

Southgate Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

| | |
|--|---|
| School Name | Southgate Elementary School |
| Street | 26601 Calaroga Ave. |
| City, State, Zip | Hayward, CA 94545 |
| Phone Number | (510) 723-3905 |
| Principal | Felicia Costa |
| Email Address | fcosta@husd.k12.ca.us |
| School Website | https://southgate.husd.us/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 01611926001176 |

2024-25 District Contact Information

| | |
|-------------------------|--|
| District Name | Hayward Unified School District |
| Phone Number | (510) 784-2600 |
| Superintendent | Dr. Jason Reimann |
| Email Address | jreimann@husd.k12.ca.us |
| District Website | www.husd.k12.ca.us |

2024-25 School Description and Mission Statement

Southgate Elementary School serves about 600 students in 27 classrooms and is located in a highly diverse, working-class suburban neighborhood in Hayward, California. Many of our students are immigrants or the children of immigrants in a mid-sized American city that is nestled between the San Francisco Bay and the East Bay hills. At least fifteen languages are spoken by our families with many of our most recent immigrants coming from Latin America and the Middle East. Our largest ethnic groups are Hispanic (45%), Asian (17%), and Filipino (12%) and nearly one-quarter of our students are English Learners. About half of Southgate students are eligible for free/reduced-priced meals and close to 15% of our students have Individualized Education Programs (IEP). This highly dynamic student population may change from year to year, but one

2024-25 School Description and Mission Statement

singular aspect remains constant – Southgate Elementary supports a highly-rigorous educational program that produces great results.

The climate of our school is one of respect and safety. The diversity of our population is a valuable asset to our school. We will promote the acceptance of all people regardless of their actual or perceived race, color, religion, ancestry, national origin, disability, gender or sexual orientation. Our goal is to help guide students and parents through these exciting and challenging years. Elementary school is a special time when students learn more about themselves, their relationships with others, and ways to deal with their feelings and emotions.

MISSION STATEMENT

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

Southgate Elementary School has a philosophy and program purposefully designed to meet the needs of students transitioning into adolescence. We believe that all students should be exposed to comprehensive academic curriculum, guided by state and district standards. All students participate in a rigorous academic program which maintains, reinforces and expands academic skills so all students can become productive, responsible, and compassionate citizens in our ever-changing community.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 97 |
| Grade 1 | 64 |
| Grade 2 | 81 |
| Grade 3 | 81 |
| Grade 4 | 95 |
| Grade 5 | 91 |
| Grade 6 | 74 |
| Total Enrollment | 583 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.1 |
| Male | 53.9 |
| Asian | 20.6 |
| Black or African American | 3.8 |
| Filipino | 13.4 |
| Hispanic or Latino | 44.6 |
| Native Hawaiian or Pacific Islander | 6 |
| Two or More Races | 6.7 |
| White | 3.3 |
| English Learners | 20.8 |
| Foster Youth | 0.2 |
| Homeless | 1.4 |
| Migrant | 0.3 |
| Socioeconomically Disadvantaged | 73.6 |
| Students with Disabilities | 13.6 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.00 | 77.60 | 816.80 | 82.14 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.20 | 0.84 | 28.40 | 2.86 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.30 | 8.06 | 81.30 | 8.18 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.00 | 13.50 | 33.60 | 3.38 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 34.00 | 3.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 29.60 | 100.00 | 994.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.60 | 93.81 | 841.90 | 83.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.40 | 1.31 | 23.40 | 2.33 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 62.20 | 6.18 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 1.64 | 21.80 | 2.17 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.00 | 3.27 | 58.30 | 5.79 | 15831.90 | 5.67 |
| Total Teaching Positions | 30.50 | 100.00 | 1007.90 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.90 | 88.13 | 806.00 | 82.08 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 18.50 | 1.89 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 6.78 | 71.20 | 7.26 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.50 | 5.09 | 26.60 | 2.71 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 59.50 | 6.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 29.40 | 100.00 | 982.00 | 100.00 | 277698.00 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.90 | 0.00 | 1 |
| Misassignments | 1.50 | 0.00 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.30 | 0.00 | 2 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 0.50 | 1.5 |
| Local Assignment Options | 3.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 4.00 | 0.50 | 1.5 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 7.40 | 0 | 3.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 17.60 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018 | Yes | 0% |
| Mathematics | K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015 | Yes | 0% |
| Science | K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish) | Yes | 0% |
| History-Social Science | K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish) | Yes | 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Southgate was constructed in 1957. This school has 20 permanent classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are fourteen (14) portable classrooms that have been added to accommodate class size reduction and instructional programs.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructure projects throughout HUSD. At Southgate Elementary these projects have included replacement of the Fire Alarm/PA System, re-paving/stripping of asphalted areas, replacing the roof system, new fencing, and exterior painting of the school. In addition the site has begun a modernization project of all main campus classrooms. All work described will be completed by the end of the 2025/2026 school year.

