



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 | 6/04/25 | June 25, 2025 |

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

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

ATSI:

There are 5 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
- All indicators at the lowest status level but one indicator at another status level"

Our site is one of the sites that exited ATSI.

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.

Table of Contents

| | |
|---|----|
| SPSA Title Page | 1 |
| Table of Contents..... | 3 |
| Plan Description | 5 |
| Educational Partner Involvement | 5 |
| Resource Inequities | 6 |
| Comprehensive Needs Assessment Components | 6 |
| California School Dashboard (Dashboard) Indicators | 6 |
| Other Needs | 6 |
| School and Student Performance Data | 7 |
| Student Enrollment..... | 7 |
| CAASPP Results..... | 10 |
| ELPAC Results | 15 |
| Student Population..... | 19 |
| Overall Performance | 21 |
| Academic Performance | 22 |
| Academic Engagement | 28 |
| Conditions & Climate..... | 31 |
| Goals, Strategies, & Proposed Expenditures..... | 33 |
| Goal 1..... | 33 |
| Goal 2..... | 37 |
| Goal 3..... | 40 |
| Goal 4..... | 43 |
| Goal 5..... | 47 |
| Goal 6..... | 50 |
| Goal 7..... | 52 |
| Budget Summary | 54 |
| Budget Summary | 54 |
| Other Federal, State, and Local Funds | 54 |
| Budgeted Funds and Expenditures in this Plan | 55 |
| Funds Budgeted to the School by Funding Source..... | 55 |
| Expenditures by Funding Source | 55 |
| Expenditures by Budget Reference | 55 |
| Expenditures by Budget Reference and Funding Source | 55 |
| Expenditures by Goal..... | 56 |
| School Site Council Membership | 57 |
| Recommendations and Assurances | 58 |

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

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

ATSI:

There are 5 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
- All indicators at the lowest status level but one indicator at another status level"

Our site is one of the sites that exited ATSI.

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 currently has English Learner Progress in the 'Red' and Overall Suspension Rate indicators in the 'Orange' performance categories on the Dashboard. Chronic Absenteeism for All Students is in the "Yellow" performance category. In this area Asian and Filipino students are in the "Yellow" as their chronic absenteeism have declined. African American students have no performance color in Chronic Absenteeism even though their chronic absenteeism increased by 11.2%.

Another area of concern is the overall performance of our English Learners, which is currently in the red performance category.

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.

There are no student groups performing two levels below the 'All Students' performance level. However, Pacific Islander students are in the red performance category for chronic absenteeism, compared to the yellow performance level for all student 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | % | 0% | % | | 0 | |
| African American | 5.27% | 4.58% | 3.77% | 33 | 28 | 22 |
| Asian | 19.01% | 21.28% | 20.58% | 119 | 130 | 120 |
| Filipino | 14.22% | 12.93% | 13.38% | 89 | 79 | 78 |
| Hispanic/Latino | 45.21% | 45.83% | 44.60% | 283 | 280 | 260 |
| Pacific Islander | 7.35% | 5.89% | 6.00% | 46 | 36 | 35 |
| White | 3.19% | 3.44% | 3.26% | 20 | 21 | 19 |
| Two or More Races | 5.43% | 5.56% | 6.69% | 34 | 34 | 39 |
| Not Reported | 0.32% | 0.49% | 1.72% | 2 | 3 | |
| Total Enrollment | | | | 626 | 611 | 583 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Transitional Kindergarten | 20 | 20 | 21 |
| Kindergarten | 72 | 72 | 76 |
| Grade 1 | 74 | 77 | 64 |
| Grade 2 | 95 | 74 | 81 |
| Grade3 | 95 | 103 | 81 |
| Grade 4 | 86 | 96 | 95 |
| Grade 5 | 97 | 84 | 91 |
| Grade 6 | 86 | 78 | 74 |
| Total Enrollment | 626 | 611 | 583 |

Conclusions based on this data:

- Overall enrollment numbers over the past three years have slowly been declining. Many parents report moving out of the area.
- Third grade enrollment declined from 103 in 22-23 to 81 in 23-24.

3. The grade level with the highest drop in enrollment from 22-23 to 23-24 is Kindergarten with a loss of 23 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 155 | 141 | 121 | 24.8% | 23.1% | 20.8% |
| Fluent English Proficient (FEP) | 109 | 111 | 117 | 17.4% | 18.2% | 20.1% |
| Reclassified Fluent English Proficient (RFEP) | 74 | 72 | 82 | 11.8% | 11.8% | 14.1% |

Conclusions based on this data:

1. The percentage of students that were reclassified from 2021-22 to 2023-24 has increased by 2.3%.
2. The overall percentage of English Learners at Southgate has declined by 4% over the past 3 years.
3. The number of Fluent English Proficient students enrolled at Southgate over the past 3 years has increased by 2.7%.

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 93 | 97 | 77 | 92 | 92 | 75 | 92 | 92 | 75 | 98.9 | 94.8 | 97.4 |
| Grade 4 | 86 | 91 | 85 | 82 | 90 | 83 | 82 | 90 | 82 | 95.3 | 98.9 | 97.6 |
| Grade 5 | 95 | 83 | 88 | 94 | 81 | 85 | 94 | 81 | 85 | 98.9 | 97.6 | 96.6 |
| Grade 6 | 87 | 74 | 72 | 86 | 71 | 70 | 86 | 71 | 70 | 98.9 | 95.9 | 97.2 |
| All Grades | 361 | 345 | 322 | 354 | 334 | 313 | 354 | 334 | 312 | 98.1 | 96.8 | 97.2 |

