School Year: [2020-2021]

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 4, 2020	November 12, 2020

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, and place-based 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.

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

The COVID-19 pandemic has created conditions for Indigo that required us to make major program adjustments and changes to field trips, parent engagement, student learning, and social-emotional learning. In keeping with the goals and objectives of our school, our parent and teacher community voted to prioritize social & emotional learning, art, and enrichment activities. With regard to the top event priorities, our community overwhelmingly wanted to keep the art/music show, harvest festival, and funrun. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

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.

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, 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. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

At Indigo a parent survey was sent out in the spring of 2020. Parents were asked to prioritize the program practices they wanted to see during distance learning or hybrid learning options. Since then, parents have participated in Koffee Klatch, HABLA, ELAC, PTA, and by small group and 1:1 meetings to give and receive input on Indigo's progress toward goals through the use of google meet or zoom. Parent leaders and community members are working with teachers and administration to support the goals the community outlined in our spring survey.

Involvement Process for the SPSA and Annual Review and Update

Presentations to stakeholders included:

School Site Council
June 4, 2020

English Learner Advisory Committee (ELAC)
June 4, 2020

PTA Board
June 4, 2020

The School Site Council approved the SPSA on June 4, 2020.

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), and the time to develop those facilitation skills & routines, to support for certificated staff (during and after the school day) in providing targeted intervention for struggling readers not meeting their measurable goals (goal 3), 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).

In the case of Distance Learning or Hybrid Models - support for parents facilitating work at home, support for students whose parents are essential workers, supporting parents with the use of the technology, counseling support for students experiencing trauma (goals 1, 2, 3, 6)

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).

In the case of Distance Learning or Hybrid Models - indoor and outdoor spaces that allow for social distancing (goal 1)

Funding: To support certificated staff to be released regularly for classroom observations both on and off site (goal 1), staff development in Project Based, constructivist/emergent Curriculum development and implementation (goal 1), to support collaboration between Resource staff and General Education staff to provide greater access to General Education for Special Education students (goal 3) funding to support the technology goal of 1:1 Chromebooks for students 3-8th grade (goal 4), to support programs & spaces for Indigo families needing child care during "participation" hours (goal 6), to purchase/develop constructivist curriculum that is responsive to student interest and need (goal 1).

In the case of Distance Learning or Hybrid Models - we need to maintain 1:1 chromebooks, professional development opportunities about blended and online teaching, trauma informed practices, hard copies, books, manipulatives for all students, (individual kits for writer's workshop, pbl, math, etc.),and hot spots (goals 1 - 6)

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.

In the case of Distance Learning or Hybrid Models - professional development opportunities about blended and online teaching, trauma informed practices, time for planning (goals 1-6)

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 SBAC, 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 alignment of curriculum, common language, and habits associated with applying skills learned across disciplines. We also plan to provide professional development to our teachers in Writer's Workshop instructional and assessment practices.

Distance Learning/Hybrid Needs: Teachers need more planning time to make sure standards are addressed and modified for a distance learning format.

Resource Inequities (summarized from above):
Designated small group learning spaces, funding to support certificated staff to be released regularly for classroom observations both on and off site , staff development in Project Based, constructivist/emergent curriculum development and implementation, to purchase/develop constructivist curriculum that is responsive to student interest and need, Time to support certificated staff for professional development, collaboration, and curriculum development.

In the case of Distance Learning or Hybrid Models - we need to maintain 1:1 chromebooks, professional development opportunities about blended and online teaching, trauma informed practices, time for planning, hard copies, books, manipulatives for all students, (individual kits for writer's workshop, pbl, math, etc.) Hot spots, support for parents facilitating work at home, support for students whose parents are essential workers, supporting parents with the use of the technology.

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 **MATH** 2015 - 41% 2016 - 38% 2017 - 46% 2018 - 49% 2019 - 56% 2019-20: No Data due to Covid-19 School Closures	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.
CA Dashboard Overall Academic Performance Levels (Combined with Frost)	**ELA** 2017 Orange 2018 Green 2019 Blue **MATH** 2017 Yellow 2018 Green 2019 Green	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	**READING ON OR ABOVE LEVEL** **(2018-2019)** Window 1 - 42% Window 2 - 60% (+18%) Window 3 - 74% (+14%) **(2019-2020)** Window 1 - 42% Window 2 - 61% (+19%) Window 3 - NA **(2020-2021)** Window 1 - 50% **MATH ON OR ABOVE LEVEL** **(2018-2019)**	Increase the percentage of students who are on or above level in window 3 by 5%

| | Window 1 - 33%
Window 2 - 50% (+17%)
Window 3 - 67% (+17%)
(2019-2020)
Window 1 - 30%
Window 2 - 47% (+17%)
Window 3 - NA
(2020-2021)
Window 1 - 37% | |

