 Green 51.5 points above standard Declined -11.8 points 62	 Green 65.1 points above standard Declined -13.3 points 44
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.3 points above standard Increased ++12.3 points 160	 No Performance Color 32.9 points above standard Increased ++6.2 points 22	 No Performance Color 15.2 points above standard Increased ++12 points 26	 No Performance Color 47 points above standard Declined -13.6 points 22

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44.3 points below standard Increased Significantly ++20.1 points 62	50.5 points above standard Increased ++8.1 points 73	24.5 points above standard Increased ++5.3 points 188

Conclusions based on this data:

1. African American students are performing 6.8 below the standard declining by 6.5 points.
2. Asian students are performing 51.5 points above the standard but have declining by 11.8 points.
3. Latin x students are performing 7.3 points above standard with an increase of 12.3 points.

School and Student Performance Data

Academic Performance Mathematics

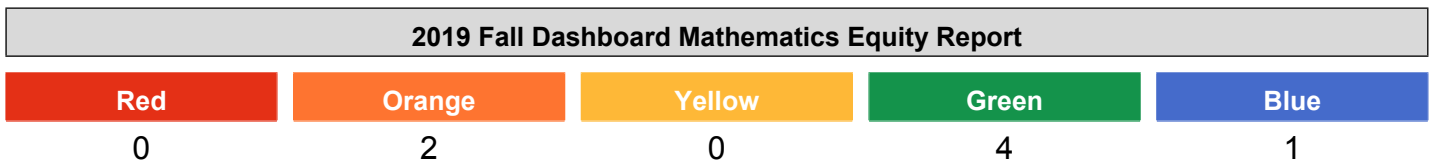
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>12.5 points above standard</p> <p>Increased ++5.3 points</p> <p>367</p>	<p>English Learners</p> <p>Green</p> <p>6.3 points above standard</p> <p>Maintained ++2.5 points</p> <p>135</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.9 points above standard</p> <p>Increased ++5.9 points</p> <p>230</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>54.3 points below standard</p> <p>Declined -10.5 points</p> <p>58</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 40.7 points below standard Declined -5.2 points 31		 Green 46.9 points above standard Declined -8.6 points 62	 Blue 47.4 points above standard Increased ++5.7 points 44
Hispanic	Two or More Races	Pacific Islander	White
 Green 5 points above standard Increased ++9.7 points 160	 No Performance Color 24.9 points above standard Increased ++5.4 points 22	 No Performance Color 13 points above standard Increased ++6.6 points 26	 No Performance Color 35.3 points above standard Increased ++6.8 points 22

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
30.6 points below standard Increased Significantly ++15.5 points 62	37.6 points above standard Increased ++7.1 points 73	4.2 points above standard Increased ++9.8 points 187

Conclusions based on this data:

1. Students with Disabilities is the lowest performing group with the most significant drop in achievement falling -10.5 points in the most recent year.
2. African American students are performing 40.7 points below the standard declining by 5.2 points.
3. English Learner Students are performing 6.3 points above the standard increasing by 2.5 points.

School and Student Performance Data

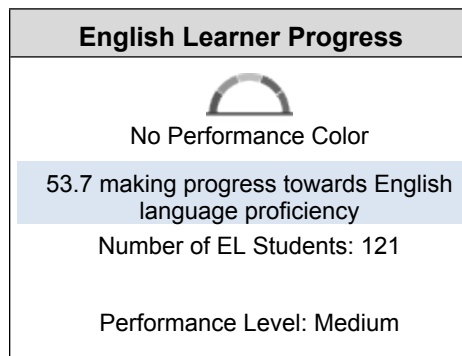
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
15.7	30.5	1.6	52.0

Conclusions based on this data:

1. 53.7% of our EL students are making progress towards English Language proficiency.
2. About 16% of our English Learners dropped one ELPI level.
3. 52% of our EL Students increased at least one level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