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2439. | 2446. | 2395. | 31.52 | 32.61 | 17.33 | 26.09 | 26.09 | 20.00 | 16.30 | 22.83 | 26.67 | 26.09 | 18.48 | 36.00 |
| Grade 4 | 2464. | 2480. | 2498. | 21.95 | 30.00 | 37.80 | 23.17 | 24.44 | 25.61 | 26.83 | 14.44 | 19.51 | 28.05 | 31.11 | 17.07 |
| Grade 5 | 2499. | 2507. | 2514. | 20.21 | 24.69 | 30.59 | 29.79 | 30.86 | 23.53 | 26.60 | 17.28 | 21.18 | 23.40 | 27.16 | 24.71 |
| Grade 6 | 2544. | 2549. | 2562. | 23.26 | 21.13 | 32.86 | 36.05 | 33.80 | 37.14 | 22.09 | 26.76 | 12.86 | 18.60 | 18.31 | 17.14 |
| All Grades | N/A | N/A | N/A | 24.29 | 27.54 | 29.81 | 28.81 | 28.44 | 26.28 | 22.88 | 20.06 | 20.19 | 24.01 | 23.95 | 23.72 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 23.91 | 25.00 | 12.00 | 55.43 | 55.43 | 64.00 | 20.65 | 19.57 | 24.00 |
| Grade 4 | 19.51 | 22.22 | 26.83 | 65.85 | 57.78 | 63.41 | 14.63 | 20.00 | 9.76 |
| Grade 5 | 20.21 | 18.52 | 20.00 | 61.70 | 61.73 | 63.53 | 18.09 | 19.75 | 16.47 |
| Grade 6 | 18.60 | 25.35 | 20.29 | 60.47 | 57.75 | 55.07 | 20.93 | 16.90 | 24.64 |
| All Grades | 20.62 | 22.75 | 19.94 | 60.73 | 58.08 | 61.74 | 18.64 | 19.16 | 18.33 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 22.83 | 25.00 | 14.67 | 56.52 | 51.09 | 52.00 | 20.65 | 23.91 | 33.33 |
| Grade 4 | 17.07 | 24.44 | 25.61 | 54.88 | 46.67 | 57.32 | 28.05 | 28.89 | 17.07 |
| Grade 5 | 15.05 | 19.75 | 25.88 | 66.67 | 54.32 | 58.82 | 18.28 | 25.93 | 15.29 |
| Grade 6 | 26.74 | 16.90 | 35.71 | 55.81 | 66.20 | 51.43 | 17.44 | 16.90 | 12.86 |
| All Grades | 20.40 | 21.86 | 25.32 | 58.64 | 53.89 | 55.13 | 20.96 | 24.25 | 19.55 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 9.78 | 14.13 | 10.67 | 80.43 | 73.91 | 73.33 | 9.78 | 11.96 | 16.00 |
| Grade 4 | 10.98 | 17.78 | 23.17 | 71.95 | 68.89 | 62.20 | 17.07 | 13.33 | 14.63 |
| Grade 5 | 19.15 | 11.11 | 7.06 | 69.15 | 69.14 | 74.12 | 11.70 | 19.75 | 18.82 |
| Grade 6 | 19.77 | 12.68 | 20.29 | 66.28 | 77.46 | 66.67 | 13.95 | 9.86 | 13.04 |
| All Grades | 14.97 | 14.07 | 15.11 | 72.03 | 72.16 | 69.13 | 12.99 | 13.77 | 15.76 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 21.74 | 21.74 | 17.33 | 64.13 | 60.87 | 53.33 | 14.13 | 17.39 | 29.33 |
| Grade 4 | 19.51 | 16.67 | 26.83 | 63.41 | 72.22 | 59.76 | 17.07 | 11.11 | 13.41 |
| Grade 5 | 15.96 | 22.22 | 27.06 | 69.15 | 54.32 | 58.82 | 14.89 | 23.46 | 14.12 |
| Grade 6 | 27.91 | 21.13 | 31.43 | 59.30 | 69.01 | 61.43 | 12.79 | 9.86 | 7.14 |
| All Grades | 21.19 | 20.36 | 25.64 | 64.12 | 64.07 | 58.33 | 14.69 | 15.57 | 16.03 |

Conclusions based on this data:

- Overall achievement for all students that met and exceeded standards in English Language Arts/ Literacy improved from 55.69% in 22-23 to 56.01% in 23-24.
- In the Reading sub-test, 80.83% of all students met and exceeded standard in 22-23. The following year, 81.68% of all students met and exceeded the reading standards.

3. The percentage of students that met or exceeded standards in Writing has increased from 75.75% in 22-23 to 80.45% in 23-24.

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 93 | 97 | 77 | 91 | 94 | 77 | 91 | 94 | 77 | 97.8 | 96.9 | 100 |
| Grade 4 | 86 | 91 | 85 | 84 | 90 | 85 | 84 | 90 | 85 | 97.7 | 98.9 | 100 |
| Grade 5 | 95 | 83 | 88 | 93 | 82 | 86 | 93 | 82 | 86 | 97.9 | 98.8 | 97.7 |
| Grade 6 | 87 | 74 | 72 | 85 | 72 | 70 | 85 | 72 | 70 | 97.7 | 97.3 | 97.2 |
| All Grades | 361 | 345 | 322 | 353 | 338 | 318 | 353 | 338 | 318 | 97.8 | 98.0 | 98.8 |

* 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2442. | 2439. | 2424. | 23.08 | 22.34 | 23.38 | 29.67 | 35.11 | 24.68 | 20.88 | 15.96 | 20.78 | 26.37 | 26.60 | 31.17 |
| Grade 4 | 2447. | 2461. | 2478. | 15.48 | 13.33 | 17.65 | 19.05 | 30.00 | 34.12 | 29.76 | 23.33 | 27.06 | 35.71 | 33.33 | 21.18 |
| Grade 5 | 2472. | 2480. | 2484. | 8.60 | 18.29 | 16.28 | 16.13 | 13.41 | 16.28 | 36.56 | 29.27 | 30.23 | 38.71 | 39.02 | 37.21 |
| Grade 6 | 2520. | 2521. | 2530. | 23.53 | 20.83 | 24.29 | 21.18 | 25.00 | 15.71 | 21.18 | 20.83 | 31.43 | 34.12 | 33.33 | 28.57 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 17.56 | 18.64 | 20.13 | 21.53 | 26.33 | 22.96 | 27.20 | 22.19 | 27.36 | 33.71 | 32.84 | 29.56 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 34.07 | 28.72 | 35.06 | 39.56 | 45.74 | 33.77 | 26.37 | 25.53 | 31.17 |
| Grade 4 | 19.05 | 15.56 | 17.65 | 41.67 | 51.11 | 56.47 | 39.29 | 33.33 | 25.88 |
| Grade 5 | 9.68 | 14.63 | 16.28 | 55.91 | 46.34 | 48.84 | 34.41 | 39.02 | 34.88 |
| Grade 6 | 24.71 | 13.89 | 20.00 | 43.53 | 51.39 | 44.29 | 31.76 | 34.72 | 35.71 |
| Grade 11 | | | | | | | | | |
| All Grades | 21.81 | 18.64 | 22.01 | 45.33 | 48.52 | 46.23 | 32.86 | 32.84 | 31.76 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 23.08 | 23.40 | 24.68 | 47.25 | 52.13 | 41.56 | 29.67 | 24.47 | 33.77 |
| Grade 4 | 10.71 | 17.78 | 18.82 | 44.05 | 51.11 | 60.00 | 45.24 | 31.11 | 21.18 |
| Grade 5 | 12.90 | 17.07 | 18.60 | 49.46 | 47.56 | 45.35 | 37.63 | 35.37 | 36.05 |
| Grade 6 | 14.12 | 16.67 | 18.57 | 50.59 | 54.17 | 58.57 | 35.29 | 29.17 | 22.86 |
| All Grades | 15.30 | 18.93 | 20.13 | 47.88 | 51.18 | 51.26 | 36.83 | 29.88 | 28.62 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 28.57 | 23.40 | 23.38 | 57.14 | 63.83 | 58.44 | 14.29 | 12.77 | 18.18 |
| Grade 4 | 21.43 | 17.78 | 27.06 | 53.57 | 57.78 | 56.47 | 25.00 | 24.44 | 16.47 |
| Grade 5 | 5.38 | 13.41 | 13.95 | 65.59 | 62.20 | 58.14 | 29.03 | 24.39 | 27.91 |
| Grade 6 | 20.00 | 18.06 | 25.71 | 60.00 | 62.50 | 61.43 | 20.00 | 19.44 | 12.86 |
| All Grades | 18.70 | 18.34 | 22.33 | 59.21 | 61.54 | 58.49 | 22.10 | 20.12 | 19.18 |