Strategy/Activity 1

Two professional development and two instructional rounds days will be provided for all writing teachers with a focus on Writer's Workshop.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$1404	LCFF

Strategy/Activity 2

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)
$7,020	**LCFF**

Strategy/Activity 3

All students in K-5 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)

$2088	LCFF

Strategy/Activity 4

Bridges Math Learning Curriculum for use as a Constructivist Math Curriculum. (**In Distance Learning:** Digital platform, student workbooks, and home-school connection workbooks will be purchased/provided).

Students to be Served by this Strategy/Activity

All Students (K-5)

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$5000	LCFF

Strategy/Activity 5

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

(**In Distance Learning**: The library will support book loans to be distributed at materials distribution days)

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$2,400	LCFF

Strategy/Activity 6

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 the Professional Learning Community (PLC) data analysis and planning process.

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

Strategy/Activity 7

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

Strategy/Activity 8

Teachers will use receive additional planning and collaboration time to transfer lessons, standards, and curriculum to meet the needs in a distance learning/hybrid environment. The new schedule allows afternoons and Wednesdays for teachers to collaborate.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	Provided by change in daily schedule

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

In Distance learning, our students will need plenty of opportunities to practice using oral language, have access to manipulatives, hands-on realia, and visual resources.

Resource Inequities (summarized from above):

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

In Distance Learning: Prioritize hotspots, chromebooks, headphones, reading materials, manipulatives, community outreach, parent support, software/applications to facilitate language development in the absence of practice during integrated ELD times. We will prioritize distributing hands-on supplies, visual aides, and using breakout rooms for oral language practice.

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*** Math (EL) 2016-17 - 27.17% 2017-18 - 0% 2018-19 - 12.5% ELA (SED) 2016-17 - 47.06% 2017-18 - 43.48% 2018-19 - 51.52% Math (SED)	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.

	2016-17 - 23.57% 2017-18 - 27.27% 2018-19 - 33.33%	
CA Dashboard Overall Academic Performance Levels for English Learners & Socioeconomically Disadvantaged Students (Frost/Indigo Combined)	**ELA** 2018: English Learners, Socioeconomically Disadvantaged - Orange 2019: English Learners - Yellow Socioeconomically Disadvantaged - Yellow **Math** 2018: English Learners - Orange Socioeconomically Disadvantaged - Yellow 2019: English Learners - Orange Socioeconomically Disadvantaged - Yellow	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	43%	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.

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. (In Distance Learning: TOSA will share 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)
$1,511	LCFF

Strategy/Activity 3

In distance learning we will schedule materials distribution dates every two weeks to prioritize our hands-on learning activities even during distance learning. Teachers will prepare manipulatives, visual aids, hard copies of books, guided reading and literature circle books, art supplies, and other hands-on learning aids for students to take home for use during distance learning. (Materials are accounted for in general and PTA budget, the new action is the materials distribution schedules).

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	(General & PTA budget)

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.

Resource Inequities (summarized from above):

People and the time to develop those facilitation skills & routines, to support for certificated staff (during and after the school day) in providing targeted intervention for struggling readers not meeting their measurable goals (goal 3), 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.

Distance learning Considerations: Need access to whiteboards, small group instruction, manipulatives, visual supports, audio texts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	**ELA** 2016-17: 15% 2017-18: 13.64% 2018-19: 36.84% 2019-20: No Data due to	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher

	Covid-19 School Closures **Math** 2016-17: 15% 2017-18: 8.33% 2018-19: 26.32% 2019-20: No Data due to Covid-19 School Closures	than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	2018 Orange in ELA & Math 2019: No performance color indicated	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	2018-19: Target met: 100% of our Students with Disabilities participated in General Education 80% or more of the time. 2019-20: Target Met: 100% of our Students with Disabilities participated in General Education 80% or more of the time.	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.