| | |
|---|--------------|
| Year and month of the most recent FIT report | January 2024 |
|---|--------------|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | | X | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | |
| Safety: Fire Safety, Hazardous Materials | | X | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 54 | 54 | 35 | 32 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 44 | 41 | 20 | 20 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 339 | 330 | 97.35 | 2.65 | 53.50 |
| Female | 149 | 144 | 96.64 | 3.36 | 59.03 |
| Male | 190 | 186 | 97.89 | 2.11 | 49.19 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 65 | 60 | 92.31 | 7.69 | 71.67 |
| Black or African American | 15 | 14 | 93.33 | 6.67 | 35.71 |
| Filipino | 46 | 46 | 100.00 | 0.00 | 67.39 |
| Hispanic or Latino | 158 | 157 | 99.37 | 0.63 | 45.22 |
| Native Hawaiian or Pacific Islander | 22 | 22 | 100.00 | 0.00 | 50.00 |
| Two or More Races | 23 | 21 | 91.30 | 8.70 | 40.00 |
| White | -- | -- | -- | -- | -- |
| English Learners | 60 | 54 | 90.00 | 10.00 | 9.43 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 253 | 247 | 97.63 | 2.37 | 51.63 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 52 | 51 | 98.08 | 1.92 | 17.65 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 339 | 335 | 98.82 | 1.18 | 41.19 |
| Female | 149 | 146 | 97.99 | 2.01 | 40.41 |
| Male | 190 | 189 | 99.47 | 0.53 | 41.80 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 65 | 65 | 100.00 | 0.00 | 58.46 |
| Black or African American | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Filipino | 46 | 46 | 100.00 | 0.00 | 58.70 |
| Hispanic or Latino | 158 | 157 | 99.37 | 0.63 | 31.85 |
| Native Hawaiian or Pacific Islander | 22 | 22 | 100.00 | 0.00 | 50.00 |
| Two or More Races | 23 | 21 | 91.30 | 8.70 | 23.81 |
| White | -- | -- | -- | -- | -- |
| English Learners | 60 | 59 | 98.33 | 1.67 | 10.17 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 253 | 249 | 98.42 | 1.58 | 38.15 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 52 | 51 | 98.08 | 1.92 | 15.69 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 23.75 | 37.93 | 16.99 | 18.04 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 89 | 87 | 97.75 | 2.25 | 37.93 |
| Female | 44 | 43 | 97.73 | 2.27 | 34.88 |
| Male | 45 | 44 | 97.78 | 2.22 | 40.91 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 20 | 20 | 100.00 | 0.00 | 40.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 61.54 |
| Hispanic or Latino | 41 | 40 | 97.56 | 2.44 | 30.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 64 | 62 | 96.88 | 3.12 | 32.26 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98% | 98% | 98% | 98% | 98% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Southgate Elementary School greatly benefits from its supportive parents who participate on the School Site Council (SSC), Parent Teacher Association (PTA), African American Student Achievement Initiative (AASAI) and the English Language Advisory Committee (ELAC).

There are several ways Southgate involves and communicates with its parent community: Along with the items listed below, Southgate has a fulltime Family Engagement Specialist who works closely with families and supports family in a variety of ways as well as holding and participating in educational events designed for families.

- * Continual updates of school website
- * Provide Parent Newsletters monthly
- * Promote Parent Meetings (SSC, PTA, VAPA, SBDM, ELAC, AASAI)
- * Provide workshops and training opportunities during Parent Meetings
- * Provide Parent Workshops (Learning Strategies, Parenting Classes, Community Resources, etc.)
- * Provide weekly messaging to parents regarding upcoming events
- * Partner with local agencies like the Hayward Adult School, Eden Area ROP, UC Berkeley, and Hayward Public Library for family resources

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 620 | 614 | 143 | 23.3 |
| Female | 286 | 283 | 62 | 21.9 |
| Male | 334 | 331 | 81 | 24.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 136 | 135 | 20 | 14.8 |
| Black or African American | 23 | 23 | 11 | 47.8 |
| Filipino | 79 | 79 | 9 | 11.4 |
| Hispanic or Latino | 268 | 266 | 74 | 27.8 |
| Native Hawaiian or Pacific Islander | 36 | 35 | 11 | 31.4 |
| Two or More Races | 44 | 44 | 10 | 22.7 |
| White | 22 | 20 | 6 | 30.0 |
| English Learners | 163 | 161 | 34 | 21.1 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 462 | 457 | 117 | 25.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 100 | 99 | 35 | 35.4 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.15 | 0 | 1.13 | 3.78 | 4.9 | 5.4 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.03 | 0.07 | 0.1 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.13 | 0.00 |
| Female | 0.35 | 0.00 |
| Male | 1.80 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 8.70 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.75 | 0.00 |
| Native Hawaiian or Pacific Islander | 5.56 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 4.55 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.30 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year.