Conclusions based on this data:

1. CAASPP - Mathematics - Overall Achievement of All Students - The number of students that have not met standard has decreased by 4.15% over the last 3 years.
2. CAASPP- Mathematics- Problem Solving & Modeling/Data Analysis sub-test, Overall students that met or exceeded standard has improved from 70.11% in 22-23 to 71.39% in 23-24.
3. CAASPP- Mathematics- Overall Achievement for all grade levels increased their mean scale score. Grade 4 improved the mean scale score by 16.3 points. Grade 5 improved their mean scale score by 4.3 points. Grade 6 improved the mean scale score by 9 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1430.6 | 1438.8 | 1391.7 | 1442.5 | 1455.9 | 1405.8 | 1402.8 | 1398.7 | 1358.9 | 33 | 28 | 31 |
| 1 | 1424.9 | 1434.0 | 1440.9 | 1441.3 | 1441.2 | 1466.0 | 1407.9 | 1426.4 | 1415.3 | 18 | 22 | 15 |
| 2 | 1480.9 | 1459.3 | 1452.9 | 1481.8 | 1463.8 | 1454.3 | 1479.6 | 1454.2 | 1450.6 | 19 | 21 | 21 |
| 3 | 1496.2 | 1506.3 | 1482.1 | 1496.2 | 1528.5 | 1483.4 | 1495.8 | 1483.5 | 1480.3 | 17 | 20 | 20 |
| 4 | 1475.5 | 1516.1 | 1498.5 | 1473.0 | 1517.5 | 1502.8 | 1477.5 | 1514.5 | 1493.8 | 24 | 16 | 12 |
| 5 | 1518.5 | 1537.8 | 1509.3 | 1515.2 | 1543.0 | 1524.8 | 1521.2 | 1532.2 | 1493.3 | 11 | 21 | 12 |
| 6 | 1512.6 | * | 1523.9 | 1507.1 | * | 1535.4 | 1517.4 | * | 1512.1 | 13 | 9 | 14 |
| All Grades | | | | | | | | | | 135 | 137 | 125 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 12.12 | 21.43 | 9.68 | 45.45 | 35.71 | 32.26 | 36.36 | 28.57 | 25.81 | 6.06 | 14.29 | 32.26 | 33 | 28 | 31 |
| 1 | 5.56 | 13.64 | 6.67 | 11.11 | 40.91 | 33.33 | 61.11 | 31.82 | 40.00 | 22.22 | 13.64 | 20.00 | 18 | 22 | 15 |
| 2 | 10.53 | 9.52 | 0.00 | 52.63 | 38.10 | 57.14 | 31.58 | 33.33 | 23.81 | 5.26 | 19.05 | 19.05 | 19 | 21 | 21 |
| 3 | 5.88 | 30.00 | 5.00 | 64.71 | 45.00 | 55.00 | 23.53 | 10.00 | 15.00 | 5.88 | 15.00 | 25.00 | 17 | 20 | 20 |
| 4 | 8.33 | 25.00 | 33.33 | 37.50 | 37.50 | 25.00 | 29.17 | 12.50 | 16.67 | 25.00 | 25.00 | 25.00 | 24 | 16 | 12 |
| 5 | 18.18 | 28.57 | 0.00 | 27.27 | 42.86 | 58.33 | 45.45 | 19.05 | 33.33 | 9.09 | 9.52 | 8.33 | 11 | 21 | 12 |
| 6 | 7.69 | * | 21.43 | 30.77 | * | 21.43 | 46.15 | * | 50.00 | 15.38 | * | 7.14 | 13 | * | 14 |
| All Grades | 9.63 | 21.17 | 9.60 | 40.00 | 37.96 | 40.80 | 37.78 | 24.82 | 28.00 | 12.59 | 16.06 | 21.60 | 135 | 137 | 125 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 21.21 | 32.14 | 19.35 | 30.30 | 35.71 | 32.26 | 42.42 | 17.86 | 16.13 | 6.06 | 14.29 | 32.26 | 33 | 28 | 31 |
| 1 | 11.11 | 27.27 | 26.67 | 44.44 | 50.00 | 40.00 | 27.78 | 9.09 | 20.00 | 16.67 | 13.64 | 13.33 | 18 | 22 | 15 |
| 2 | 31.58 | 14.29 | 14.29 | 42.11 | 42.86 | 57.14 | 21.05 | 33.33 | 14.29 | 5.26 | 9.52 | 14.29 | 19 | 21 | 21 |
| 3 | 29.41 | 70.00 | 50.00 | 47.06 | 15.00 | 20.00 | 17.65 | 10.00 | 10.00 | 5.88 | 5.00 | 20.00 | 17 | 20 | 20 |
| 4 | 29.17 | 56.25 | 58.33 | 37.50 | 18.75 | 16.67 | 8.33 | 18.75 | 0.00 | 25.00 | 6.25 | 25.00 | 24 | 16 | 12 |
| 5 | 36.36 | 57.14 | 66.67 | 63.64 | 23.81 | 16.67 | 0.00 | 9.52 | 8.33 | 0.00 | 9.52 | 8.33 | 11 | 21 | 12 |
| 6 | 23.08 | * | 28.57 | 46.15 | * | 64.29 | 15.38 | * | 0.00 | 15.38 | * | 7.14 | 13 | * | 14 |
| All Grades | 25.19 | 40.88 | 33.60 | 41.48 | 32.12 | 36.00 | 22.22 | 16.79 | 11.20 | 11.11 | 10.22 | 19.20 | 135 | 137 | 125 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 13.33 | 7.14 | 9.68 | 26.67 | 25.00 | 6.45 | 36.67 | 46.43 | 48.39 | 23.33 | 21.43 | 35.48 | 30 | 28 | 31 |
| 1 | 0.00 | 0.00 | 6.67 | 40.00 | 31.82 | 13.33 | 26.67 | 45.45 | 46.67 | 33.33 | 22.73 | 33.33 | 15 | 22 | 15 |
| 2 | 5.88 | 0.00 | 0.00 | 41.18 | 38.10 | 38.10 | 41.18 | 38.10 | 28.57 | 11.76 | 23.81 | 33.33 | 17 | 21 | 21 |
