

Indigo
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 530 Gettysburg Dr.
San Jose, CA , 95123-
3234

Principal: Genvieve Dorsey,
Principal

Phone: (408) 225-1881

Grade K-8
Span:

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Genvieve Dorsey, Principal

📍 Principal, Indigo

About Our School

Contact

Indigo

530 Gettysburg Dr.

San Jose, CA 95123-3234

Phone: [\(408\) 225-1881](tel:(408)225-1881)

Email: gdorsey@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)	
School Name	Indigo
Street	530 Gettysburg Dr.
City, State, Zip	San Jose, CA , 95123-3234
Phone Number	(408) 225-1881
Principal	Genvieve Dorsey, Principal
Email Address	gdorsey@ogsd.net
Website	https://indigo.ogsd.net
County-District-School (CDS) Code	43696250140590

Last updated: 1/19/24

School Description and Mission Statement (School Year 2023–24)

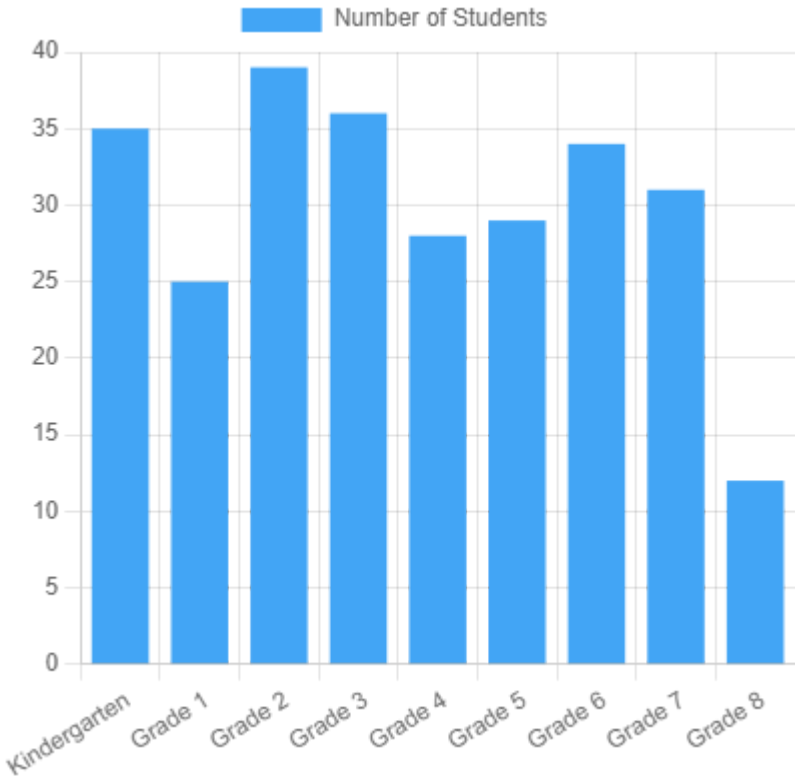
The Indigo Program is part of the Oak Grove School District, a district that is committed to developing an inclusive, caring, educational community in which each individual has many opportunities to achieve his or her potential. We respect the individuality and diversity of students, staff, and community and have high expectations for all individuals. 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. The Indigo Program school is housed on the Frost campus and is a unique, parent-supported, elementary and middle school option. We are proud to be in our seventeenth year of providing a nurturing and stimulating learning environment for our students, teachers and parents in grades K-8. Parent participation, whole-child, hands-on learning, positive discipline, multi-age interaction, wonderful enrichment programs, dedicated teachers, a strong PTA, and fun community events have made Indigo a place where students and families

learn and thrive. Specialized instruction is provided during the regular school day in Art, Choral Music, Instrumental Music, P.E, Project Based Learning, and Community Service. Students at Indigo demonstrate proficiency and progression in core subjects and the habits of mind and scholarship through portfolios.

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	35
Grade 1	25
Grade 2	39
Grade 3	36
Grade 4	28
Grade 5	29
Grade 6	34
Grade 7	31
Grade 8	12
Total Enrollment	269



Last updated: 1/19/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.30%
Male	51.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	20.40%
Black or African American	3.70%
Filipino	4.50%
Hispanic or Latino	29.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.40%
White	34.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.10%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	11.50%
Students with Disabilities	10.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned			8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA			22.40	5.32%	18854.30	6.86%
Total Teaching Positions			420.90	100.00%	274759.10	100.00%

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

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	100.00%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	13.00	100.00%	412.30	100.00%	279044.80	100.00%

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

Last updated: 1/30/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers		0.00
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Indigo Elementary is comprised of separate classroom portable buildings and a central administration building.

