



# School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Southgate School	Elementary	01611926001176	4/30/24	05/22/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Southgate Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Southgate Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Southgate developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

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

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

## Educational Partner Involvement

How, when, and with whom did Southgate Elementary 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 (ELAC), School Site Council (SSC), Instructional Leadership Team( ILT), and Site Based Decision Making Team (SBDM). All of these decision-making bodies were able to provide data-based suggestions on how to best allocate funds to improve student achievement, school climate and to address State & Local Educational Agency (LEA) LCAP Priorities.

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

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

allocate funds that provide the above focus groups with:

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

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Southgate School has no Overall Dashboard indicators in the "Red" or "Orange" performance category. Chronic Absenteeism for All Students is in the "Yellow" performance category. In this area Asian and Filipino students are in the "Red" as their chronic absenteeism have increased by 1.2% and 2.7% respectively. African American students are in the "Orange" in Chronic Absenteeism even though their chronic absenteeism decreased by 3.3%. Another area of concern is our English Learners who are performing at the "Orange" level in both Math and ELA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Learners are two performance levels below in math and ELA. Asian and Filipino students are in the red performance level in chronic absenteeism, which is in yellow for all groups.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

COST data helps identify the various tiers and areas of student needs ( academic, socio-emotional, economic, etc.). Reading intervention and Fastbridge data is used for monitor students progress in reading. Monthly attendance reports help us identify students with excessive absences before they become chronic.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Southgate Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

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

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	101	93	99
Grade 1	93	74	77
Grade 2	89	95	74
Grade 3	91	95	103
Grade 4	95	86	96
Grade 5	99	97	84
Grade 6	89	86	78
<b>Total Enrollment</b>	657	626	611

#### Conclusions based on this data:

- Overall enrollment numbers over the past three years have slowly been declining.
- Sixth grade enrollment dropped from 89 students in 20-21 to 78 students in 22-23.
- The grade level with the highest drop in enrollment from 20-21 to 22-23 is first grade with a loss of 16 students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	157	155	141	23.90%	24.8%	23.1%
Fluent English Proficient (FEP)	116	109	111	17.70%	17.4%	18.2%
Reclassified Fluent English Proficient (RFEP)	1	14	29	0.6%	9%	20%

### Conclusions based on this data:

1. The percentage of students that were reclassified from 2020-21 to 2022-23 has increased by 19.5%.
2. The overall percentage of English Learners at Southgate has remained at approximately 23% over the past 3 years.
3. The number of Fluent English Proficient students enrolled at Southgate over the past 3 years has not changed significantly.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	93	97	0	92	92	0	92	92	0.0	98.9	94.8
Grade 4	93	86	91	0	82	90	0	82	90	0.0	95.3	98.9
Grade 5	97	95	83	0	94	81	0	94	81	0.0	98.9	97.6
Grade 6	83	87	74	0	86	71	0	86	71	0.0	98.9	95.9
All Grades	361	361	345	0	354	334	0	354	334	0.0	98.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.	2446.		31.52	32.61		26.09	26.09		16.30	22.83		26.09	18.48
Grade 4		2464.	2480.		21.95	30.00		23.17	24.44		26.83	14.44		28.05	31.11
Grade 5		2499.	2507.		20.21	24.69		29.79	30.86		26.60	17.28		23.40	27.16
Grade 6		2544.	2549.		23.26	21.13		36.05	33.80		22.09	26.76		18.60	18.31
All Grades	N/A	N/A	N/A		24.29	27.54		28.81	28.44		22.88	20.06		24.01	23.95

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		23.91	25.00		55.43	55.43		20.65	19.57
<b>Grade 4</b>		19.51	22.22		65.85	57.78		14.63	20.00
<b>Grade 5</b>		20.21	18.52		61.70	61.73		18.09	19.75
<b>Grade 6</b>		18.60	25.35		60.47	57.75		20.93	16.90
<b>All Grades</b>		20.62	22.75		60.73	58.08		18.64	19.16

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		22.83	25.00		56.52	51.09		20.65	23.91
<b>Grade 4</b>		17.07	24.44		54.88	46.67		28.05	28.89
<b>Grade 5</b>		15.05	19.75		66.67	54.32		18.28	25.93
<b>Grade 6</b>		26.74	16.90		55.81	66.20		17.44	16.90
<b>All Grades</b>		20.40	21.86		58.64	53.89		20.96	24.25

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.78	14.13		80.43	73.91		9.78	11.96
<b>Grade 4</b>		10.98	17.78		71.95	68.89		17.07	13.33
<b>Grade 5</b>		19.15	11.11		69.15	69.14		11.70	19.75
<b>Grade 6</b>		19.77	12.68		66.28	77.46		13.95	9.86
<b>All Grades</b>		14.97	14.07		72.03	72.16		12.99	13.77

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.74	21.74		64.13	60.87		14.13	17.39
Grade 4		19.51	16.67		63.41	72.22		17.07	11.11
Grade 5		15.96	22.22		69.15	54.32		14.89	23.46
Grade 6		27.91	21.13		59.30	69.01		12.79	9.86
All Grades		21.19	20.36		64.12	64.07		14.69	15.57

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**Conclusions based on this data:**

1. Overall achievement for all students that met and exceeded standards in English Language Arts/ Literacy improved from 53.1% in 21-22 to 55.98% in 22-23.
2. In the Reading sub-test, 81.35% of all students met and exceeded standard in 21-22. The following year, 80.83% of all students met and exceeded the reading standards.
3. The percentage of students that met or exceeded standards in Writing has declined from 79.04% in 21-22 to 75.75% in 22-23.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	93	97	0	91	94	0	91	94	0.0	97.8	96.9
Grade 4	93	86	91	0	84	90	0	84	90	0.0	97.7	98.9
Grade 5	97	95	83	0	93	82	0	93	82	0.0	97.9	98.8
Grade 6	83	87	74	0	85	72	0	85	72	0.0	97.7	97.3
All Grades	361	361	345	0	353	338	0	353	338	0.0	97.8	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.	2439.		23.08	22.34		29.67	35.11		20.88	15.96		26.37	26.60
Grade 4		2447.	2461.		15.48	13.33		19.05	30.00		29.76	23.33		35.71	33.33
Grade 5		2472.	2480.		8.60	18.29		16.13	13.41		36.56	29.27		38.71	39.02
Grade 6		2520.	2521.		23.53	20.83		21.18	25.00		21.18	20.83		34.12	33.33
All Grades	N/A	N/A	N/A		17.56	18.64		21.53	26.33		27.20	22.19		33.71	32.84