(Distance learning - meetings will be held virtually)

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: iReady Teacher Toolbox, 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)
$0 to site	Reading A to Z licence costs in Goal 1 Newsela free subscription

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)
$3,000	Low-Performing Student Block Grant

Strategy/Activity 6

In Distance Learning, students will receive additional synchronous support beyond the school day. Additionally, Special Education Instructional Assistants will receive chromebooks to support the additional synchronous lessons as well as "push in" support. This is provided by the change in daily schedule and the district purchase of chromebooks.

Students to be Served by this Strategy/Activity

Students with special needs

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	

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.

Distance Learning Need: We will need to maintain 1:1 chromebook and hot spot support for students and families. We will also need to address issues of digital citizenship and training for the use of all the new digital learning tools and platforms (G-suite, Jamboard, Screencastify, Adobe Enterprise, Nearpod, Flipgrid,etc.)

Resource Inequities (summarized from above):
Funding to support the technology goal of 1:1 Chromebooks for students 3-8th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey:	Use of technology to be creative 2018-19: 74.4% 2019-20: 80.4% (Met)	80% of students will use technology to be creative
	Use of technology for communication: 2018-19: 43.6% 2019-20: 46.4% (Not Met)	50% of students will use technology for communication.

	Use of technology for collaboration: 2018-19: 94.9% 2019-20: 90.8% (Not Met) Use of technology for Critical Thinking & Problem Solving: 2018-19: 74.4% 2018-29: 61.4% (Not Met)	95% of students will use technology for collaboration. 80% of students will use technology for critical thinking & problem solving.
SBAC Participation Rates	2018-2019: 98% 2019-20: (No Data)	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Refresh, maintain, and repair Chromebooks/laptops for a student ratio of 2-to-1 in grades K-5 and 1-to-1 ratio in grades 6-8.

The Acer C740 model will need to be replaced. Google will stop supporting and sending updates to these Chromebooks on June 2020. Replacements will begin June 2020 for this model.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7,000	LCFF
$0 cost to site	Indigo PTA contribution outlined in PTA budget

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	

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.

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.

Distance Learning Consideration: PD for the online platforms that we already have but aren't using fully (studies weekly, NewsELA, RAZ-Kids, GoNoodle), time for sorting through those platforms to curate engaging, whole-child curriculum. Special focus will be placed on trauma informed practice, engagement, and student empowerment. Increased need for social-emotional support, mental health support, and positive identity development

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	Decrease percentage to 5%
Suspension and Expulsion Rates	2018-19 - 0% 2019-20 -	Maintain 0% Suspension Rate

Attendance Rate	2018-19: 96.54% 2019-20: 95.84% (Through mid-March)	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%	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 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 at least 8 field trips per school year, including overnight field trips in 4th, 6th, and 8th grades.

Consideration for distance learning: Skype, small group, virtual, independently

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 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 7

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 8

Students needing extra social and/or emotional support can be referred to the contracted counselor or Social Work intern. (In Distance Learning: Additional support provided by district and community resources).

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7,200	Low Performing Block Grant

Strategy/Activity 9

Staff participates 2-3 times annually in professional development with certified Positive Discipline Trainer. (Distance Learning Focus on Trauma Informed Practice).

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0 site cost	PTA to supplement cost

Strategy/Activity 10

Student attendance will be closely monitored during distance learning and a reengagement process (as articulated in the Learning Continuity Plan) will be implemented.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

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

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.

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.

Distance Learning Needs: Indigo will need to engage families virtually during distance learning. Parents will provide both synchronous and asynchronous SEL and enrichment lessons. Parents will stay up-to-date with school functions and communication via virtual resources, zoom, google meet, social media, etc.

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	29,000 volunteer hours were reported through Membership Toolkit	
California Healthy Kids Survey	No baseline data available **2019-2020** 1 - 93%	90% of families will report that they Strongly Agree or Agree to the questions below

		2 - 82% 3 - 96% 4 - 95%	from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree 1*School allows input and 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

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).(Distance Learning: activities will be modified for digital participation, 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)
$0 site cost	PTA to cover the cost of Parent Ed

Strategy/Activity 2

All families will attend monthly PTA meetings and receive weekly newsletters outlining what will happen in the community and in the classroom for the week. (Distance Learning: 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 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	

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. (Distance Learning: Parent participation is modified for everyone while we are on distance learning, parents will participate to the extent possible while learning and working from home).

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 7

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

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. (Distance Learning: 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	

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 ($)
Low Performing Student Block Grant	**$10,200**
LCFF	**$26,063**

Subtotal of state or local funds included for this school: $ 36,263
Total of federal, state, and/or local funds for this school: $ 36,263