| 3 | 7.69 | 0.00 | 0.00 | 7.69 | 40.00 | 20.00 | 46.15 | 30.00 | 40.00 | 38.46 | 30.00 | 40.00 | 26 | 20 | 20 |
| 4 | 0.00 | 12.50 | 8.33 | 16.67 | 18.75 | 33.33 | 16.67 | 43.75 | 8.33 | 66.67 | 25.00 | 50.00 | 12 | 16 | 12 |
| 5 | 6.67 | 14.29 | 0.00 | 26.67 | 19.05 | 8.33 | 53.33 | 47.62 | 50.00 | 13.33 | 19.05 | 41.67 | 15 | 21 | 12 |
| 6 | 7.69 | * | 0.00 | 0.00 | * | 21.43 | 69.23 | * | 42.86 | 23.08 | * | 35.71 | 13 | * | 14 |
| All Grades | 5.19 | 5.11 | 4.00 | 22.96 | 27.74 | 19.20 | 45.19 | 42.34 | 39.20 | 26.67 | 24.82 | 37.60 | 135 | 137 | 125 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 24.24 | 32.14 | 9.68 | 66.67 | 53.57 | 64.52 | 9.09 | 14.29 | 25.81 | 33 | 28 | 31 |
| 1 | 22.22 | 45.45 | 13.33 | 55.56 | 40.91 | 80.00 | 22.22 | 13.64 | 6.67 | 18 | 22 | 15 |
| 2 | 5.26 | 9.52 | 4.76 | 78.95 | 76.19 | 80.95 | 15.79 | 14.29 | 14.29 | 19 | 21 | 21 |
| 3 | 41.18 | 30.00 | 25.00 | 47.06 | 55.00 | 45.00 | 11.76 | 15.00 | 30.00 | 17 | 20 | 20 |
| 4 | 20.83 | 12.50 | 41.67 | 54.17 | 62.50 | 25.00 | 25.00 | 25.00 | 33.33 | 24 | 16 | 12 |
| 5 | 9.09 | 19.05 | 0.00 | 81.82 | 66.67 | 75.00 | 9.09 | 14.29 | 25.00 | 11 | 21 | 12 |
| 6 | 7.69 | * | 7.14 | 84.62 | * | 71.43 | 7.69 | * | 21.43 | 13 | * | 14 |
| All Grades | 20.00 | 24.82 | 13.60 | 65.19 | 57.66 | 64.00 | 14.81 | 17.52 | 22.40 | 135 | 137 | 125 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 24.24 | 32.14 | 41.94 | 54.55 | 50.00 | 25.81 | 21.21 | 17.86 | 32.26 | 33 | 28 | 31 |
| 1 | 33.33 | 31.82 | 26.67 | 55.56 | 54.55 | 60.00 | 11.11 | 13.64 | 13.33 | 18 | 22 | 15 |
| 2 | 47.37 | 57.14 | 52.38 | 47.37 | 33.33 | 33.33 | 5.26 | 9.52 | 14.29 | 19 | 21 | 21 |
| 3 | 52.94 | 80.00 | 60.00 | 35.29 | 10.00 | 20.00 | 11.76 | 10.00 | 20.00 | 17 | 20 | 20 |
| 4 | 54.17 | 75.00 | 66.67 | 25.00 | 25.00 | 8.33 | 20.83 | 0.00 | 25.00 | 24 | 16 | 12 |
| 5 | 45.45 | 85.71 | 83.33 | 54.55 | 9.52 | 8.33 | 0.00 | 4.76 | 8.33 | 11 | 21 | 12 |
| 6 | 30.77 | * | 78.57 | 53.85 | * | 14.29 | 15.38 | * | 7.14 | 13 | * | 14 |
| All Grades | 40.00 | 59.12 | 55.20 | 45.93 | 30.66 | 25.60 | 14.07 | 10.22 | 19.20 | 135 | 137 | 125 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 9.09 | 10.71 | 6.45 | 78.79 | 64.29 | 58.06 | 12.12 | 25.00 | 35.48 | 33 | 28 | 31 |
| 1 | 11.11 | 13.64 | 6.67 | 27.78 | 40.91 | 40.00 | 61.11 | 45.45 | 53.33 | 18 | 22 | 15 |
| 2 | 21.05 | 4.76 | 4.76 | 63.16 | 71.43 | 52.38 | 15.79 | 23.81 | 42.86 | 19 | 21 | 21 |
| 3 | 5.88 | 0.00 | 0.00 | 58.82 | 65.00 | 60.00 | 35.29 | 35.00 | 40.00 | 17 | 20 | 20 |
| 4 | 0.00 | 12.50 | 8.33 | 50.00 | 62.50 | 50.00 | 50.00 | 25.00 | 41.67 | 24 | 16 | 12 |
| 5 | 9.09 | 14.29 | 0.00 | 54.55 | 66.67 | 50.00 | 36.36 | 19.05 | 50.00 | 11 | 21 | 12 |
| 6 | 7.69 | * | 0.00 | 23.08 | * | 21.43 | 69.23 | * | 78.57 | 13 | * | 14 |
| All Grades | 8.89 | 8.76 | 4.00 | 54.81 | 59.12 | 49.60 | 36.30 | 32.12 | 46.40 | 135 | 137 | 125 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 27.27 | 32.14 | 20.00 | 54.55 | 46.43 | 26.67 | 18.18 | 21.43 | 53.33 | 33 | 28 | 30 |
| 1 | 5.56 | 0.00 | 13.33 | 77.78 | 86.36 | 53.33 | 16.67 | 13.64 | 33.33 | 18 | 22 | 15 |
| 2 | 21.05 | 4.76 | 9.52 | 63.16 | 71.43 | 57.14 | 15.79 | 23.81 | 33.33 | 19 | 21 | 21 |
| 3 | 5.88 | 20.00 | 0.00 | 88.24 | 60.00 | 75.00 | 5.88 | 20.00 | 25.00 | 17 | 20 | 20 |
| 4 | 0.00 | 31.25 | 16.67 | 75.00 | 50.00 | 41.67 | 25.00 | 18.75 | 41.67 | 24 | 16 | 12 |
| 5 | 27.27 | 47.62 | 0.00 | 45.45 | 38.10 | 58.33 | 27.27 | 14.29 | 41.67 | 11 | 21 | 12 |
| 6 | 0.00 | * | 14.29 | 92.31 | * | 78.57 | 7.69 | * | 7.14 | 13 | * | 14 |
| All Grades | 13.33 | 21.17 | 11.29 | 69.63 | 59.85 | 53.23 | 17.04 | 18.98 | 35.48 | 135 | 137 | 124 |