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.07	28.72		39.56	45.74		26.37	25.53
Grade 4		19.05	15.56		41.67	51.11		39.29	33.33
Grade 5		9.68	14.63		55.91	46.34		34.41	39.02
Grade 6		24.71	13.89		43.53	51.39		31.76	34.72
All Grades		21.81	18.64		45.33	48.52		32.86	32.84

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.08	23.40		47.25	52.13		29.67	24.47
Grade 4		10.71	17.78		44.05	51.11		45.24	31.11
Grade 5		12.90	17.07		49.46	47.56		37.63	35.37
Grade 6		14.12	16.67		50.59	54.17		35.29	29.17
All Grades		15.30	18.93		47.88	51.18		36.83	29.88

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57	23.40		57.14	63.83		14.29	12.77
Grade 4		21.43	17.78		53.57	57.78		25.00	24.44
Grade 5		5.38	13.41		65.59	62.20		29.03	24.39
Grade 6		20.00	18.06		60.00	62.50		20.00	19.44
All Grades		18.70	18.34		59.21	61.54		22.10	20.12

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. CAASPP - Mathematics - Overall Achievement of All Students - has improved from 39.09% of that Students Met or Exceeded Standard  
Overall achievement for all students that met or exceeded standards in mathematics improved from 39.09% in 21-22 to 44.97% in 22-23.
2. CAASPP- Mathematics- Problem Solving & Modeling/Data Analysis sub-test, Overall students that met or exceeded standard has improved from 63.18% in 21-22 to 70.11% in 22-23.

3. CAASPP- Mathematics- Overall Achievement for all grade levels increased their mean scale score, with the exception of third grade. Grade 4 improved the mean scale score by 14.8 points. Grade 5 improved the mean scale score by 7.6 points. Grade 6 improved the mean scale score by 0.7 points.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1437.5	1430.6	1438.8	1458.9	1442.5	1455.9	1387.3	1402.8	1398.7	30	33	28
<b>1</b>	1442.3	1424.9	1434.0	1460.7	1441.3	1441.2	1423.5	1407.9	1426.4	15	18	22
<b>2</b>	1499.8	1480.9	1459.3	1524.7	1481.8	1463.8	1474.5	1479.6	1454.2	17	19	21
<b>3</b>	1474.5	1496.2	1506.3	1486.7	1496.2	1528.5	1461.7	1495.8	1483.5	26	17	20
<b>4</b>	1476.7	1475.5	1516.1	1492.6	1473.0	1517.5	1460.2	1477.5	1514.5	12	24	16
<b>5</b>	1545.5	1518.5	1537.8	1562.0	1515.2	1543.0	1528.6	1521.2	1532.2	18	11	21
<b>6</b>	*	1512.6	*	*	1507.1	*	*	1517.4	*	11	13	9
<b>All Grades</b>										129	135	137

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	30.00	12.12	21.43	33.33	45.45	35.71	23.33	36.36	28.57	13.33	6.06	14.29	30	33	28
<b>1</b>	6.67	5.56	13.64	46.67	11.11	40.91	26.67	61.11	31.82	20.00	22.22	13.64	15	18	22
<b>2</b>	23.53	10.53	9.52	64.71	52.63	38.10	0.00	31.58	33.33	11.76	5.26	19.05	17	19	21
<b>3</b>	15.38	5.88	30.00	30.77	64.71	45.00	30.77	23.53	10.00	23.08	5.88	15.00	26	17	20
<b>4</b>	8.33	8.33	25.00	58.33	37.50	37.50	16.67	29.17	12.50	16.67	25.00	25.00	12	24	16
<b>5</b>	40.00	18.18	28.57	33.33	27.27	42.86	26.67	45.45	19.05	0.00	9.09	9.52	15	11	21
<b>6</b>	*	7.69	*	*	30.77	*	*	46.15	*	*	15.38	*	*	13	*
<b>All Grades</b>	21.60	9.63	21.17	41.60	40.00	37.96	22.40	37.78	24.82	14.40	12.59	16.06	125	135	137

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	40.00	21.21	32.14	33.33	30.30	35.71	16.67	42.42	17.86	10.00	6.06	14.29	30	33	28
<b>1</b>	46.67	11.11	27.27	20.00	44.44	50.00	13.33	27.78	9.09	20.00	16.67	13.64	15	18	22
<b>2</b>	64.71	31.58	14.29	17.65	42.11	42.86	5.88	21.05	33.33	11.76	5.26	9.52	17	19	21
<b>3</b>	46.15	29.41	70.00	26.92	47.06	15.00	7.69	17.65	10.00	19.23	5.88	5.00	26	17	20
<b>4</b>	58.33	29.17	56.25	16.67	37.50	18.75	16.67	8.33	18.75	8.33	25.00	6.25	12	24	16
<b>5</b>	73.33	36.36	57.14	20.00	63.64	23.81	6.67	0.00	9.52	0.00	0.00	9.52	15	11	21
<b>6</b>	*	23.08	*	*	46.15	*	*	15.38	*	*	15.38	*	*	13	*
<b>All Grades</b>	51.20	25.19	40.88	26.40	41.48	32.12	11.20	22.22	16.79	11.20	11.11	10.22	125	135	137