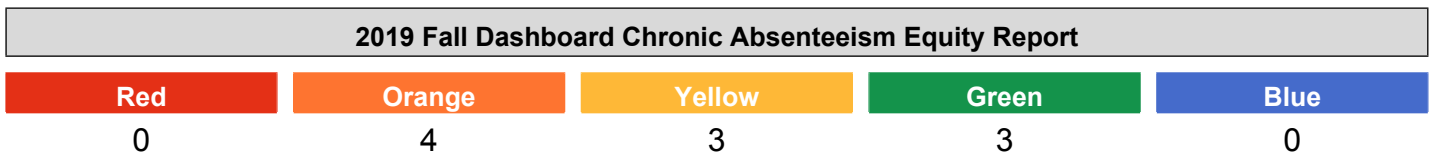
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 8 Declined -1.5 698	<p>English Learners</p>  Orange 8.9 Increased Significantly +3.9 190	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 46.2 Increased +26.2 13	<p>Socioeconomically Disadvantaged</p>  Yellow 11.5 Declined -1.1 451	<p>Students with Disabilities</p>  Orange 11.2 Maintained +0.2 107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Green	 Yellow
10.7	Less than 11 Students - Data Not Displayed for Privacy	3.3	6.1
Increased +0.9	0	Declined -2.9	Maintained +0.1
56		120	82
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 Yellow	 Green	 Green
10.4	10.5	4	5.7
Maintained +0.3	Declined -9	Maintained -0.3	Declined -6.2
317	38	50	35

Conclusions based on this data:

1. The highest absentee rate is with our Socioeconomically Disadvantaged students at 11.5%.
2. The absentee rate for our English Learners increased significantly by 3.9 %
3. Our highest absentee rate for our race/ethnicity groups is our African American students at 10.7%.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

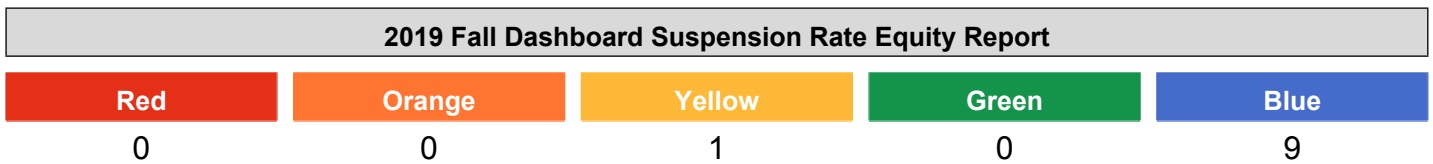
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.3</p> <p>Declined -0.8</p> <p>709</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined Significantly -1</p> <p>193</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -11.8</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.2</p> <p>Declined Significantly -1.2</p> <p>457</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>109</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 1.8 Maintained +0.1 57	 Blue 0 Declined -4.9 39	 Blue 0 Declined -0.9 121	 Blue 0 Declined -1.2 82
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Declined -0.6 322	 Blue 0 Declined -4.9 39	 Blue 0 Maintained 0 52	 Blue 0 Maintained 0 36

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.3

Conclusions based on this data:

1. Suspension rates for our Filipino Students declined by 1.2 %
2. The ethnic group which was suspended the most was our African American students at 1.8%.
3. There isn't data for 2020 or 2021 due to COVID 19 and distance learning.

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 Arts

LEA/LCAP Goal

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery as demonstrated on the Smarter Balanced Assessment.

Increasing student achievement, implementation of state standards, and course access.

Goal 1

Language Arts -- All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.

Deeper Learning in Language Arts will be reflected in growth of 5 points toward standard in ELA, as measured on the CA Dashboard, by Spring 2023.

Identified Need

Southgate has a total student enrollment of about 650 students in TK thru 6th grades. Many of our students are from working class families residing in a high cost-of-living region. It is imperative that our students achieve at a level which will afford them opportunities to attend college and obtain employment that will provide them with a promising future. With many colleges and careers now oriented toward strong literacy skills, it is essential that our students achieve a firm foundation in literacy. The following information describes Southgate's most recent achievement levels:

3rd - 6th Grade CAASPP results for all students from 2017 to 2019

SBAC ELA Results - Met and Exceeded (Last 3 years)

ELA 2017 - 59%

ELA 2018 - 60%

ELA 2019 - 62%

SBAC ELA Results - Distance From Standard (Last 3 years)

ELA 2017 - 17.9

ELA 2018 - 23.8

ELA 2019 - 24.9

The Distance From Standard describes the comprehensive achievement level of all students who participated in the SBAC over the last three years. A positive number indicates our students, on average, achieved at a level that surpassed the minimum scale score for standard met. Whether a student performs at the lowest level, the highest level, or anywhere in between, their academic achievement is included in this comprehensive analysis. Over the last three years, Southgate's overall achievement has increased steadily by an average rate of 2.3 points per year. We are

confident our staff and community will be able to provide our students with a comprehensive English Language Arts program that will continue this trend of increasing overall student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Consortium	SBAC results for all students' scale scores averaged 24.9 points above standard in 2019 as reported in the California Dashboard.	SBAC results for all students scale scores will average at least 27.9 points above standard in 2023 as reported in the California Dashboard.

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

Provide teachers and students with literacy materials necessary to make progress in literacy skills and achieve mastery in English Language Arts at their grade level. As a way to address learning-loss, teachers will need to have a complete set of early literacy assessments at-hand to use frequently with all students. This is essential for supporting the reading workshop model which is geared toward supporting instructional differentiation. We will achieve this by ensuring the following:

- Purchasing Fountas and Pinnell materials for all K-2 classrooms including Special Education programs to support Leveled-Literacy Intervention, Guided Reading & Leveled Classroom Libraries.
- Providing ReadyCommonCore Bridge Materials for Classroom Instruction to supplement the current English Language Arts curriculum.
- Provide supplemental instructional technology programs for students that will support the differentiation of instruction (RAZKids, MobyMax, IXL).
- Providing technology devices that will support instructional technology programs and increase student access to learning.
- Provide culturally responsive text and literature

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)

463

Source(s)

Unrestricted

	4000-4999: Books And Supplies To purchase Tier 2 Supplemental Intervention Materials Fountas and Pinnell Materials for ELA Intervention & SPED-RSP
977	Title I 3010 Provide supplemental instructional technology materials and equipment i e. - interactive website subscriptions such as IXL, Newsela, classroom equipment, etc.
3500	Title I 3010 Ready Common Core ELA Workbooks (Supplemental Materials)
1200	Title I 3010 Classroom Library Books
1537	LCFF 4000-4999: Books And Supplies To purchase Tier 2 Supplemental Intervention Materials Fountas and Pinnell Materials for ELA Intervention & SPED-RSP
1023	LCFF 4000-4999: Books And Supplies Provide supplemental instructional technology materials and equipment i e. - interactive website subscriptions such as IXL, Newsela, classroom equipment, etc.

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

Hire 2 Interventions Specialist who will support students and staff with implementing guided reading, Leveled-Literacy Intervention, and conduct during-school/after-school intervention. LLI is a critical component of addressing learning loss and will benefit students across all content areas when they become stronger readers. This specialist will support students struggling with phonemic awareness, basic reading skills, reading fluency, and reading comprehension. Need will be assessed using teacher assessments which will include the Fountas and Pinnell Benchmark Assessment System.

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)
16,000.00	Title I 3010 Early Literacy Intervention Teacher (Tier 2 Support)
50000	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher - Tier 2 and Tier 3 Support

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

Certificated staff will provide before or after school reading intervention for students who meet the criteria for Tier 2 intervention which will be based on Fountas and Pinnell Benchmark Assessment System, classroom reading assessments, and/or Coordination of Services Team/Student Success Team referral.

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)
2,000.00	Title I 3010 Teacher hourly for before/after school intervention

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

Certificated Staff will be given the opportunity to attend meetings, peer observations, trianings, professional deveolopment, etc. that are centered around the subject area of English Language Arts. Staff will use the knowledge gained form these opportuniutes to help support our students. Certificated staff willalso be given time ot attend IEP, 504, SST meetings help ensure the the diverse learning needs of our students are bieng met.

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)
10000	Unrestricted 1000-1999: Certificated Personnel Salaries Cost of Substitute Teachers for release time so certificated staff can attend IEP, 504, SST, PD, Conference, trainings, ect.

Annual Review

SPSA Year Reviewed: 2021-22

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 target 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 connection with grade level text. There are several strategies throughout this SPSA that were written to address this area, including the purchase of Curriculum Associates 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 focuses 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 the funding of the 0.50 FTE intervention teacher. This position will help support our students with Literacy intervention. 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

21st Century Success in Math All students will master the Common Core Standards in Math or demonstrate growth towards mastery as demonstrated on SBAC

Increasing student achievement, implementation of state standards, and course access.

Goal 2

Mathematics -- All students will engage in Deeper Learning activities as part of their regular Mathematics instruction during the 22-23 school year.

Deeper Learning in Mathematics will be reflected in growth of 8 points toward standard in Math, as measured on the CA Dashboard, by Spring 2023.

Identified Need

Southgate has a total student enrollment of about 650 students in TK thru 6th grades.. Many of our students are from working class families residing in a high cost-of-living region. It is imperative that our students achieve at a level which will afford them opportunities to attend college and obtain employment that will provide them with a promising future. Situated on the edge of Silicon Valley, it is readily apparent that students with strong math skills will have opportunities to succeed in engineering and technology careers. Furthermore, many colleges will require a strong foundation in mathematics in order to pursue higher education degrees. The following information describes Southgate's most recent achievement levels:

3rd - 6th Grade CAASPP results for all students from 2017 to 2019

SBAC Math Results - Met and Exceeded (Last 3 years)

Math 2017 - 52%

Math 2018 - 57%

Math 2019 - 58%

SBAC Math Results - Distance From Standard (Last 3 years)

Math 2017 - 0.3

Math 2018 - 8.6

Math 2019 - 12.5

The Distance From Standard describes the comprehensive achievement level of all students who participated in the SBAC over the last three years. A positive number indicates our students, on average, achieved at a level that surpassed the minimum scale score for standard met. Whether a student performs at the lowest level, the highest level, or anywhere in between, their academic

achievement is included in this comprehensive analysis. Over the last three years, Southgate's overall achievement has increased steadily by an average rate of 4.1 points per year. We are confident our staff and community will be able to provide our students with a comprehensive Mathematics program that will continue this trend of increasing overall student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Consortium	SBAC results for all students' scale scores averaged 12.5 points above standard in 2019 as reported in the California Dashboard.	SBAC results for all students' scale scores averaged 18.5 points above standard in 2023 as reported in the California Dashboard.

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

Provide supplemental materials, instructional technology programs and devices for students that will support the differentiation of instruction (Ready Common Core, IXL, Moby Max, chromebooks) and increase student access to learning. Ready Common Core will provide students with opportunities to learn academic language related to math. Instructional technology programs which harness computer adaptive technology will provide students with targeted practice to keep them on their learning edge. Instructional technology devices such as chromebooks will enhance students' instructional time during the day and may assist in extending instructional minutes before/after school.

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 4000-4999: Books And Supplies Provide supplemental instructional technology materials and equipment i e. - interactive website subscriptions such as IXL, classroom equipment, etc.
3500	Unrestricted 0001-0999: Unrestricted: Locally Defined

Materials/Supplies - Math Manipulatives.
Common Core-Aligned Supplemental Materials
(Ready Common Core)

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

Certificated staff will provide before or after school math intervention for students who meet the criteria for Tier 2 intervention which will be based on classroom assessments, Interim Assessment Blocks, and/or Coordination of Services Team/Student Success Team referral.

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)

2000

Source(s)

Title I

3010

Provide before/after school math intervention
(teacher hourly)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students in All Grades

Strategy/Activity

Staff will use innovative instructional strategies through the support of instructional technology devices that will enhance whole group and small group instruction that is engaging and differentiated for all learners.

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)

1000

Source(s)

Title I

3010

Equipment to enhance classroom instruction,
eg. projection systems, projectors, televisions,
document visualizers, etc.

Annual Review

SPSA Year Reviewed: 2021-22

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 opportunities to learn after school in a classroom supervised by a teacher. Small group tutoring is often provided for students who need additional instruction after school.

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

21st Century Success for English Learners: Increase the number of English learners making annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

All students will master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Increasing student achievement, implementation of state standards, and course access.

Goal 3

English Language Development -- Our English Learners (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

ELs will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL Progress Indicator on the CA Dashboard. ELs making progress toward proficiency will increase by 5%, by Spring 2023.