Conclusions based on this data:

1. Southgate had 125 EL Students in the 2023-24 school year. Their Overall Performance Level as measured by ELPAC was the following: 9.60% were at Level 4; 40.80% were at Level 3; 28% were at Level 2; and 21.60% were at level 1.
2. 33.60% of English Learner students at Southgate score at Level 4 in Oral Language.
3. Compared to the previous school year, English Learner students declined overall. In the overall domain, 21.17% EL students scored a 4 in 2022-23 to 9.60% in 2023-24.

School and Student Performance Data

Student Population

The 2024 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.

| 2023-24 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 583 | 73.6% | 20.8% | 0.2% |
| Total Number of Students enrolled in Southgate Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 121 | 20.8% |
| Foster Youth | 1 | 0.2% |
| Homeless | 8 | 1.4% |
| Socioeconomically Disadvantaged | 429 | 73.6% |
| Students with Disabilities | 79 | 13.6% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 22 | 3.8% |
| American Indian | 0 | 0.0% |
| Asian | 120 | 20.6% |
| Filipino | 78 | 13.4% |
| Hispanic | 260 | 44.6% |
| Two or More Races | 39 | 6.7% |
| Pacific Islander | 35 | 6% |
| White | 19 | 3.3% |

Conclusions based on this data:

- 73.6% of Southgate students are classified as socioeconomically disadvantaged.

2. 20.8% of Soutgate students are classified as English Language Learners.

3. 44.6% of Southgate students identify as Hispanic.

School and Student Performance Data

Overall Performance






The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| <div>English Language Arts</div> <div> Yellow</div> | <div>Chronic Absenteeism</div> <div> Yellow</div> | <div>Suspension Rate</div> <div> Orange</div> |
| <div>Mathematics</div> <div> Yellow</div> | | |
| <div>English Learner Progress</div> <div> Red</div> | | |

Conclusions based on this data:

1. Southgate's students overall performance in English Language Arts and Mathematics is at the yellow level.
2. Overall, Southgate students are performing at the Yellow level in both English Language Arts and Mathematics.
3. Southgate’s Chronic Absenteeism is currently rated at the Yellow level.

School and Student Performance Data

Academic Performance English Language Arts

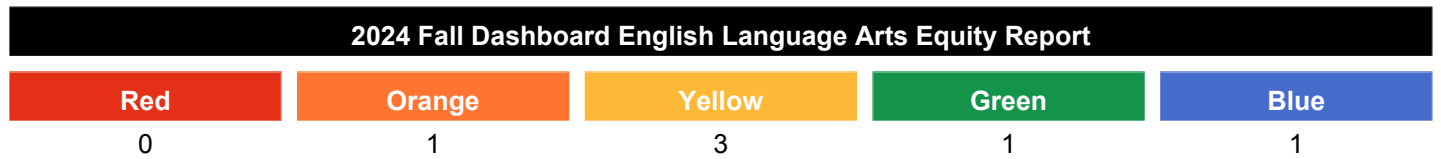
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <div>All Students</div> <div></div> <div>Yellow</div> <div>6.5 points above standard</div> <div>Declined 4.3 points</div> <div>324 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>26.7 points below standard</div> <div>Declined 7.6 points</div> <div>114 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>0.3 points above standard</div> <div>Maintained 1.0 points</div> <div>245 Students</div> |

| | | |
|--|---|--|
| Students with Disabilities  Yellow 48.0 points below standard Increased 14.7 points 49 Students | African American  No Performance Color 39.9 points below standard Declined 28.0 points 13 Students | American Indian  No Performance Color 0 Students |
| Asian  Blue 51.5 points above standard Increased 9.5 points 58 Students | Filipino  Green 51.6 points above standard Declined 4.9 points 46 Students | Hispanic  Yellow 15.0 points below standard Increased 3.2 points 155 Students |
| Two or More Races  No Performance Color 13.9 points below standard Declined 27.4 points 18 Students | Pacific Islander  No Performance Color 9.7 points below standard Declined 29.2 points 22 Students | White  No Performance Color Less than 11 Students 10 Students |

Conclusions based on this data:

1. Students with disabilities had the highest increase on performance level, improving by 14.7 points from last year. The second highest gain was for Asian group who increased their performance by 9.5 points.
2. Reclassified English Learners declined 7.6 points.
3. Socioeconomically disadvantaged students maintained performance. Groups that showed performance improvement 23-24 were Asians, Hispanics, and students with disabilities.

School and Student Performance Data

Academic Performance Mathematics

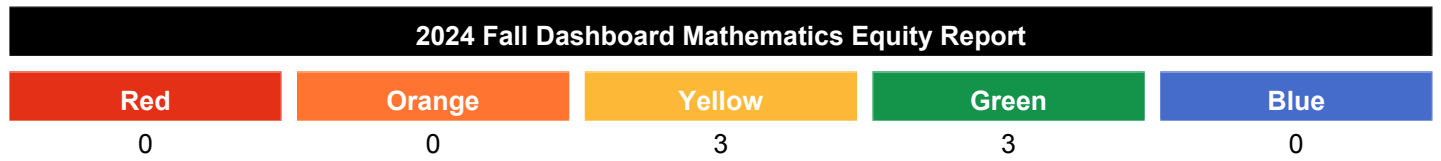
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <div>All Students</div> <div> Yellow</div> <div>19.0 points below standard</div> <div>Maintained 2.6 points</div> <div>325 Students</div> | <div>English Learners</div> <div> Yellow</div> <div>42.8 points below standard</div> <div>Increased 3.3 points</div> <div>115 Students</div> | <div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>24.2 points below standard</div> <div>Increased 6.9 points</div> <div>245 Students</div> |

| | | |
|--|---|--|
| Students with Disabilities  Yellow 72.7 points below standard Increased 16.0 points 49 Students | African American  No Performance Color 77.8 points below standard Declined 9.5 points 13 Students | American Indian  No Performance Color 0 Students |
| Asian  Green 30.3 points above standard Increased 3.7 points 59 Students | Filipino  Green 13.3 points above standard Maintained 0.1 points 46 Students | Hispanic  Yellow 40.7 points below standard Increased 8.3 points 155 Students |
| Two or More Races  No Performance Color 41.8 points below standard Declined 15.1 points 18 Students | Pacific Islander  No Performance Color 22.2 points below standard Increased 9.7 points 22 Students | White  No Performance Color Less than 11 Students 10 Students |

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are performing 24.2 points Below Standard, but their performance has increased by 6.9 points from the previous year.
2. 13 African American students are performing 77.8 points below the standard.
3. English Learner Students are performing 42.8 points below standard, but increased by 9.6 points from last year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2024 Fall Dashboard English Learner Progress Indicator | |
|--|---|
| English Learner Progress | Long-Term English Learner Progress |
|  Red |  No Performance Color |
| 43% making progress. | making progress. |
| Number Students: 86 Students | Number Students: 4 Students |

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.

| 2024 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 |
| 24.4% | 32.6% | 0% | 43% |

Conclusions based on this data:

- 43% of Southgate EL students progressed at least one ELPI level.
- 32.6% of Southgate EL students maintained the ELPI level and 24.4% decrease one ELPI level.
- The 2024 Fall Dashboard for English Learners is at red.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