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.33	6.06	7.14	26.67	33.33	25.00	36.67	42.42	46.43	23.33	18.18	21.43	30	33	28
<b>1</b>	0.00	0.00	0.00	40.00	16.67	31.82	26.67	38.89	45.45	33.33	44.44	22.73	15	18	22
<b>2</b>	5.88	10.53	0.00	41.18	36.84	38.10	41.18	36.84	38.10	11.76	15.79	23.81	17	19	21
<b>3</b>	7.69	5.88	0.00	7.69	35.29	40.00	46.15	35.29	30.00	38.46	23.53	30.00	26	17	20
<b>4</b>	0.00	0.00	12.50	16.67	12.50	18.75	16.67	45.83	43.75	66.67	41.67	25.00	12	24	16
<b>5</b>	6.67	9.09	14.29	26.67	9.09	19.05	53.33	63.64	47.62	13.33	18.18	19.05	15	11	21
<b>6</b>	*	7.69	*	*	0.00	*	*	69.23	*	*	23.08	*	*	13	*
<b>All Grades</b>	6.40	5.19	5.11	24.00	22.96	27.74	40.80	45.19	42.34	28.80	26.67	24.82	125	135	137

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.00	24.24	32.14	70.00	66.67	53.57	10.00	9.09	14.29	30	33	28
<b>1</b>	33.33	22.22	45.45	46.67	55.56	40.91	20.00	22.22	13.64	15	18	22
<b>2</b>	47.06	5.26	9.52	41.18	78.95	76.19	11.76	15.79	14.29	17	19	21
<b>3</b>	11.54	41.18	30.00	57.69	47.06	55.00	30.77	11.76	15.00	26	17	20
<b>4</b>	8.33	20.83	12.50	75.00	54.17	62.50	16.67	25.00	25.00	12	24	16
<b>5</b>	14.29	9.09	19.05	85.71	81.82	66.67	0.00	9.09	14.29	14	11	21
<b>6</b>	*	7.69	*	*	84.62	*	*	7.69	*	*	13	*
<b>All Grades</b>	20.97	20.00	24.82	62.90	65.19	57.66	16.13	14.81	17.52	124	135	137

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	53.33	24.24	32.14	33.33	54.55	50.00	13.33	21.21	17.86	30	33	28
<b>1</b>	64.29	33.33	31.82	28.57	55.56	54.55	7.14	11.11	13.64	14	18	22
<b>2</b>	82.35	47.37	57.14	0.00	47.37	33.33	17.65	5.26	9.52	17	19	21
<b>3</b>	70.83	52.94	80.00	8.33	35.29	10.00	20.83	11.76	10.00	24	17	20
<b>4</b>	90.00	54.17	75.00	0.00	25.00	25.00	10.00	20.83	0.00	10	24	16
<b>5</b>	100.00	45.45	85.71	0.00	54.55	9.52	0.00	0.00	4.76	11	11	21
<b>6</b>	*	30.77	*	*	53.85	*	*	15.38	*	*	13	*
<b>All Grades</b>	73.04	40.00	59.12	14.78	45.93	30.66	12.17	14.07	10.22	115	135	137

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.00	9.09	10.71	60.00	78.79	64.29	30.00	12.12	25.00	30	33	28
<b>1</b>	20.00	11.11	13.64	46.67	27.78	40.91	33.33	61.11	45.45	15	18	22
<b>2</b>	47.06	21.05	4.76	41.18	63.16	71.43	11.76	15.79	23.81	17	19	21
<b>3</b>	7.69	5.88	0.00	30.77	58.82	65.00	61.54	35.29	35.00	26	17	20
<b>4</b>	0.00	0.00	12.50	41.67	50.00	62.50	58.33	50.00	25.00	12	24	16
<b>5</b>	6.67	9.09	14.29	73.33	54.55	66.67	20.00	36.36	19.05	15	11	21
<b>6</b>	*	7.69	*	*	23.08	*	*	69.23	*	*	13	*
<b>All Grades</b>	14.40	8.89	8.76	45.60	54.81	59.12	40.00	36.30	32.12	125	135	137

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	35.71	27.27	32.14	39.29	54.55	46.43	25.00	18.18	21.43	28	33	28
<b>1</b>	6.67	5.56	0.00	60.00	77.78	86.36	33.33	16.67	13.64	15	18	22
<b>2</b>	5.88	21.05	4.76	52.94	63.16	71.43	41.18	15.79	23.81	17	19	21
<b>3</b>	19.23	5.88	20.00	53.85	88.24	60.00	26.92	5.88	20.00	26	17	20
<b>4</b>	0.00	0.00	31.25	70.00	75.00	50.00	30.00	25.00	18.75	10	24	16
<b>5</b>	14.29	27.27	47.62	71.43	45.45	38.10	14.29	27.27	14.29	14	11	21
<b>6</b>	*	0.00	*	*	92.31	*	*	7.69	*	*	13	*
<b>All Grades</b>	16.67	13.33	21.17	56.67	69.63	59.85	26.67	17.04	18.98	120	135	137

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Southgate had 137 EL Students in the 2022-23 school year. Their Overall Performance Level as measured by ELPAC was the following: 21.17% were at Level 4; 37.96% were at Level 3; 24.82% were at Level 2; and 16.06% were at level 1.
- 40.88% of English Learner students at Southgate score at Level 4 in Oral Language.
- Compared to the previous school year, English Learner students improved the most in Writing and Speaking. In the Writing domain, 21.7% of EL students scored "Well Developed" in 2022-23 compared to 13% in 2021-22. In the Speaking domain, 59.12% of EL students scored "Well Developed" in 2022-23 compared to 40% in 2021-22.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>611</b>	<b>70.2</b>	<b>23.1</b>	<b>0.3</b>
Total Number of Students enrolled in Southgate Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	23.1
Foster Youth	2	0.3
Homeless	7	1.1
Socioeconomically Disadvantaged	429	70.2
Students with Disabilities	72	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	4.6
Asian	130	21.3
Filipino	79	12.9
Hispanic	280	45.8
Two or More Races	34	5.6
Pacific Islander	36	5.9
White	21	3.4

### Conclusions based on this data:

- 70.2% of Southgate students are classified as socioeconomically disadvantaged.

2. 23.1% of Soutgate students are classified as English Language Learners.

3. 45.8% of Southgate students identify as Hispanic.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. Southgate's students overall performance in English Language Arts and Mathematics is at the green level.
2. The highest performance level ratings are for English Learner progress and low suspension rates, both categories are at the blue level.
3. Southgate's Chronic Absenteeism measures at the yellow level.



# School and Student Performance Data

## Academic Performance English Language Arts

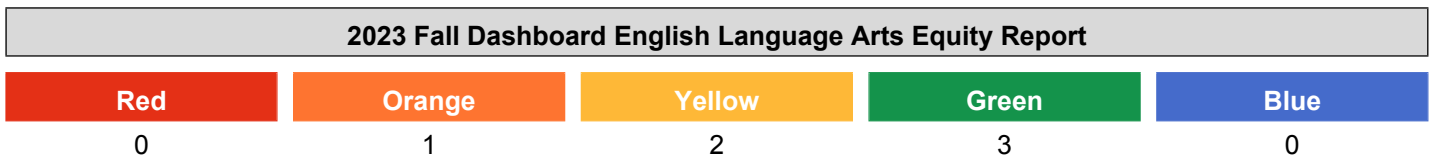
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 10.8 points above standard Increased +7.9 points 344 Students	<b>English Learners</b>  Orange 19.1 points below standard Maintained +0.9 points 118 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 1.3 points above standard Increased Significantly +24.7 points 254 Students	<b>Students with Disabilities</b>  Yellow 62.8 points below standard Increased +10.6 points 40 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>11.9 points below standard</p> <p>Decreased Significantly - 15.8 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>42 points above standard</p> <p>Increased +6.3 points</p> <p>68 Students</p>	<p></p> <p>Green</p> <p>56.5 points above standard</p> <p>Decreased -13 points</p> <p>43 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>18.2 points below standard</p> <p>Increased +8.3 points</p> <p>167 Students</p>	<p>13.4 points above standard</p> <p>Increased Significantly +36.4 points</p> <p>14 Students</p>	<p>19.5 points above standard</p> <p>Increased Significantly +21.2 points</p> <p>25 Students</p>	<p>0.5 points below standard</p> <p>13 Students</p>

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>64 points below standard</p> <p>Increased Significantly +21.9 points</p> <p>67 Students</p>	<p>40 points above standard</p> <p>Maintained -0.4 points</p> <p>51 Students</p>	<p>20.2 points above standard</p> <p>Increased +11.9 points</p> <p>195 Students</p>

**Conclusions based on this data:**

- Socio Economically Disadvantaged students had the highest increase on performance level, improving by 24.7 points from last year. The second highest gain was for Students with Disabilities who increased their performance by 10.6 points.
- Reclassified English Learners maintained their 40 points above standard performance compared to the previous year. English Learner students, who are 64 points below standard, had an amazing improvement of 21.9 points from the previous year.
- Looking at performance by race and ethnicity, all groups improved with the exception of African American and Filipino students who decreased by 15.8 points and 13 points respectively.

# School and Student Performance Data

## Academic Performance Mathematics

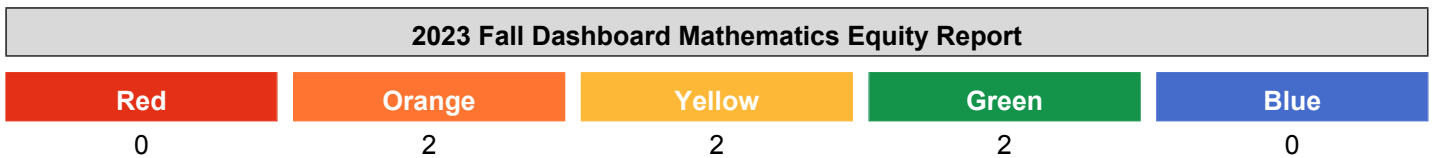
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 21.6 points below standard Increased +8.2 points 341 Students	<b>English Learners</b>  Orange 46.1 points below standard Maintained -2.2 points 116 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 31.1 points below standard Increased Significantly +26.2 points 252 Students	<b>Students with Disabilities</b>  Orange 88.7 points below standard Maintained +2.7 points 39 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>68.4 points below standard</p> <p>Maintained -0.8 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>26.6 points above standard</p> <p>Increased +14.4 points</p> <p>68 Students</p>	<p></p> <p>Green</p> <p>13.5 points above standard</p> <p>Decreased -8.1 points</p> <p>43 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>49 points below standard</p> <p>Increased +5.9 points</p> <p>164 Students</p>	<p>26.7 points below standard</p> <p>Increased Significantly +28.8 points</p> <p>14 Students</p>	<p>31.9 points below standard</p> <p>Increased Significantly +16.7 points</p> <p>25 Students</p>	<p>33.5 points below standard</p> <p>13 Students</p>

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>78.2 points below standard</p> <p>Increased +9.6 points</p> <p>65 Students</p>	<p>5.2 points below standard</p> <p>Maintained -0.1 points</p> <p>51 Students</p>	<p>13.9 points below standard</p> <p>Increased Significantly +16 points</p> <p>194 Students</p>

#### Conclusions based on this data:

1. Socioeconomically Disadvantaged students are performing 31.1 points Below Standard, but their performance has increased significantly by 26.2 points from the previous year.
2. 17 African American students are performing 68.4 points below the standard.
3. English Learner Students are performing 78.2 points below standard increasing by 9.6 points from last year.



# School and Student Performance Data

## Academic Performance English Learner Progress

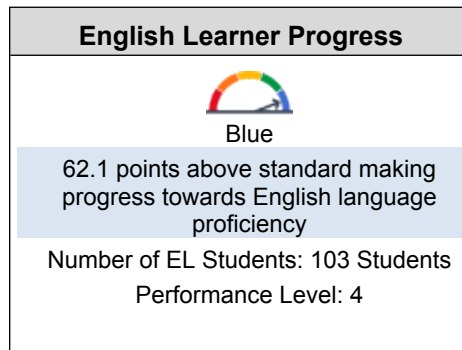
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
14	20	0	64

#### Conclusions based on this data:

1. 64% of Southgate EL students progressed at least one ELPI level.
2. 20% of Southgate EL students maintained the ELPI level and 14% decrease one ELPI level.
3. The 2023 Fall Dashboard for English Learners is at Blue.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

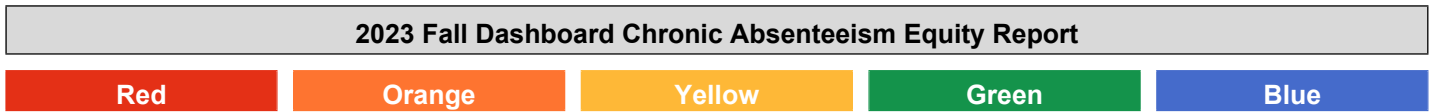
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 35.7% Chronically Absent Declined Significantly -7.3 627 Students	 Yellow 31.5% Chronically Absent Declined Significantly -13.3 162 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 9 Students	 Yellow 38.8% Chronically Absent Declined Significantly -12.2 454 Students	 Orange 46.3% Chronically Absent Declined -5.8 82 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 36.7% Chronically Absent Declined -3.3 30 Students	 No Performance Color 0 Students	 Red 24.2% Chronically Absent Increased 1.2 132 Students	 Red 31.3% Chronically Absent Increased 2.7 80 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.4% Chronically Absent Declined Significantly -13.3 285 Students	 Orange 45.2% Chronically Absent Declined -4.8 42 Students	 Orange 29.7% Chronically Absent Declined -15.2 37 Students	38.1% Chronically Absent Declined -14.1 21 Students

**Conclusions based on this data:**

- Overall, 39.7% of Southgate students are considered Chronically Absent. This constitutes a decline of -7.3% from last year.
- The student groups that declined significantly compared to last year are: Hispanic -13.3, Socio Economically Disadvantaged -12.2, and English Learners -13.3
- Our highest chronically absent group of students is Students with Disabilities with 46.3%



# School and Student Performance Data

## Conditions & Climate Suspension Rate

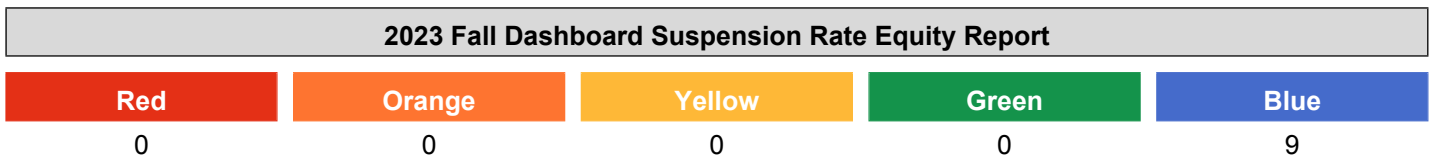
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0% suspended at least one day Maintained -0.1 638 Students	<b>English Learners</b>  Blue 0% suspended at least one day Maintained 0 167 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Blue 0% suspended at least one day Maintained 0 462 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined -1.1 87 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 31 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 133 Students	 Blue 0% suspended at least one day Declined -1.1 80 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 293 Students	 Blue 0% suspended at least one day Maintained 0 43 Students	 Blue 0% suspended at least one day Maintained 0 37 Students	0% suspended at least one day Maintained 0 21 Students

**Conclusions based on this data:**

1. Southgate school did not suspend students in the 2022-23 school year.
2. Every student sub group is at the blue performance level.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Language and Literacy**

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP ELA and local assessments. All students who meet or exceed standard will increase performance on CAASPP ELA by 4.7%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Southgate has a total student enrollment of approximately 611 students in TK thru 6th grades. Many of our students are from working 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 2021-2023

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

ELA 2021 - NA  
ELA 2022 - 53%  
ELA 2023- 55.98%

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

ELA 2021 - NA  
ELA 2022 - (+2.9)  
ELA 2023- (+10.8)

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.

Southgate's overall ELA achievement has increased by 7.9 points between 2022 and 2023.



## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>Percent of students that Met or Exceeded Standard            ELA 2020/2021- NA            ELA 2021/2022 - 53.11%            ELA 2022/2023 - 55.98%</p> <p>Percent of students that did not Meet Standard            ELA 2020/2021- NA            ELA 2021/2022 - 46.89%            ELA 2022/2023- 44.02</p>	All students who meet or exceed standard will increase performance on CAASPP ELA by 4.7%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Southgate will provide teachers and students with literacy materials and supplemental instructional technology to make progress in literacy skills and achieve mastery in English Language Arts at their grade level. Southgate will purchase/provide supplemental instructional materials; Ready Common Core, SPED/RSP Tier 2 intervention materials, and online subscriptions to support classroom instruction.	All Students	4000 LCFF 4000-4999: Books And Supplies Ready Common Core ELA Workbooks 4000 LCFF 4000-4999: Books And Supplies Provide supplemental Technology Instructional Materials and equipment. 2000 Unrestricted 0000: Unrestricted Purchase Tier 2 supplemental materials for RSP/SPED services equitably. 4000 LCFF 4000-4999: Books And Supplies Supplies and materials to support classroom instruction.
1.2	Southgate will provide teachers with additional professional development opportunities as well as collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.	All Students	10000 Unrestricted 1000-1999: Certificated Personnel Salaries Teacher Substitutes Release Time for: 504, SST, IEP, Data Review/Assessment 2000