Identified Need

Southgate is largely a community of immigrants who come from all over the world. However, one thing they have in common is the desire to learn English and succeed in school. It is imperative that Southgate's success in academic performance also includes its most vulnerable student groups: English Learners and Hispanic Students. Southgate's interventions and supplemental programs must be nimble enough to meet the unique needs of these students. The following describes Southgate's English Learner performance over the last three years:

3rd - 6th Grade CAASPP results for English Learners from 2017 to 2019

SBAC ELA Results - Distance From Standard (Last 3 years)

ELA 2017 - (-50.8)

ELA 2018 - (-64.4)

ELA 2019 - (-44.3)

The Distance From Standard describes the comprehensive achievement level of all students who participated in the SBAC over the last three years. Whether a student performs at the lowest level, the highest level, or anywhere in between, their academic achievement is included in this comprehensive analysis. Over the last three years, Southgate's English Learners' achievement has increased steadily by an average rate of about 3 points per year. We are confident our staff and community will be able to provide our students with a comprehensive English Language Development program that will continue this trend of increasing overall student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Consortium	SBAC results for English Learner Students' scale scores averaged 44.3 points distance from standard in 2019 as reported in the California Dashboard.	SBAC results for English Learner Students' scale scores will average 41.3 points distance from standard in 2023 as reported in the California Dashboard.

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)

EL Students; Hispanic Students

Strategy/Activity

Provide Intervention Teacher and Early Intervention Reading Specialist (hourly) to provide small group and one on one assistance in letter identification, names & sounds, phonemic awareness, phonics, high frequency word identification, and reading fluency for ELL students. This specialist will also provide additional support to families by preparing take-home materials as well as access to before/after school interventions as identified through the Fountas and Pinnell Benchmark Assessment System, Coordinated Services Team, and/or the Student Success Team.

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)
16,000.00	Title I 3010 Early Literacy Intervention Teacher (Tier 2 Support)
0	None Specified None Specified Intervention Teacher- This strategy is funded 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)

EL Students; Hispanic Students

Strategy/Activity

Purchase culturally-responsive materials for the school library and enhance classroom instructional materials by purchasing culturally-responsive books for instructional use.

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)

0

Source(s)

Unrestricted
0000: Unrestricted
Improve School and Classroom Libraries to make them more Culturally and Linguistically Responsive. If funding becomes available we will allocate funds to support this strategy.

Annual Review

SPSA Year Reviewed: 2021-22

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 early literacy intervention is a critical part in creating a firm foundation in literacy skills for our English Learners. Take-home books and leveled libraries facilitated by an intervention teacher extends instructional minutes outside of the school day. This helped many of our English Learners make progress in their reading skills.

Though the school year began with a vacancy in the Family Engagement Specialist position, it was filled two months into the school year. Our Family Engagement Specialist quickly learned how to interface with our community using school-wide communication tools through phone calls, text messaging, and email. Her bilingual skills was a critical element in making connections with our Hispanic families.

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

Culturally-responsive materials 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 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: Equity

LEA/LCAP Goal

LEA Goal:- Equity - Parent Engagement

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

State Priorities:

- 6 - School Climate

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 4

Equity -- All of our students will have access to culturally and linguistically relevant and responsive course materials and pedagogy, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities.

Students in our focus populations (African American, Latino/a, English Learners, Foster Youth, and Students with Disabilities) will increase their CAASPP scores in ELA and Mathematics by an additional 3 points toward standard versus the overall school population, by Spring 2023.

Maximize instructional time through the cultivation of productive relationships with all members of the school community and measured by increasing meaningful participation on the California Healthy Kids Survey by 5% from 2019 to 2023.

Identified Need

As a community of learners, it is imperative that Southgate continues to encourage its students to be emotionally-centered and confident in their ability to learn. Southgate's Mission Statements encapsulates the focus of our programs and supports this goal. Southgate's Mission statement follows:

In a caring culture of success, the Southgate community motivates, inspires, develops skills, and builds confidence to awaken the highest potential in every member.

Southgate will maximize instructional time by decreasing disruptive behavior within the classroom through promoting meaningful student participation. Students learn best when what they are learning is applied to their everyday experience. Creating meaningful participation is the key to unlocking the potential in every student to find their way to meaningful learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	According to the CHKS for 2019-20, 38% of participating students reported Meaningful Participation at school.	According the the CHKS for 2022-2023, 43% of survey participants will report that they are engaged in Meaningful Participation at school.

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

We will maximize instructional time and student participation in school by establishing Positive Behavior Intervention Supports, implementing Restorative Practices, supporting a student leadership program, inclusion of Special Education Students, providing social-emotional support through supplemental support services, and continuing our Ant-Bias/Anti-Racist education.

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)
3500	LCFF 4000-4999: Books And Supplies Supplies and materials for Science, Music, and PE classes.
1000	LCFF 5000-5999: Services And Other Operating Expenditures Assemblies and presenters
5000	Title I 3010 Supplies and materials to support inclusion strategies
1397	LCFF 4000-4999: Books And Supplies Socioemotional Learning Materials and Supplies
1000	LCFF 5000-5999: Services And Other Operating Expenditures

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

Provide counseling services for students who need additional support for social-emotional intervention and direct students to appropriate community supports.

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)

11503

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Funding for counselor intern.

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

Supporting professional development and offer PD opportunities for Sotugate staff to continue education in our Ani-Bias/Anti-Racist education.

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)

2000

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Professional development initiatives opportunities.

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Increase Parent/Family Engagement

Strategy/Activity

Increase Parent./Family engagement by offering meaningful classes and activities for Southgate families and community.

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)

1400

Source(s)

Title 1: Parent Allocation

3010

Funding for classes and other parent/family activities.

Annual Review

SPSA Year Reviewed: 2021-22

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.

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 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 the allocation of funding specifically for purchasing culturally responsive, inclusive, and anti-racist classroom books, which is aligned with the District's vision of Anti-Bias/Anti-Racist Mission.

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

Attendance/School Climate

LEA/LCAP Goal

LEA Goal :

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Increase average daily attendance by 1%

Goal 5

- Attendance/School Climate -- All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

Our school's Chronic Absenteeism rate will decrease by 5% as measured on the CA School Dashboard by Spring 2022. In addition, our Suspension Rate will decrease by 1%.

Identified Need

The foundation for overall student achievement is good attendance. Students who are chronically absent (10% absence rate or higher) are less likely to graduate from high school and will have a much lower earning potential in adult life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Records at Southgate	For the 2018-19 school year, Southgate's Average Daily Attendance was 95%.	For the 2022-23 school year, Southgate's Average Daily Attendance will be 97% or higher.

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

Promote exemplary attendance and communicate current attendance performance with students, staff, and families frequently through all-school recognition, individual recognition, assemblies, newsletters, and community events.

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)

1000

Source(s)

LCFF
0000: Unrestricted
Purchase supplies and materials to promote good attendance

Annual Review

SPSA Year Reviewed: 2021-22

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 prevents chronic absenteeism and creates opportunities for families to avoid excessive absences. A clear procedure for referring families in crisis to our Coordinated Services Team ensured families received supports that were appropriate to their specific situation. Celebrating good attendance with hallway displays to recognize classroom successes and individual good attendance certificates recognized individual success. Students responded to these various strategies and our attendance rate was at about 97% prior to campus closure due to the pandemic.

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.

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

Mathematics

LEA/LCAP Goal

LEA Goal:

- 21st Century Success in Math All students will master the Common Core Standards in Math or demonstrate growth towards mastery .

State Priorities:

2 - Implementation of State Standards

LCAP Goal;

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 6

Increase CAASPP Math Scaled Scores for African-American Students year-to-year by 3 points as measured by SBAC from 2019 to 2023.

Identified Need

Southgate has not been immune to the achievement gap. Its African American students have struggled to perform at an achievement rate commensurate with other student groups. The following information describes Southgate's most recent achievement levels for African American students in mathematics:

3rd - 6th Grade CAASPP results for African American students from 2017 to 2019

SBAC Math Results - Distance From Standard (Last 3 years)

Math 2017 - (-37.8)

Math 2018 - (-34.2)

Math 2019 - (-40.7)

The Distance From Standard describes the comprehensive achievement level of all students who participated in the SBAC over the last three years. Whether a student performs at the lowest level, the highest level, or anywhere in between, their academic achievement is included in this comprehensive analysis. Over the last three years, Southgate's overall achievement for African American students in math has decreased by 2.9 points scale score on the SBAC for mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balance Assessment Consortium	SBAC results for African American Students' scale scores averaged 40.7 points	SBAC results for African American Students' scale scores averaged 37.7 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	distance from standard in 2019 as reported in the California Dashboard.	distance from standard in 2023 as reported in the California Dashboard.

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)

African American Students

Strategy/Activity

Provide Enrichment & Intervention for African American Students that would specifically meet the needs of students. This would be an asset-driven approach where relationships would be built, nurtured, and grown to increase opportunities to build pathways to achievement. Southgate will offer an onsite Intervention teacher will provide intervention services for African American 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)

0

Source(s)

LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Onsite Intervention teacher will provide intervention services for African American Students- Funded in Goal 1

Annual Review

SPSA Year Reviewed: 2021-22

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 program that we funded to help support this goal was not effective in meeting the needs of our students.

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.

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	\$139,000.00

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	\$97,677.00

Subtotal of additional federal funds included for this school: **\$97,677.00**

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 (\$)
	\$0.00
LCFF	\$12,457.00
LCFF Supplemental and Concentration Funds	\$0.00
None Specified	\$0.00
Title 1: Parent Allocation	\$1,400.00
Unrestricted	\$27,466.00

Subtotal of state or local funds included for this school: **\$41,323.00**

Total of federal, state, and/or local funds for this school: **\$139,000.00**

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	7,812.00
Title I	70,475.00	-27,202.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	12,457.00
LCFF Supplemental and Concentration Funds	0.00
None Specified	0.00
Title 1: Parent Allocation	1,400.00
Title I	97,677.00
Unrestricted	27,466.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
0001-0999: Unrestricted: Locally Defined	3,500.00
1000-1999: Certificated Personnel Salaries	60,000.00
3010	49,077.00
4000-4999: Books And Supplies	9,920.00
5000-5999: Services And Other Operating Expenditures	15,503.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF	9,457.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	0.00
None Specified	None Specified	0.00
3010	Title 1: Parent Allocation	1,400.00
1000-1999: Certificated Personnel Salaries	Title I	50,000.00
3010	Title I	47,677.00
0000: Unrestricted	Unrestricted	0.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	3,500.00
1000-1999: Certificated Personnel Salaries	Unrestricted	10,000.00
4000-4999: Books And Supplies	Unrestricted	463.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	13,503.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,700.00
Goal 2	8,500.00
Goal 3	16,000.00
Goal 4	26,800.00
Goal 5	1,000.00
Goal 6	0.00

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
Jalani Sanders	Parent or Community Member
Maria Espinoza - SSC/ELAC	Parent or Community Member
Latisha Dotson	Parent or Community Member
Stephanie Clark	Parent or Community Member
Nia Ford	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

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 4/20/2021.

Attested:

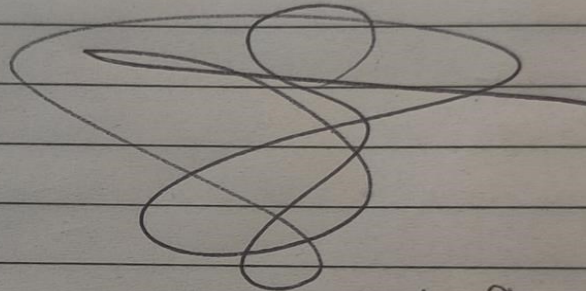


Principal, Brian McComb on 4/20/2022

SSC Chairperson, Jalani Sanders on 4/20/2021

4-25-22

I, Maria Del Carmen Espinoza, am in favor of
the SPSA for 2022-2023 School Year.

A handwritten signature in black ink, consisting of several overlapping loops and a horizontal line extending to the right.

Maria Del Carmen Espinoza

I, Stephanie Clark, approve
the Southgate SPSA for
the 2022/2023 school year.

Stephanie Clark