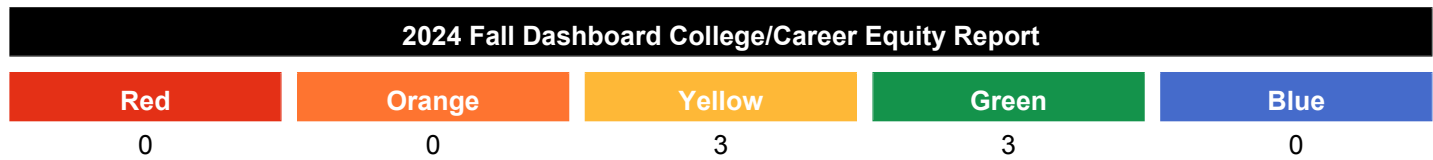
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|------------------|---------------------------------|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

23.3% Chronically Absent

Declined 12.4

614 Students

English Learners



Yellow

21.1% Chronically Absent

Declined 10.4

161 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

Socioeconomically Disadvantaged












Yellow

25.6% Chronically Absent

Declined 13.2

457 Students

| | | |
|--|---|--|
| Students with Disabilities  Orange 35.4% Chronically Absent Declined 11 99 Students | African American  No Performance Color 47.8% Chronically Absent Increased 11.2 23 Students | American Indian  No Performance Color 0 Students |
| Asian  Yellow 14.8% Chronically Absent Declined 9.4 135 Students | Filipino  Yellow 11.4% Chronically Absent Declined 19.9 79 Students | Hispanic  Yellow 27.8% Chronically Absent Declined 13.6 266 Students |
| Two or More Races  Orange 21.4% Chronically Absent Declined 23.8 56 Students | Pacific Islander  Red 31.4% Chronically Absent Increased 1.7 35 Students | White  No Performance Color 30% Chronically Absent Declined 8.1 20 Students |

Conclusions based on this data:

1. Overall, 23.3% of Southgate students are considered Chronically Absent. This constitutes a decline of -12.4% from last year and are now at a yellow in the equity report.
2. The student groups that declined in absentees are: two or more races -23.8, Socio Economically Disadvantaged -13.2, and Hispanics -13.6
3. Our highest chronically absent group of students are African American with 47.8%

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

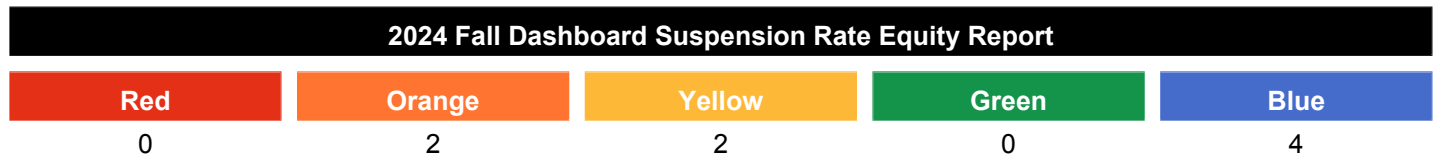
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <div>All Students</div> <div></div> <div>Orange</div> <div>1.1% suspended at least one day</div> <div>Increased 1.1%</div> <div>620 Students</div> | <div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>163 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.3% suspended at least one day</div> <div>Increased 1.3%</div> <div>462 Students</div> |

| | | |
|---|--|---|
| Students with Disabilities  Yellow 1% suspended at least one day Increased 1% 100 Students | African American  No Performance Color 8.7% suspended at least one day Increased 8.7% 23 Students | American Indian  No Performance Color 0 Students |
| Asian  Blue 0% suspended at least one day Maintained 0% 136 Students | Filipino  Blue 0% suspended at least one day Maintained 0% 79 Students | Hispanic  Yellow 0.7% suspended at least one day Increased 0.7% 268 Students |
| Two or More Races  Blue 0% suspended at least one day Maintained 0% 56 Students | Pacific Islander  Orange 5.6% suspended at least one day Increased 5.6% 36 Students | White  No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students |

Conclusions based on this data:

1. Southgate school had a 1.1% suspension rate.
2. Most student sub group are at the blue performance level.
3. Southgate's African American sub group have the highest suspension rate at 8.7%.

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 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/or 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 2022-2024

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

ELA 2022 - 53%

ELA 2023- 55.98%

ELA 2024- 56.09%

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

ELA 2022 - (+2.9)

ELA 2023- (+10.8)

ELA 2024- (+6.5)

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

Southgate's overall ELA achievement has increased by 3.09 points between 2022 and 2024.

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</p> <p>ELA 2021/2022 - 53.11%</p> <p>ELA 2022/2023 - 55.98%</p> <p>ELA 2024- 56.09%</p> <p>Percent of students that did not Meet Standard</p> <p>ELA 2021/2022 - 46.89%</p> <p>ELA 2022/2023- 44.02%</p> <p>ELA 2024- 43.91%</p> | All students 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 | <p>2000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Ready Common Core ELA Workbooks</p> <p>1000</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>ELA Special Education supplies and Materials, literacy skills, intervention materials,</p> |
| 1.2 | HUSD and 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 | <p>9000</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teacher Substitutes Release Time for: 504, SST, IEP, Data Review/Assessments, Reading Intervention. Allocates 20 days.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Funding for Conferences, workshops, Staff Development Opportunities, etc. District and Site will lead.</p> |
| 1.3 | Funding for Certificated Extra Hours to teach ELA Intervention/Enrichment small group instruction after school. | All Students | <p>0000</p> <p>None Specified</p> <p>0000: Unrestricted</p> <p>Certificated Extra Hours/Substitute for Early Literacy Before/After /During</p> |

| | | | |
|-----|--|--------------|--|
| | | | School Small Group ELA Intervention/Acceleration. |
| 1.4 | Southgate will provide Certificated Teacher or Reading Specialist who will support student and staff with implementing data driven reading interventions during the school day or after school. 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. Early Literacy Intervention Teacher will provide Tier 2 and Tier 3 Small Group Support. | All Students | 40517 Title I 1000-1999: Certificated Personnel Salaries Early Literacy Intervention Teacher Tier 2 and Tier 3 Small Group Support. |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Over the last 3 years, our CAASPP ELA Scores- students that exceeded or met standards, increased by 2.98%. We are establishing actions, to ensure that we increase our support for students on English-Language Arts learning and for them to mastery effectively the standards. In order for us to do this effectively, we will be providing a three-pronged method. 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 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 funding for targeted small group intervention with the Site Discretionary and the LCFF Funds (Goal 1.4)

The reading intervention specialist will use data 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 602 students in TK thru 6th grade. 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 2023 to 2024

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

Math 2022 - 39.09%

Math 2023 - 44.97%

Math 2024- 43.09%

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

Math 2022 - (-29.8)

Math 2023 - (-21.6)

Math 2024- (-19)

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 improved 4.0 points between 2022 and 2024. Distance from standard has shown improvement by reducing by 10.8 points over 2 years.