			Unrestricted 0000: Unrestricted Funding for Conferences, workshops, Staff Development Opportunities, etc.
1.3	Funding for Certificated Extra Hours to teach ELA Intervention/Enrichment small group instruction. Substitute release time for tier 2 and tier 3 reading intervention support. *Note, Amount may be increased due to rollover funds from LCFF 23/24.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours/Substitute for Early Literacy Before/After /During School Small Group ELA Intervention/Acceleration. 5000 Unrestricted 1000-1999: Certificated Personnel Salaries Certificated Extra Hours/Substitute for Early Literacy Before/After /During School Small Group ELA Intervention/Acceleration.
1.4	Southgate will provide Intervention Specialists who will support student and staff with implementing data driven reading interventions during the school day. This will be a research based intervention to benefit our lowest performing subgroups including, African American, Hispanic, English Learner students. ELA Intervention Teacher, will provide Teacher Consultation for Tier 1 and Tier 2 intervention, Data based progress monitoring and reporting.	All Students	66,099 Title I 1000-1999: Certificated Personnel Salaries Early Literacy Intervention Teacher Tier 2 and Tier 3 Small Group Support. 8901 LCFF 1000-1999: Certificated Personnel Salaries ELA Intervention Teacher, Teacher Consultation for intervention, Data based progress monitoring and reporting

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

To boost English-Language Arts learning and mastery effectively, a three-pronged method is vital. Initially, students need to build essential reading skills to transition smoothly from "learning to read" to "reading to learn." This highlights the importance placed on K-3 Literacy at Southgate, where significant resources have been dedicated to reading intervention initiatives.

The first aspect involves Goal 1 strategies, which entail personalized small-group reading support tailored to each student's instructional level. This approach enables teachers to address students' academic needs directly, employing intentional strategies to enhance basic reading skills and comprehension.

Furthermore, Tier II Interventions have been implemented, comprising intensive pull-out groups utilizing the Leveled Literacy Intervention Program. These groups, facilitated by Early Literacy Intervention Teachers, are detailed in the School Plan for Student Achievement (SPSA). Additionally, extra instructional time before or after school may be allocated to students requiring further assistance.

Another facet of improving ELA achievement involves enhancing students' ability to analyze and connect with grade-level texts. The SPSA outlines various strategies for achieving this goal, including the acquisition of supplementary materials. These materials provide rigorous, Common Core-aligned expository texts and literary works, enabling students to engage with concepts such as identifying main ideas, themes, and authors' purposes, while fostering the development of their own perspectives on literature.

This leads to the third aspect, which focuses on nurturing students' capacity to express their ideas and opinions in writing. Emphasis will be placed on responding to literature, articulating opinions, summarizing literary works, and crafting narratives, all essential skills for student success in ELA classrooms.

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

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

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

A change in this goal is to allocate more funding for targeted after school intervention with small groups with the Site Discretionary and the LCFF rollover funds (Goal 1.3)

The reading intervention specialist will use data driven with an equity lens to serve our lowest performing subgroups, including African American, Latinx, and English Learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Mathematics**

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP Math and local assessments. All Students will increase performance on CAASPP Math by 5.0%

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Southgate has a total student enrollment of 611 students in TK thru 6th grades. Many of our students are from working 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 and science 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 2021 to 2023

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

Math 2021 - NA

Math 2022 - 39.09%

Math 2023 - 44.97%

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

Math 2021 - NA

Math 2022 - (-29.8)

Math 2023 - (-21.6)

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.

Southgate's overall Math achievement has increased 8.2 points between 2022 and 2023.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	<p>Percent of students that Met or Exceeded Standard</p> <p>Math 2020/2021 - NA Math 2021/2022 - 39.08% Math 2022/2023 - 44.97%</p> <p>Percent of students that did not Meet Standard</p> <p>Math 2020/2021 - NA Math 2021/2022 - 60.91% Math 2021/2022 - 55.03%</p>	All Students will increase CAASPP Math performance by 5.0%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Provide Professional Development opportunities for teachers in the area of Deeper Learning within the Common Core Instructional Framework Mathematics.</p> <p>Southgate will provide teachers with additional collaboration time to analyze assessment data and determine next steps.</p> <p>During each staff meeting for 15 minutes, including Data Analysis, needs assessment, and planning time during Minimum Staff Development Days. Staff will include Trimester Math PD.</p>	All Students	<p>0000 LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers to provide release time for Teachers as needed. Funding amount allocated in Goal 1. + LCFF Rollover Funds</p>
2.2	<p>Southgate will provide teachers and students with Math materials and supplemental instructional technology to make progress and achieve mastery in mathematics at their grade level. Southgate will purchase/provide supplemental instructional materials such as; Math Ready Common Core and online subscriptions to support classroom instruction.</p>	All Students	<p>2000 LCFF 4000-4999: Books And Supplies Math Ready Common Core Rollover LCFF allocation 23/24 + \$2,000 will be added if needed to support this Strategy</p> <p>2000 LCFF 4000-4999: Books And Supplies Provide supplemental technology materials.</p>
2.3	<p>Southgate will provide small group after school intervention/acceleration in Mathematics for students with a focus in equity, including our African American student group.</p>	All Students	<p>2188 LCFF 1000-1999: Certificated Personnel Salaries</p>

			Funding for After School Enrichment Classes. Rollover LCFF allocation 23/24 + \$2,000 will be added to support this Strategy. 0  0
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Deeper Learning Practices in mathematics will continue to be a main area of focus. All classrooms in grades 3 through 6 received Ready Common Core materials for math. These materials are used daily with our staff and students. Students have been responsive to instruction using these materials. Students who need additional support are provided with small group instruction during classroom instruction as well as Tier 2 online programs.

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

Southgate will be focusing on deeper learning practices. We will allocate time during staff meetings to evaluate student data in mathematics, looking for areas of strengths and areas of need. Two or more minimum days will be focused on mathematics. We will use district professional development for planning math lessons that are engaging and effective as determined by our areas of need.