At the time of the inspection, the District found the site to be in Good condition. The campus recently received new fall protection at the playgrounds (summer 2022), new outdoor synthetic field (summer 2023), and new HVAC system site wide (Summer 2023). The District hopes to expand the interior modernization in the coming years.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Work orders have been placed to complete relamps.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
----------------	------

Last updated: 1/31/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	65%	61%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	50%	53%	41%	41%	33%	34%

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

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

Last updated: 1/19/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	165	98.80%	1.20%	60.61%
Female	81	81	100.00%	0.00%	66.67%
Male	86	84	97.67%	2.33%	54.76%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	35	35	100.00%	0.00%	68.57%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	51	50	98.04%	1.96%	56.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	75.00%
White	55	54	98.18%	1.82%	59.26%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	40.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	23	92.00%	8.00%	13.04%

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

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

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

Last updated: 1/19/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	164	98.20%	1.80%	53.05%
Female	81	81	100.00%	0.00%	54.32%
Male	86	83	96.51%	3.49%	51.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	35	35	100.00%	0.00%	77.14%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	50	98.04%	1.96%	34.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	58.33%
White	55	53	96.36%	3.64%	60.38%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	45.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	23	92.00%	8.00%	17.39%

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

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

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

Last updated: 1/19/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	58.49%	56.41%	36.27%	35.97%	29.47%	30.29%

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

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

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

Last updated: 1/19/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100.00%	0.00%	56.41%
Female	19	19	100.00%	0.00%	57.89%
Male	20	20	100.00%	0.00%	55.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	15	100.00%	0.00%	66.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/19/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)

– divided by –

(The total number of students enrolled at time of testing)

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	93%	89%	89%	93%	93%
7	--	--	--	--	--

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

Last updated: 2/1/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Parents at Indigo are an integral part of decision-making through participation in a leadership role on the School Site Council and Parent Teacher Association, and through the Indigo DEIB (Diversity, Equity, Inclusion, and Belonging) committee.

Parents are also involved at Indigo in the following areas:

- Classroom volunteers
- Recess supervisors
- * District/ Parent Advisory Council
 - Support for annual activities such as Fun Run, Harvest Festival and various fundraisers
 - Annual Back-to-School Night in the fall
 - Annual Open House (Exhibit Night) in the spring
 - Annual Exploration Night (Literacy, Science, Math)
 - Monthly meetings of the PTA
 - Monthly meetings of the School Site Council
- * Diversity, Equity, Inclusion, and Belonging (DEIB) meetings
 - Goal Setting and student-led parent, student, teacher conferences held twice annually
 - Koffee Klatch meetings
 - Latino parent meetings
 - Quarterly ELAC Meetings
- Emergency Preparedness Preparation and Participation
- Community Events (Plant Sale, School Beautification, etc.)
- * Monthly Parent Education meetings
- * Family Gallery Walks and end of unit celebrations

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	272	270	42	15.6%
Female	131	131	18	13.7%
Male	141	139	24	17.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	56	56	6	10.7%
Black or African American	10	10	0	0.0%
Filipino	12	12	3	25.0%
Hispanic or Latino	78	78	19	24.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	20	20	2	10.0%
White	96	94	12	12.8%
English Learners	20	19	4	21.1%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	35	35	12	34.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	35	35	6	17.1%

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

Last updated: 1/19/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.37%	1.10%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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

Last updated: 1/19/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10%	0.00%
Female	0.00%	0.00%
Male	2.13%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.79%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.56%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.86%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.86%	0.00%

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

Last updated: 1/19/24

School Safety Plan (School Year 2023–24)

Oak Grove School District SB 187

Comprehensive School Safety Plan

Frost School & Indigo School

530 Gettysburg Dr. San Jose, CA 95123-3234 Phone: (408) 225-1881

Board Adopted FEB 16, 2023

The following document is an addendum to the District Comprehensive Safety Plan. The District Comprehensive Safety Plan is the main body of the document. Each school has a site specific document that works in tandem with the District's plan. The Comprehensive Safety Plan is designed to be utilized as a resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the guidelines of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS) and Title 1, Division 4, Chapter 8 Government Code. It is a living document to meet site, district and community needs, forms or requirements. It is NOT to be a "grab and go" guide in an actual emergency.