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 2021/2022 - 39.08%</p> <p>Math 2022/2023 - 44.97%</p> <p>Math 2024/2024- 43.09%</p> <p>Percent of students that did not Meet Standard</p> <p>Math 2021/2022 - 60.91%</p> <p>Math 2022/2023 - 55.03%</p> <p>Math 2023/2024 - 56.92%</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, including Data Analysis, needs assessment, and planning time during Minimum Staff Development Days. Staff will include Trimester Math PD.</p> | All Students | <p>0000</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitute Teachers to provide release time for Teachers as needed. Funding amount allocated in Goal 1.</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 provide supplemental instructional materials like math manipulatives and online resources, IXL.</p> | All Students | <p>0</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>Math manipulatives purchased in 24/25.</p> <p>0</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>Provide supplemental technology materials. HUSD will purchase IXL school wide subscription.</p> |
| 2.3 | <p>Southgate Teachers will provide small group intervention/acceleration in Mathematics after school for students with a focus in equity, including our African American student group.</p> <p>A paraeducator will provide small group math intervention and acceleration during or after school,</p> | All Students | <p>5480</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Funding for After School Enrichment Classes.</p> <p>2700</p> |

| | | | |
|--|---|--|--|
| | with an emphasis on equity and targeted support for our African American and student group. | | LCFF 2000-2999: Classified Personnel Salaries Paraeducators |
|--|---|--|--|

Annual Review

SPSA Year Reviewed: 2024-25

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. HUSD purchased Math Expressions curriculum and an IXL math subscription. 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. Staff development time 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.

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 2023-24 school year. Their Overall Performance Level as measured by ELPAC was the following:

9.60% were at Level 4
40.80% were at Level 3
28.00% were at Level 2
21.60% were at level 1.

3rd - 6th Grade CAASPP results for English Learners from 2023-2024

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

ELA 2022 - (-85.9 points)
ELA 2023- (-64 points)
ELA 2024- (-26.7 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 improved by 37.9 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 | 2024 Fall Dashboard English Learner Progress Indicator shows that 43% of our EL Students are making progress towards English Language Proficiency. The data represents 86 student out of 137 EL. 2023 English Learner Progress Indicator shows that 62.1% of our EL Students are making progress towards English Language Proficiency. The data represents 103 student out of 137 EL. | 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 enhance English Learners' academic achievement by providing meaningful, hands-on learning experiences designed to build domain-specific vocabulary, academic language, and background knowledge. A dedicated Science Specialist delivers weekly lessons and activities that engage students in inquiry-based, experiential learning aligned with grade-level content standards. | English Learners (EL Students) | 1078 LCFF 4000-4999: Books And Supplies Materials Supplies and Resources to increase English Language Development through Science experiments 0 None Specified None Specified District Funded Science Specialist-Prep teacher. |
| 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 1.0 FTE credentialed ELL Specialist. |

Annual Review

SPSA Year Reviewed: 2024-25

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 pulls 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. Literacy intervention is provided through small group instruction during the school day, targeting students' development in early language and literacy skills.

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.

Southgate Elementary will enhance student engagement and access to high-quality arts education by expanding Visual and Performing Arts opportunities, increasing student participation in VAPA activities, and integrating arts into the school culture and curriculum.

In the 2023–2024 school year, Southgate Elementary hosted a winter and spring concert for students grades 1-6. Southgate also hosted an art show. Student engagement, attendance, and parent involvement increased significantly during these events. Feedback from family surveys and SSC/ELAC input identified a strong desire for more consistent VAPA programming.

In the 2024–2025 school year, Southgate hosted multiple performances, including winter and spring concerts, a multicultural celebration, and a spring play. Southgate continued the art show also. Student engagement, attendance, and parent involvement increased significantly during these events. Feedback from family surveys and SSC/ELAC input identified a strong desire for more consistent VAPA programming.

The School Climate Report Card shows data on school connectedness
 2023–2024 74%
 2024-2025 84%

The School Climate Report Card shows data on caring relationships
 2023–2024 68%
 2024-2025 78%

The report showed a 10% increase in students who reported feeling more connected to school. It also indicated a 10% improvement in students reporting that they have caring relationships at school. Additionally, the data show an increase in overall student engagement.

In the 2024–2025 school year, Southgate Elementary has a credentialed 0.40 FTE Visual and Performing Arts teacher and a 0.20 FTE choir teacher. Additionally, Southgate partnered with The Theatre Factory to provide a 12-week theatre and performing arts program, culminating in an end-of-year student performance. This program was previously funded through Proposition 28 arts funding; however, those funds are no longer being released. To ensure the sustainability and expansion of performing arts opportunities, Southgate plans to raise additional funds through community donations and sponsorships.

This goal aims to build on that success, promote access for all student groups, and align with HUSD’s Equity and Arts Integration priorities.

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 | Teachers implement monthly arts integration at the school site. | Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis. Visual and performing arts will be showcased at the art show, winter/spring concerts, and a theatrical performance. This goal will be supported through grade level collaboration and weekly music class. |

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 | 0 District Funded 1000-1999: Certificated Personnel Salaries Music preparation teachers are funded by the district for students in grades 1 through 4, while choir and instrumental music teacher is allocated for students in grades 5 and 6. 600 Unrestricted None Specified Accompanist for Choir Recital. 0 None Specified None Specified Integrated Art Assembly or field trip for experiential learning funding through PTA. |
| 4.2 | Students will engage in theatre arts to develop fluency, comprehension, and confidence in reading. Through script reading, dramatic interpretation, and performance, students will practice reading aloud with expression, improve their understanding of character, plot, and dialogue, and build academic vocabulary in context. Southgate will continue their contract with The Theatre Factory for the presentation of the Lion King Kids play. | All Students | 20,000 Other None Specified Scripts and licenses were purchased in 24/25. This will be funded through Community Sponsorships and donations 5,000 Other None Specified Stage Curtains. |

Annual Review

SPSA Year Reviewed: 2024-25

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 prioritize Visual and Performing Arts (VAPA) as a key component of a well-rounded education. Arts integration is actively encouraged across all content areas, fostering creativity and deepening student understanding through visual art, music, theatre, and movement. Student artwork is prominently displayed throughout the school, celebrating their creativity and learning. 1st-6th grade Students participate in musical performances for the community. In addition to the school musical performances, Southgate school recently hosted a highly successful theatrical performance. 60 students participated in a weekly musical theatre class that showcased their student talent and commitment to our school and performing arts. To ensure continued growth in this area, teachers will foster academic and SEL learning through performing arts in ongoing professional development focused on arts integration, supporting meaningful and enriching VAPA experiences for all students.