2024-25 School Safety Plan

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Visitors need to check in the front office and receive a badge.

Students at Southgate Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Our character education program (Soul Shoppe) helps students develop appropriate social behaviors. Teachers are firm in class but strive to create warm and compassionate learning environments.

Parents and students are informed of school rules and discipline policies through the Student Handbook which is sent out at the beginning of the year. The discipline policy is available on the district and school website for students and families.

Southgate Elementary School is comprised of 27 classrooms, a multipurpose room/cafeteria, a library, staff lounge, and two playgrounds.

Safety of students and staff is a primary concern of Southgate Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated annually in the fall. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The School Safety Committee meets monthly to discuss safety practices and drill reports.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 2 | 3 | |
| 1 | 24 | | 3 | |
| 2 | 22 | | 4 | |
| 3 | 22 | | 4 | |
| 4 | 27 | | 3 | |
| 5 | 29 | | 3 | |
| 6 | 28 | | 3 | |
| Other | 6 | 6 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 4 | |
| 1 | 24 | | 3 | |
| 2 | 23 | 1 | 2 | |
| 3 | 19 | 1 | 4 | |
| 4 | 31 | | 3 | |
| 5 | 27 | | 3 | |
| 6 | 24 | | 3 | |
| Other | 6 | 6 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|--------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 3 | |
| 1 | 21 | 1 | 2 | |
| 2 | 25 | | 3 | |
| 3 | 25 | | 3 | |
| 4 | 23 | 1 | 3 | |
| 5 | 30 | | 3 | |
| 6 | 23 | 1 | | 2 |
| Other | 8 | 3 | | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 5.5 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$15,679 | \$8,271 | \$7,408 | \$98,423 |
| District | N/A | N/A | \$7,882 | \$107,337 |
| Percent Difference - School Site and District | N/A | N/A | -6.2 | -8.7 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -37.0 | 0.7 |

Fiscal Year 2023-24 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, that students master Common Core State Standards. We do this by expanding College and Career support programs, expanding Career Pathways as well as implementing reading intervention systems. In addition, we have updated and expanded the district's technological infrastructure and obtained more computer software and personnel to maintain it. Southgate uses LCFF funding to meet the needs of our diverse learning community by allocating funding for: On site Intervention Teacher for ELA and Math, on site counselor, upgraded technology, socio-emotional Learning supports, Anti-Racist/Anti-Bias education and professional development, and additional learning materials and supplies for classrooms.

The intervention teachers at Southgate are used as Tier 2 and Tier 3 academic supports. Students that are receiving small group support from our intervention teachers will typically meet for 6-8 weeks in small groups for targeted instruction. We also offer Tier 2 and Tier 3 socio-emotional support with our on-site counselor. The Southgate counselor offers targeted students individual or small group check-in as well as classroom lessons centered around socio-emotional learning and strategies to support students with social-emotional behaviors.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$74,517 | \$59,551 |
| Mid-Range Teacher Salary | \$104,084 | \$93,855 |
| Highest Teacher Salary | \$124,131 | \$120,219 |
| Average Principal Salary (Elementary) | \$164,210 | \$151,525 |
| Average Principal Salary (Middle) | \$171,438 | \$158,215 |
| Average Principal Salary (High) | \$180,194 | \$171,087 |
| Superintendent Salary | \$314,081 | \$300,043 |
| Percent of Budget for Teacher Salaries | 34.34 | 31 |
| Percent of Budget for Administrative Salaries | 5.9 | 4.91 |

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district typically offers three staff development days throughout the year. In addition to three full days, Hayward Unified School District is also coordinating minimum days to provide ongoing support to build stronger equity practices. Southgate's professional development focus has been centered on Culturally Responsive Teaching and Deeper Learning. We utilize these opportunities to build stronger practices in building curiosity, increasing student-to-student dialogue, refining teacher-student dialogue, and addressing common misconceptions.

Recent initiatives include professional development focused on technology competency, relationship-building, and Anti-Racist/Anti-Bias .education.

The district has a continued focus on Deeper Learning and ensuring equitable supports for all students. As a district, we are also continuing our work as we strive to strengthen our culturally and linguistically responsive practices for students and families.

Southgate staff is focusing on learning how to Disrupt and Dismantle the White Supremacy Culture that is found within our school setting and curriculum.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |