

School Year: 2021-2022

School Plan for Student Achievement (SPSA) Indigo Program

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Indigo	43696256048110	June 2, 2021	November 18, 2021

Purpose and Description

This SPSA describes Indigo's Schoolwide Program.

Indigo is a safe and caring K-8 program designed to educate the whole child. We provide multi-age interactions and constructivist learning activities through a positive discipline approach. This approach is supported by strong parent involvement. Indigo values the unique learning styles, skills and abilities of each child so they will be prepared to make a positive impact on the world.

Indigo students will develop the habits of critical readers and proficient writers. Teachers will use Reader's and Writer's workshop to help students develop these habits by teaching effective processes that critical readers and proficient writers employ.

Indigo students will be fluent and proficient in the Standards for Mathematical Practice, and will be able to apply knowledge and reasoning skills to real world situations, as well as explain their reasoning by constructing viable arguments.

Indigo students will build skills and base knowledge through project-based, problem-based, place-based, and service learning and research, developing their habits of mind and initiated by their curiosity, self-evaluation, and personal goal setting. Teachers use reader's and writer's workshop as well as small groups in Math to differentiate skill building.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Indigo elicits stakeholder input from the School Site Council, Staff, and parent groups as an on-going cycle. The administration shares data regularly at PTA meetings, School Site Council Meetings, Staff Meetings, Leadership Meetings, and other various parent meetings. Parents participate as partners when setting school goals, developing or evaluating programs & policies, and responding to data. Parents play a key role in providing support for our enrichment/elective program, field trips, and our social-emotional program. Focus groups and leadership teams are established to collect survey data and assess school academic and climate needs. We will continue to provide both in-person and virtual options for select parent meetings.

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year and the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning.

Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health.

Parents participating in Koffee Klatch, HABLA, ELAC, PTA, DEIB, and other small group and 1:1 meetings give and receive input on Indigo's progress toward goals through the use of google meet, zoom, or in person. Parents are also encouraged to give their input via school and district surveys and other collaborative, dialogic means of communication such as jamboard, padlet, and google slides.

Involvement Process for the SPSA and Annual Review and Update

Presentations to stakeholders included:

*School Site Council
June 2, 2021*

*English Learner Advisory Committee (ELAC)
March 17, 2021*

*PTA Board
June 2, 2021*

The School Site Council approved the SPSA on June 2, 2021.

Resource Inequities

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

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Indigo include:

People: To support lunchtime activities for students who may need more structured/facilitated play or break times (goal 5), increased number of Special Education staff to allow for greater occurrences of team teaching in the general ed setting (goal 3), increased EL support staff for push-in, coaching, and training (goal 2).

Space: To support “whole child learning” including designated spaces for counselors (goal 5), music (goal 5), enrichment activities (goal 5), designated small group learning spaces (goal 1), and designated occupational therapy/sensory learning spaces (goal 3).

Time: To support certificated staff for professional development, collaboration, and curriculum development (goal 1), to support staff and parents meeting regularly to develop how parents may be more effective and supportive while volunteering in the classroom (goal 6), time to develop constructivist and emergent curriculum.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and I-Ready and students being on distance learning and hybrid learning for the last year and a half, we are finding that our students are showing gaps in reading comprehension, writing, and applying concepts and procedures in Math. We plan to focus our efforts on scaffolding instruction, alignment of curriculum, common language, and habits associated with applying skills learned across disciplines.

Resource Inequities (summarized from above):

Designated small group learning spaces, time to support certificated staff for professional development, collaboration, and curriculum development, people and funding to support additional preparation time for middle school teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	ELA 2015 - 51% 2016 - 55% 2017 - 57% 2018 - 64% 2019 - 69% 2019-20: No Data due to Covid-19 School Closures 2020-2021: No Data due to	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.

	<p>Covid-19</p> <p>MATH</p> <p>2015 - 41%</p> <p>2016 - 38%</p> <p>2017 - 46%</p> <p>2018 - 49%</p> <p>2019 - 56%</p> <p>2019-20: No Data due to Covid-19 School Closures</p> <p>2020-2021: No data due to Covid-19</p>	
CA Dashboard Overall Academic Performance Levels (Combined with Frost)	<p>ELA</p> <p>2017 Orange</p> <p>2018 Green</p> <p>2019 Blue</p> <p>2020 No Data</p> <p>MATH</p> <p>2017 Yellow</p> <p>2018 Green</p> <p>2019 Green</p> <p>2020 No Data</p>	Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-8.
iReady Reading and Math	<p>READING ON OR ABOVE LEVEL</p> <p>(2018-2019)</p> <p>Window 1 - 42%</p> <p>Window 2 - 60% (+18%)</p> <p>Window 3 - 74% (+14%)</p> <p>(2019-2020)</p> <p>Window 1 - 42%</p> <p>Window 2 - 61% (+19%)</p> <p>Window 3 - NA</p> <p>(2020-2021)</p> <p>Window 1 - 60%</p> <p>Window 2 - 73%</p> <p>Window 3 - 74%</p> <p>MATH ON OR ABOVE LEVEL</p> <p>(2018-2019)</p> <p>Window 1 - 33%</p> <p>Window 2 - 50%</p> <p>Window 3 - 67%</p> <p>(2019-2020)</p> <p>Window 1 - 30%</p> <p>Window 2 - 47% (+17%)</p> <p>Window 3 - NA</p>	Increase the percentage of students who are on or above level in window 3 by 5%

	(2020-2021) Window 1 - 37% Window 2 - 61% Window 3 - 66%	
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Strategy/Activity 1

Three team planning days for all teachers to be used for backwards mapping, alignment, and unit design.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,552	LCFF

Strategy/Activity 2

All students in K-8 receive Reading A-Z & RAZ kids online accounts for skill practice, independent reading, reading assessment, and thematic just right texts.

Students to be Served by this Strategy/Activity

All Students (K-5)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1980	LCFF

Strategy/Activity 3

Bridges Math Learning Curriculum for use as a Constructivist Math Curriculum updates.

Students to be Served by this Strategy/Activity

All Students (K-5)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

\$3,500	LCFF
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Strategy/Activity 4

Library clerk for weekly library visits for every student K-8.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$2,403	LCFF
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Strategy/Activity 5

Teachers focus on aligning curriculum and developing student proficiency in the Standards for Mathematical Practice, Habits of Mind, Reading comprehension, and Writing process through the use of Equity focused Professional Learning Community (PLC) data analysis and planning processes.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	Paid for from Site Discretionary Fund
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Strategy/Activity 6

Teachers will use exemplars and rubrics to engage students in planning, monitoring progress, and articulating successes and challenges as well as to assess student response to instruction.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	Paid for from Parcel Tax
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Strategy/Activity 7

The purchase and use Green Ninja Science Curriculum to support mastery of the Next Generation Science Standards in 6-8th grade to support program goals of hands-on exploration.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1400	LCFF

Strategy/Activity 8

When safe to do so, Indigo students will participate in at least 8 field trips per school year, including overnight field trips in 4th, 6th, and 8th grades.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site	Funding for this activity is accounted for and outlined in PTA Budget

Strategy/Activity 9

Teachers in K-8 will have at least 2x weekly planning / prep time with the implementation of art and music curriculum taught by contracted teachers.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site	Funding for this activity is accounted for and outlined in PTA Budget

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In ELA, Socioeconomically Disadvantaged Students and English Learners are identified as orange through the California Dashboard in 2019.

In Math, our English Learners are identified as orange through the California Dashboard in 2019.

During distance learning and the pandemic, we noticed declining active engagement and the need for greater opportunities for oral language development of our English Learners. To address these needs for students, professional development/training will be provided for teachers in the area of anti-bias education and culturally responsive instruction.

Resource Inequities (summarized from above):

Increased EL support staff for push-in, coaching, and training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs and Socioeconomically Disadvantaged Students	ELA (EL) 2016-17 - 27.27% 2017-18 - 12.5% 2018-19 - 12.5% **2019-20: No Data due to Covid-19 School Closures **2020-21: No Data due to Covid Math (EL) 2016-17 - 27.17% 2017-18 - 0%	increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.

	<p>2018-19 - 12.5%</p> <p>ELA (SED) 2016-17 - 47.06% 2017-18 - 43.48% 2018-19 - 51.52%</p> <p>Math (SED) 2016-17 - 23.57% 2017-18 - 27.27% 2018-19 - 33.33%</p>	
CA Dashboard Overall Academic Performance Levels for English Learners & Socioeconomically Disadvantaged Students (Frost/Indigo Combined)	<p>ELA 2018: English Learners, Socioeconomically Disadvantaged - Orange 2019: English Learners - Yellow Socioeconomically Disadvantaged - Yellow 2020: No Data</p> <p>Math 2018: English Learners - Orange Socioeconomically Disadvantaged - Yellow 2019: English Learners - Orange Socioeconomically Disadvantaged - Yellow 2020: No Data</p>	increase our English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.
ELPAC	<p>2021: 31% of Indigo students at a level 4 on the ELPAC 2020: 11% of Frost & Indigo students were Redesignated FEP 2021: 6% of Frost & Indigo Students were Redesignated FEP</p>	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.
IReady	<p>ELA On-Level <u>2020-2021</u> Window 1 - 31% Window 2 - 53% Window 3 - 58%</p>	

Strategy/Activity 1

Collaborate with district TOSAs, when possible, to support teachers to integrate best practices for English Learners across content areas using strategies such as oral language practice and the use of realia and manipulatives. TOSAs also to provide training on how to support English Learners with a distance learning model. (TOSA will help prepare the resources needed for the “Return to School” SEAL toolkit).

Students to be Served by this Strategy/Activity

English Learners

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Funding for this activity is accounted for and outlined in Goal 1 Activity 2 (Release time for planning & backwards mapping

Strategy/Activity 2

Teachers will use parent support, targeted iReady lessons, guided reading, Reader’s & Writer’s Workshop, book groups, and collaborative groups during the day to improve students’ instructional and independent reading levels by engaging students and supporting them at (or just beyond) their just right levels.

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	LCFF (accounted for in Goal 1 Action1)

Strategy/Activity 3

Brain Pop ELL training and online lessons will be used for Designated ELD lessons and support.

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$481

LCFF

Strategy/Activity 4

Hands on learning and instruction, core components of the Indigo program will be used to enhance the educational experience and language development.

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$2369

LCFF

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

One reason Oak Grove did not meet state LRE (Least Restrictive Environment) targets is that only about one-quarter of its special education services are delivered in the regular classroom. By comparison, about half of specialized services are delivered at Students With Disabilities' (SWDs') regular schools but in separate classrooms. These latter services consist of part-day "pull-outs" from or supplements to regular classroom instruction (for students with less severe needs) as well as "special day" classes (for students who need more intensive

accommodations). Students in special day classes typically spend most or all of their days in a specially designed instructional setting. The remaining one-quarter of special education services are provided at locations other than the regular school. For students with very severe disabilities, services some times are offered at separate settings, such as, specially certified nonpublic schools, or county facilities.

Students with disabilities at Indigo showed greater success when early intervention and greater alignment between RSP goals/work and general education work were present. During distance learning, declining engagement and increased frustration was observed in our students receiving special education services. Many of our students receiving RSP services for ELA show a need for skill development in Phonics. Extra training and resources will be provided for the full implementation of the Sonday System.

Resource Inequities (summarized from above):

Increased number of Special Education staff to allow for greater occurrences of team teaching in the general ed setting, designated occupational therapy/sensory learning space, funding to support collaboration between Resource staff and General Education staff to provide greater access to General Education for Special Education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p>ELA</p> <p>2016-17: 15%</p> <p>2017-18: 13.64%</p> <p>2018-19: 36.84%</p> <p>2019-20: No Data due to Covid-19 School Closures</p> <p>2020-21: No Data</p> <p>Math</p> <p>2016-17: 15%</p> <p>2017-18: 8.33%</p> <p>2018-19: 26.32%</p> <p>2019-20: No Data due to Covid-19 School Closures</p> <p>2020-21: No Data</p>	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	<p>2018 Orange in ELA & Math</p> <p>2019: No performance color indicated</p> <p>2020: No Data</p>	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in

		grades 3-8.
Least Restrictive Environment Targets	<p>2018-19: Target met: 100% of our Students with Disabilities participated in General Education 80% or more of the time.</p> <p>2019-20: Target Met: 100% of our Students with Disabilities participated in General Education 80% or more of the time.</p> <p>2020-21: Target Met: 92% of Frost/Indigo Students with Disabilities participated in General education 80% or more of the time</p>	We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity 1