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 3 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 2024-25 School Climate Report Card for Southgate School show that 91% of the students surveyed perceived the school as safe, 84% feel connected and 78% reported that there is an anti-bullying climate at the school. Most area improved in school climate, with the exception of parent involvement. | All student groups that participate in the (CHKS) will report a 5% increase in all the school climate indicators of the CHKS survey. |
| 2024 Fall Dashboard Suspension Rate Equity Report | Southgate School is at the orange level for All Students/Groups, English learners are at a blue, socioeconomically disadvantage at an orange. | 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 | The district will provide a 1.0 FTE school counselor. The counselor will foster social-emotional wellness in an education environment so that children feel connected and safe at school and in their communities. Counselors also work with parent/guardians so they better understand how to meet the needs of their children, and help students grow to maximize their success in school. Counselors provide a continuum of prevention, and social emotional interventions with students individually and in groups at schools in HUSD. Additionally, SCSS Counselors help schools build their capacity around school wide positive climate strategies and multi-tiered systems of support. They support the Coordination of Services Teams at their designated schools and help implement a range of supports needed by students. Counselor will provide professional development in Social-Emotional Learning practices. | All Students | 0 District Funded 1000-1999: Certificated Personnel Salaries HUSD provides a SEL counselor to Southgate |
| 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 will be available as classroom availability permits. Materials and supplies were purchased in 2023-24 school year. |
| 5.3 | Southgate will maintain a safe and positive climate during recess and lunch. Additional supervision hours will be provided throughout the day to ensure student safety during transitions between class, lunch recess, and restroom breaks. | All Students | 2700 LCFF 2000-2999: Classified Personnel Salaries Noon Supervisors will provide supervision in the cafeteria, at the playground, and during transitions to bathrooms. |

Annual Review

SPSA Year Reviewed: 2024-25

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. In 2024 Southgate contracted Soul Shoppe to provide Social Emotional Learning strategies, through assemblies, and Tools of the heart (online SEL resources.)

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 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 strengthening 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 holds approximately 40 school activities with parent participation annually. These activities include PTA meetings, ELAC, Coffee with the Principal, Open House, Back to School Night, Winter and Spring Concerts, Volunteer Tea, Fall Festival, Fun Run, and other fundraising opportunities. | Parent Engagement: Southgate will increase the number of parents participating in school activities 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. | 480 Title I None Specified Parent Engagement Activities Childcare Presentation support |
| 6.2 | As classroom space allows, Southgate will establish a Community and Parent Engagement | Family members of all student groups and family members of | 0 District Funded None Specified |

| | | | |
|------------|---|--|--|
| | Center to support family involvement and strengthen school-community partnerships. | chronically absent students. | Classroom Space |
| 6.3 | Southgate will provide refreshments and food at school events to encourage parent participation and engagement, with targeted outreach to families of chronically absent students, including those from African American, Latinx, and Pacific Islander communities. | Southgate will actively engage family members from all student groups. | 600 ASB \$200 will be allocated per trimester for parent engagement events. |

Annual Review

SPSA Year Reviewed: 2024-25

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 5% in the 25-26 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

2024 Dashboard Chronic Absenteeism for ALL Students show that 23.3% 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 | 2024 Dashboard Chronic Absenteeism for All Students/Student Group- shows that 23.3% of all students are considered Chronically Absent. | Southgate Elementary will decrease chronic absenteeism by 5% in the 25-26 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 | The attendance clerk will run daily, weekly, and monthly attendance reports and collaborate with administration, staff, and the COST team to engage families of chronically absent students. | All Students | District Funded Attendance Clerk and Admin |
| 7.2 | Southgate will provide incentive activities through Science and PE, using funding to promote attendance by recognizing staff contributions, including those of our Science Specialist and PE teacher. Science materials and supplies will be purchased to create a positive learning environment. Additionally, outdoor learning supplies will be acquired to enhance student engagement and support improved attendance school-wide. For example, activities such as | All Students | 0 Unrestricted None Specified Materials and Supplies for the Science Program 0 Unrestricted 4000-4999: Books And Supplies |

| | | | |
|------------|---|--|---|
| | 'Pickleball with the Principal' will be offered to grade levels with the highest attendance rates. | | Materials and Equipment for Recess was purchased 24/25. |
| 7.3 | The Family Engagement Specialist will collaborate with the attendance clerk to support chronically absent students and their families, with a particular focus on African American, Latinx, and Pacific Islander communities. | Chronically absent students and families | District Funded 2000-2999: Classified Personnel Salaries The district has allotted 50% of the Family Engagement Specialist (FES) position to Southgate. |
| 7.4 | The Southgate PBIS team, FES, Attendance Clerk, Admin and staff will collaborate to organize school assemblies and recognition events that promote good attendance. | | 0 District Funded Attendance Clerk, FES, CSS, and Admin will organize award ceremonies for Attendance and Academic excellence. |

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-2025 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 | \$48,477.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$91,155.00 |
| 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 | \$48,477.00 |

Subtotal of additional federal funds included for this school: \$48,477.00

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 (\$) |
|-------------------------|-----------------|
| ASB | \$600.00 |
| District Funded | \$0.00 |
| LCFF | \$16,478.00 |
| None Specified | \$0.00 |
| Other | \$25,000.00 |
| Unrestricted | \$600.00 |

Subtotal of state or local funds included for this school: \$42,678.00

Total of federal, state, and/or local funds for this school: \$91,155.00

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 | 16,958 | 480.00 |
| Title I | 48,477 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------|-----------|
| ASB | 600.00 |
| District Funded | 0.00 |
| LCFF | 16,478.00 |
| None Specified | 0.00 |
| Other | 25,000.00 |
| Title I | 48,477.00 |
| Unrestricted | 600.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 0000: Unrestricted | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 54,997.00 |
| 2000-2999: Classified Personnel Salaries | 5,400.00 |
| 4000-4999: Books And Supplies | 4,078.00 |
| None Specified | 26,080.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------|--------|
| | ASB | 600.00 |
| | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |

| | | |
|--|-----------------|-----------|
| None Specified | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 9,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 5,400.00 |
| 4000-4999: Books And Supplies | LCFF | 2,078.00 |
| 0000: Unrestricted | None Specified | 0.00 |
| None Specified | None Specified | 0.00 |
| None Specified | Other | 25,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 45,997.00 |
| 4000-4999: Books And Supplies | Title I | 2,000.00 |
| None Specified | Title I | 480.00 |
| 0000: Unrestricted | Unrestricted | 0.00 |
| 4000-4999: Books And Supplies | Unrestricted | 0.00 |
| None Specified | Unrestricted | 600.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 52,517.00 |
| Goal 2 | 8,180.00 |
| Goal 3 | 1,078.00 |
| Goal 4 | 25,600.00 |
| Goal 5 | 2,700.00 |
| Goal 6 | 1,080.00 |
| Goal 7 | 0.00 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|-------------------------------------|----------------------------|
| Risa Kamimura | Classroom Teacher |
| Johanna Beza | Classroom Teacher |
| Laurie Costa | Other School Staff |
| Eduardo Picazo | Other School Staff |
| Felicia Costa | Principal |
| Lisa Corrales | Parent or Community Member |
| Maria De Carmen Espinoza - SSC/ELAC | Parent or Community Member |
| Lisa Corrales | Parent or Community Member |
| Lisa Martinez | Parent or Community Member |
| Sandra Baerwald | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6/04/25.

Attested:



Principal, Felicia Costa on 6/04/25

SSC Chairperson, Joann Guzman on 6/04/25

ELAC Representative, Maria Del Carmen Espinoza on 6/04/25