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

A change in this goal is to allocate more funding for targeted after school intervention with small groups with the LCFF rollover funds. The teachers will use data driven approach with an equity lens to serve our lowest performing subgroups, including African American, Latinx, and English Learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 Smarter Balanced Assessment.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 Latinx 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:

Southgate had 137 EL Students in the 2022-23 school year. Their Overall Performance Level as measured by ELPAC was the following:

21.17% were at Level 4  
37.96% were at Level 3  
24.82% were at Level 2  
16.06% were at level 1.

3rd - 6th Grade CAASPP results for English Learners from 2021-2023

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

ELA 2021 - NA  
ELA 2022 - (-85.9 points)  
ELA 2023- (-64 points)

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.

Southgate's English Learners' achievement has increased by 21.9 points over 1 year.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California	2022 Fall Dashboard English Learner Progress Indicator shows that 30.1% of our EL Students are making progress towards English Language Proficiency. 2023 English Learner Progress Indicator shows that 62.1% of our EL Students are making progress towards English Language Proficiency.	English Learners will receive instruction, through an equity lens, that will continue to increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Southgate will provide English Learners opportunities for hands on learning experiences to increase academic language and background knowledge.	English Learners (EL Students)	1388 LCFF 4000-4999: Books And Supplies Materials Supplies and Resources to increase English Language Development 0 None Specified None Specified District Funded EL Specialist (0.50 FTE)
3.2	EL Specialist will work closely with teachers to support the implementation of Integrated and Designated ELD strategies to promote language development. EL Specialist will report EL student data during staff meetings or site PD days with a focus on progress, areas of need, and equity based practices to meet our expected outcomes.	English Learners (EL Students)	0 None Specified None Specified Hayward Unified School District has provided Southgate with an allocation of a 0.5 FTE credentialed English Learner Specialist.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our Site EL Specialist supports staff members with providing trainings and PD opportunities centered around the implementation of our Designated English Language Development program to ensure that our Multilingual Students are making progress towards English Language Proficiency. Along with supporting our staff, our EL Specialist works closely



with students and families. Our EL Specialist teaches a Designated ELD Class as well as pulling small groups throughout the school day to support our Multilingual Students in Early Literacy Development. Southgate's EL Specialist also holds monthly meetings with our parents of Multilingual Students to give strategies that can be used at home to support their learning and academic progress. Along with our EL Specialist, our Literacy Intervention paraeducator pulls small groups of students to work with them throughout the school day to support their development in Early Language & Literacy.

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

No major differences in this goal.

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

Southgate will continue to provide Professional Development in the areas of Designated and Integrated ELD strategies with a strong emphasis on having language objectives in all content areas. English Learners will have ample opportunities to engage in experiential learning in order to increase academic language and background knowledge.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase student participation in Visual and Performing Arts to promote student engagement and sense of belonging to our school community.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts integration in content areas	Inconsistent implementation of arts integration among teachers at the site.	Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques and culminate into one school-wide VAPA event. This goal will be supported by the site Art Lead Teacher

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Southgate will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development	All Students	1000 Unrestricted 0000: Unrestricted Visual and performing Art Supplies for schoolwide VAPA event

			600 Unrestricted 5000-5999: Services And Other Operating Expenditures Accompanist for Choir Recital 1000 Unrestricted 0000: Unrestricted Integrated Art Assembly or field trip for experiential learning
4.2	In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan.	All Students	

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Southgate will continue to emphasize Visual and Performing Arts experiences and activities as part of a well rounded student education. Art integration is promoted by encouraging teachers to include the arts in all content areas of the curriculum. Student work is showcased on our school's bulletin boards. The students have experienced musical and theatrical performances and the school has hosted a very successful Art Show. Teachers will continue to receive Professional Development so our students can participate in a rich VAPA experience at our school.

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

No major differences in this goal.

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

We will continue to work in the implementation of this goal through continued Professional Development in the area of Arts Integration and we will give our students multiple opportunities to participate the Visual and Performing Arts as artists/performers and as audience/spectators. We are currently in year 2 of this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on an ongoing basis, either through standalone SEL curriculum or culture/climate initiatives. All student groups that participate in the (CHKS) will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements in the 2024/2025 School Year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Southgate school will continue to create a school-wide environment in which students feel safe, close to one another, and feel a connectedness to the school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	The 2023-2024 School Climate Report Card for Southgate School show that 80% of the students surveyed perceived the school as safe, 74% feel connected and 73% reported that there is an anti-bullying climate at the school. Rule clarity dropped from 89% in 2020 to 72% in 2024	All student groups that participate in the (CHKS) will report a 5% increase in all the school climate indicators of the CHKS survey.
2023 Fall Dashboard Suspension Rate Equity Report	Southgate School is at the Blue level for All Students/Groups	Southgate staff will continue to support a positive school climate for all students and all student groups.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

5.1	Southgate will provide teachers and staff with additional resources such as a full time School Counselor, a Psychology Intern, a Dedicated Calming Center, as wells as professional development in Social-Emotional Learning practices.	All Students	13000 LCFF 2000-2999: Classified Personnel Salaries Psychology Intern 4000 Unrestricted 0000: Unrestricted Assemblies to Promote Positive School-Wide Climate
5.2	A dedicated Calming Center in the counseling classroom will be available for students who need to relax, re-focus, or regulate during the school day. Students have opportunities to express their feelings through visual art activities.	All Students	0 Unrestricted 0000: Unrestricted Calming Center materials and supplies were purchased in 2023-24 school year
5.3	School Wide Assemblies through performing arts or guest speakers from diverse backgrounds to present on topics related to SEL, character development, and resilience. Examples: Hip Hop For Change, or School Yard Rap.  Arrange field trips integrating Visual/Performing Arts or Science, that align with SEL objectives, such as visits to art museums, science exhibitions, nature reserves, or service projects.	All Students	4000 Unrestricted 0000: Unrestricted Art or Science integrated Assembly or Field Trip 0000 LCFF 5000-5999: Services And Other Operating Expenditures Amount will be increased with the rollover funds from LCFF 23/24.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Southgate School continues to put a strong emphasis in promoting a positive school culture. Teachers, counseling team, administrators, and support staff focus on socio-emotional learning as well as academics. Behavior expectations are clear to staff, students, and the community. Assemblies and classroom presentations were implemented to promote positive behavior. Teachers and staff pass out Paw Points to reinforce a positive school and classroom climate. Teachers and students regularly update bulletin boards to create a sense of pride and belonging. A calming room has been created to help students take time and self-regulate during the school day. This room is also used by our counseling team for presentations and meetings with student groups.

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

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

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

Southgate has been focused for several years on school climate and on meeting the socio-emotional needs of our students. We will continue to add more strategies to integrate our anti bias/anti racist professional development with other areas related to climate such as Experiential Learning opportunities as indicated on Goal 5- Strategy 3.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Southgate will increase the number of parents participating in school activities by 5 events throughout the school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School attendance continues to be an area of concern post pandemic, not just for Southgate School, but for all schools in the State. Reducing Chronic Absenteeism by 10% will also involve strengthen the home-school connection for those families of chronically absent students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of Parent Engagement Activities held at Southgate	Southgate has held 26 school activities with parent participation in the 2023/2024 School Year.	Parent Engagement: Southgate will increase the number of parents participating in school activities by 5 events throughout the school year.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Southgate will provide additional options and opportunities for parents to participate in school activities and workshops by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	Family members of all student groups and family members of chronically absent students.	1000 Title 1: Parent Allocation 2000-2999: Classified Personnel Salaries Parent Engagement Activities Childcare Presentation support  400 Title 1: Parent Allocation 4000-4999: Books And Supplies

6.2	Fingerprinting for parents who need financial support to chaperone field trips or volunteer in the classroom. Not to exceed 50% of the cost.		500 Unrestricted 0000: Unrestricted Fingerprinting cost offset

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Our Family Engagement and Outreach Equity Specialist, our ELAC parents, and our PTA hold multiple events and activities throughout the year. Families and community were invited and encouraged to participate.

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 difference 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.

Our Family Engagement and Equity Specialist will reach out to the families of our chronically absent students to identify the barriers to good student attendance. Goal 6.1

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Southgate Elementary will decrease chronic absenteeism by 10% in the 24-25 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All Student Groups

2023 Dashboard Chronic Absenteeism for ALL Students show that 39.7% of all students are considered Chronically Absent.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	2023 Dashboard Chronic Absenteeism for All Students/Student Group- shows that 39.7% of all students are considered Chronically Absent.	Southgate Elementary will decrease chronic absenteeism by 10% in the 24-25 school year.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Southgate staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services and hold school assemblies and recognition events to promote good attendance.	All Students	1500 Unrestricted 4000-4999: Books And Supplies Purchase supplies, materials, and awards to help promote good attendance.
7.2	Southgate will provide funding to promote attendance through fun hands on learning experiences. Recreational equipment will be purchased for recess to create a positive	All Students	1000 Unrestricted 4000-4999: Books And Supplies



	<p>environment. Outdoor Learning Supplies will be purchased to enhance student engagement and attendance school-wide.</p>	<p>Materials and Supplies for the Science Program 1000 Unrestricted 4000-4999: Books And Supplies Science Materials and Supplies for Classrooms 1000 Unrestricted 4000-4999: Books And Supplies Materials and Equipment for Recess</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Southgate School continues to monitor student attendance and punctuality. Monthly reports will be evaluated to focus on families with high numbers of unexcused absences or numerous tardies over 30 minutes.

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

Hands on learning materials and recreational equipment will be purchased to make school a fun place of learning.

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.

We will increase our focus on our families who have been chronically absent during the 2023-2024 school year. We will analyze this data moving forward taking demographics and sub-group into consideration to determine the barriers to good school attendance and to offer resources to mitigate school absences Goal 7.1. Southgate will involve students in fun, hands-on learning experiences, in order to promote our school as a place of learning and fun. Goal 7.2

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,576.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$66,099.00

Subtotal of additional federal funds included for this school: \$66,099.00

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	\$42,477.00
None Specified	\$0.00
Title 1: Parent Allocation	\$1,400.00
Unrestricted	\$34,600.00

Subtotal of state or local funds included for this school: \$78,477.00

Total of federal, state, and/or local funds for this school: \$144,576.00

# 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	-22,208.00
Title I	70,475.00	4,376.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	42,477.00
None Specified	0.00
Title 1: Parent Allocation	1,400.00
Title I	66,099.00
Unrestricted	34,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	14,500.00
1000-1999: Certificated Personnel Salaries	93,188.00
2000-2999: Classified Personnel Salaries	14,000.00
4000-4999: Books And Supplies	22,288.00
5000-5999: Services And Other Operating Expenditures	600.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

		0.00
1000-1999: Certificated Personnel Salaries	LCFF	12,089.00
2000-2999: Classified Personnel Salaries	LCFF	13,000.00
4000-4999: Books And Supplies	LCFF	17,388.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title 1: Parent Allocation	1,000.00
4000-4999: Books And Supplies	Title 1: Parent Allocation	400.00
1000-1999: Certificated Personnel Salaries	Title I	66,099.00
0000: Unrestricted	Unrestricted	14,500.00
1000-1999: Certificated Personnel Salaries	Unrestricted	15,000.00
4000-4999: Books And Supplies	Unrestricted	4,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	600.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,000.00
Goal 2	6,188.00
Goal 3	1,388.00
Goal 4	2,600.00
Goal 5	21,000.00
Goal 6	1,900.00
Goal 7	4,500.00

# 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
Laurie Costa	Classroom Teacher
Eduardo Picazo	Other School Staff
Felicia Costa	Principal
Lisa Corrales	Parent or Community Member
Maria Espinoza - SSC/ELAC	Parent or Community Member
Erika Nevarez	Parent or Community Member
Stephanie Clark	Parent or Community Member
Sandra Baerwald	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/02/24.

Attested:



Principal, Yolanda Minor on 5/02/2024



SSC Chairperson, Stephanie Clark on 5/02/24