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this activity

Strategy/Activity 2

Communication regarding needs, goals, strategies, and updates for students with disabilities and students at risk is a focus at Indigo. IEP meetings always have a general education teacher, parent or guardian, and all of the team members present. Case managers ensure that all teachers who have students with IEPs or other individualized plans understand the goals, interventions, and who the team is for the child. Case managers and psychologists make time in their schedule to connect with general education teachers to scaffold and provide relevance to

the student's curriculum within the classroom. This collaboration ensures that transition for students between resource support time and classroom is smoother because work is related.

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this activity

Strategy/Activity 3

Students with IEPs in grades 4-8 will receive greater "push-in" support, to the extent is appropriate to accelerate the achievement of IEP goals and grade-level skill development. Discussion about the types, times, and duration of push-in support is determined by the IEP team.

Students to be Served by this Strategy/Activity

Students with Disabilities

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Paid for from Parcel Tax

Strategy/Activity 4

Resource teachers use supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: The Sonday Reading System, Newsela, Reading Pathways, High Noon, Reading A to Z licences, alternative seating, fidget items, and other sensory materials that support student engagement and learning.

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	LCFF

Strategy/Activity 5

Students who need extra phonics or phonemic awareness support after targeted intervention, as indicated by the I-Ready diagnostic will receive access to small group instruction with the Sonday System, parent volunteer tutor, and/or before/after school intervention.

Students to be Served by this Strategy/Activity

Students with special needs

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site	Provided by ELO Funds

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

At Indigo, the use of technology is dependent on age and purpose. At Indigo students in grades K-2 use technology to take the iReady diagnostic assessment, as a center for individualized learning, and to publish collaborative pieces with adult support. At grades 3-8 students expand their use of technology for collaborative work, communication, research, curating work for digital portfolios, and creative expression for projects - including coding, presentations, stop motion animation, blogging, filming, robotics, etc. At Indigo, the parent community contributes significantly to the development and proficiency of the aforementioned skills by teaching enrichment and/or elective courses. Teachers receive training and tools as they become available so that ALL students have high-quality access to the use of technology not just as a consumer of content, but as a producer of content.

With Distance Learning and Hybrid Learning, our students gained valuable skills and experience using the computer for communication, collaboration, and research. However, we are finding that students are more dependent on some of the technology tools and scaffolds that they have

become accustomed to in the last year and a half. We will continue to provide technology supports where and when needed, while maintaining the balance articulated above.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey:	<p>Use of technology to be creative 2018-19: 74.4% 2019-20: 80.4% (Met)</p> <p>Use of technology for communication: 2018-19: 43.6% 2019-20: 46.4% (Not Met)</p> <p>Use of technology for collaboration: 2018-19: 94.9% 2019-20: 90.8% (Not Met)</p> <p>Use of technology for Critical Thinking & Problem Solving: 2018-19: 74.4% 2018-29: 61.4% (Not Met)</p>	<p>80% of students will use technology to be creative</p> <p>50% of students will use technology for communication.</p> <p>95% of students will use technology for collaboration.</p> <p>80% of students will use technology for critical thinking & problem solving.</p>
SBAC Participation Rates	<p>2018-2019: 98% 2019-20: (No Data) 2020-21: No Data</p>	<p>We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.</p>

Strategy/Activity 1

Refresh, maintain, and repair Chromebooks/laptops for a student ratio of 1-to-1 in Kindergarten through 8th grade.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$0 cost to site	Provided by district funding
\$0 cost to site	Indigo PTA

Strategy/Activity 2

Promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families).
Provide office hours and contact information to support families with tech needs.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Strategy/Activity 3

Teach lessons from common sense media and/or nearpod to teach and promote online safety and digital citizenship.

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Strategy/Activity 4

Begin the development of a vertically aligned digital literacy technology plan along with curriculum resources to support strategic technology skill development

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For chronic absenteeism, students with disabilities and socioeconomically disadvantaged students are identified as orange through the California Dashboard.

7.8% of Indigo students were designated as chronically absent in 2018-2019.

As we continue to deal with the surge of Covid, the CDPH and CDC guidelines around mandatory quarantine and testing policies, and the lack of vaccine availability for students under 12, we are seeing a dramatic increase in absences. To help mitigate the impact of these systemic requirements, we plan to implement an independent study process where students can still complete work while on mandatory quarantine.

We are also seeing an increased need in social skill development and problem-solving support. This will be supported by providing additional training for parents and staff regarding trauma-informed practice and participatory classroom involvement through the use of Positive Discipline philosophy and practices.

Resource Inequities (summarized from above):

People to support lunchtime activities for students who may need more structured/facilitated play or break times, space to support “whole child learning” including designated spaces for counselors , music, enrichment activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	2018-19: 7.8 % of Indigo students were absent 15 or more days of school 2020 - Data Not Available	Decrease percentage to 5%
Suspension and Expulsion Rates	2018-19 - 0% 2019-20 - 0% 2020-21 - 0.6% (combined with	Maintain 0% Suspension Rate

	Frost)	
Attendance Rate	2018-19: 96.54% 2019-20: 95.84% (Through mid-March) 2020-2021 - 99.27%	Maintain a 98% attendance rate for each month August-June.
CA Healthy Kids Survey	2018-19: No Data 2019-20: 5th (n= 33- 55%, shared with Frost response rate) 88% 7th (n = 24 = 100% response rate, Indigo only) 78% 2020-21: 5th grade survey - 40% response Rate 7th grade survey: 82% response rate No Data for feeling safe within school - 5% of 5th graders and 27% of 7th graders have experienced cyberbullying in the last 12 months	Increase the percent of students taking the California Healthy Kids Survey. Establish 90% of students reporting feeling safe within a positive school climate.
Positive Behavior Supports Implementation	School Culture Leadership Team to meet 6 times annually to ensure systemic tiered support for behavioral education	Increase stakeholder involvement in the tiered systems of support for positive/prosocial behavior.

Strategy/Activity 1

All students participate in empathy development, emotional management, and communication lessons through Positive Discipline, Project Cornerstone, Respect 360, and Communication Lab.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site	PTA to fund parent training and materials

Strategy/Activity 2

Monthly meetings with the Positive School Culture Leadership Team to discuss discipline data and next steps.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site	

Strategy/Activity 3

Structured games and “chill space” provided for students at lunch recess, facilitated by parents and yard duty.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site.	

Strategy/Activity 4

Indigo students will participate in enrichment (k-5) at least once a week and elective (6-8) opportunities at least twice a week.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 cost to site	Funding for this activity is accounted for and outlined in PTA Budget

Strategy/Activity 5

Indigo students will participate in art and music classes once (each) per week in K-5, and by choice in grades 6-8.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 Cost to site	Funding for this activity is accounted for and outlined in PTA Budget

Strategy/Activity 6

Indigo students will participate in gardening (k-5) at least once a week and by choice/elective in grades 6-8.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Funding for this activity is accounted for and outlined in PTA Budget

Strategy/Activity 7

Students needing extra social and/or emotional support can be referred to the contracted counselor or Social Work intern.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District & State funded
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Strategy/Activity 8

Staff participates 2-3 times annually in professional development with certified Positive Discipline Trainer, 4-6 times annually with the International Lab School affiliation, and begin alignment with anti-bias consultant.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1000	LCFF
\$3000	Low Performing Block Grant

Strategy/Activity 9

Every class will hold daily morning meetings to welcome students and review the agenda for the day. Daily/weekly class meetings will be held to engage students in social and class problem-solving and build class community.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0 cost to site	PTA
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Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Indigo is a Parent Participation Program Option in the Oak Grove School District. It is unique in that it has many PTA sponsored events throughout the year including Fun Run, Harvest Festival, Exploration Night(s), monthly field trips, art and music teachers, book fairs, Plant Sale, Olympic Day, Ice Cream Social, and the Spring Fling. In addition to these special events, Indigo parents participate weekly in the classroom, providing small group support at the direction of the teacher, enrichment opportunities, and yard duty.

Additionally, parent education is required for all families in their first 5 years of attendance at Indigo.

One need is to expand the parent voice, especially to certain groups of parents, that might be traditionally underserved. This year, our goal is to hold 3-4 parent meetings for the African American Koffee Klatch, ELAC, and HABLA groups in order to discuss how to support these communities within our larger Indigo community. Additionally a DEIB task force and a DEIB advisory committee has been established at Indigo to help revise our policies and develop our community's cultural competency.

Another need is to keep our community of families highly engaged in their student's education. As the economic landscape in San Jose is changing, so must parent participation at Indigo. A Parent Participation Options sub committee has been established with the aim of providing flexibility with regard to the participation commitments while keeping the instructional program and aims of our Parent Participation Program Option strong and thriving.

Resource Inequities (summarized from above):

Time to support staff and parents meeting regularly to develop how parents may be more effective and supportive while volunteering in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Historian Report	2019-2020 29,000 volunteer hours were reported through Membership Toolkit 2020-2021 - No Data	
California Healthy Kids Survey	No baseline data available 2019-2020 1 - 93% 2 - 82% 3 - 96% 4 - 95% 2020-21:	90% of families will report that they Strongly Agree or Agree to the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree 1*School allows input and

	1- 93% 2- 78% 3 - 89% 4 - 91%	welcome parents' contributions 2*School actively seeks the input of parents before making important decisions 3 *Parents feel welcome to participate at the school 4 *Teachers at school communicate with parents
Parent Meeting Attendance	2020-2021 - TBD Indigo PTA Historian Report	

Strategy/Activity 1

All families attending the school for 5 or fewer years participate in parent ed training focusing on Positive Discipline, Project Cornerstone, and STEP (Systematic Training for Effective Parenting). Classes are being modified for digital participation and in person instruction continued focus on DEIB and Trauma Informed Practice.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4000	LCFF

Strategy/Activity 2

All families will attend monthly PTA meetings (virtually) and receive weekly newsletters outlining what will happen in the community and in the classroom for the week. Some activities will continue to be modified for digital participation.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	PTA

Strategy/Activity 3

Families will contribute to the monthly newsletter, the Indigo INK, to share with the broader community what is happening at each grade level and within the various programs.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	PTA

Strategy/Activity 4

3-4 African American Koffee Klatch, ELAC, and HABLA meetings will be held sharing information and soliciting feedback and insights from these families to improve the Indigo experience for these families. It is also a goal of these groups to support on-going diversity recruitment.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	

Strategy/Activity 5

Focus Groups and/or surveys will be held/sent out in February to collect feedback on the Indigo experience.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0 site cost	
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Strategy/Activity 6

Participation Options committee to meet regularly to analyze participation data with the goal of balancing the needs of the community with the needs of Indigo's educational programs.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0 site cost	
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Strategy/Activity 7

Families and community members are invited to regular end-of-unit exhibitions, Exhibit Night, and the Art & Music Show to celebrate student learning.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0 site cost	PTA
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Strategy/Activity 8

All families are invited to plan and participate in various Indigo traditions including community Tie Dye, Fun Run, Harvest Festival, Read & Relax Day, Multicultural Potluck, Exploration Nights, book fair, Olympic Day, Ice Cream Social, etc. (During these Covid conditions, activities will be modified for digital participation).

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	PTA

Strategy/Activity 9

Implementation of a DEIB advisory committee and DEIB Task Force started in 2020-2021. These committees will continue to meet monthly to outline and support an ongoing 5 year plan for continuous diversity, equity, inclusion, and belonging systems audits, education, and resources.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	General Fund/PTA

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total funds provided to the school through the consolidated application	\$0
Total Federal funds provided to the school from the LEA for CSI	\$0
Total Funds budgeted for strategies to meet the goals in the SPSA	\$0

List the State and local programs that the school is included in the schoolwide program.

State or Local Programs	Allocation (\$)
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Low Performing Student Block Grant	\$3000
LCFF	\$24,685

Subtotal of state or local funds included for this school: \$ 27,685

Total of federal, state, and/or local funds for this school: \$ 27,685