All sites will refer to the District Comprehensive Safety Plan for all emergency preparedness, safety and operation protocol. All procedures have been standardized throughout the District. The following information is school site specific.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted(Ed.Code 39294,1) Other local agencies,such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2) Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

- * A representative from the local law enforcement agency

- *School Resource Officers

- * Guidance counselor

- *Special Education Department Chairperson

- * One or more key community service providers

- * Student representative(s)

- *Disciplinary team member

- * Staff leaders

- *Additional parent representatives

INDIGO SCHOOL SAFETY TEAM

The undersigned members of the Indigo School Safety Planning Committee certify that the requirements of the SB 187 Safety Plan have been met.

Genvieve Dorsey, Principal, Indigo

Mimi Sgro, Secretary, Indigo

Camille Redhill, Teacher, Indigo

Oscar A. Ortiz, District Safety Committee Chair

THE INDIGO SAFE SCHOOL PLAN WAS APPROVED VIRTUALLY BY THE INDIGO SCHOOL SITE COUNCIL ON January 12, 2023.

Safety Plan Goals Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- * Mental Health Data
- * State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- * Disciplinary Data
- *Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well. Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

Safety Plan Goals 2022 - 2024

GOAL 1: Frost and Indigo School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 1.1: Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC.

Assessment 1.1: Confirm storage of classroom bins with zip top bags for every student by February 2023.

Baseline Data 1.1: Ensure ARCC materials are replaced on a rotating basis. GOAL 2: Provide mental health support for students.

Strategy 2.1: Mental Health Intern support for 1.5days each

Strategy 2.2: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah's Children Services;

Strategy 2.3: Almaden Valley supports for 1 day each Strategy

2.4: Parents and students can be referred through Care Solace Strategy

2.5:Indigo will use positive discipline strategies such as chill out spaces, cool down corners, class meetings and morning meetings to increase school connectedness and decrease harmful conflict. Frost will continue to use PBIS along with spirit events to increase school connectedness.

Assessment 2.1 through 2.4: Number of students being served by mental health support systems.

Assessment 2.5: Connectedness and Belonging Survey Results; Discipline/Citation Data Baseline

Data 2.1 /2.3: Indigo: As of November, 2022 there are 6-10 students receiving mental health services. Frost: As of November 2022, there are 8-12 students receiving mental health services.

Baseline Data 2.5: Indigo:As of October, 2022, 74% of students say they have someone they feel comfortable confiding in at school. Frost: As of October 2022,72% of Frost students attest to having an adult at school with whom they can confide.

INDIGO SCHOOL Review of tardies, absenteeism, expulsion and suspension data.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state.

Use this link to access Indigo School's complete School Safety Plan and Data: <https://www.ogsd.net/our-schools/school-safety-plans>

Expulsions occur only when required by law or when all other alternatives are exhausted.

Attendance Factor: The attendance factor accounts for the difference between enrollment and attendance. It is the average percentage of enrolled students typically attending school on any given day. The factor is calculated annually using prior school year data.

2017-2018 Attendance Factor: 96.53%

2018-2019 Attendance Factor: 96.54%

2019-2020 Attendance Factor: COVID

2020-2021 Attendance Factor: 99.2% Indigo K-6, 98.7% Indigo 7-8

2021-2022 Attendance Factor: 94.2% Indigo K-6, 94.0% Indigo 7-8

Chronic absenteeism: Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. A distinguishing feature of this measure is that the goal is reversed.

2017-2018 Chronic Absenteeism Rate: 5.70%

2018-2019 Chronic Absenteeism Rate: 6.50%

2019-2020 COVID

2010-2021 Chronic Absenteeism Rate: 4.70%

School Facilities & Safety

Indigo strives to provide a safe and healthy environment for our students and staff. Indigo School is one of 19 schools in the Oak Grove School District in South San Jose. Indigo Students, Staff and Community practice the value of mutual respect, responsibility, and safety.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected January 2017.

Use this link to access Indigo School's complete School Safety Plan and Data: <https://www.ogsd.net/our-schools/school-safety-plans>

Cleaning Process

Indigo provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair: A scheduled maintenance program is administered by Frost's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Oak Grove School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Additionally, due to COVID-19 pandemic: Hand sanitizing stations are located in common areas such as lunch areas, front offices, and priority locations identified by the principal. Students are encouraged to bring their own water bottles to use the available water bottle filling stations. All water fountains are available for students. The District will provide face masks for staff. Additional disposable masks and gloves are also available, as needed. HVAC schedules will be set to run at least two hours before and after occupied hours.

HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air.

Strict cleaning and disinfecting protocols are in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment.

FROST AND INDIGO SCHOOL EMERGENCY PROCEDURES FROST AND INDIGO ICS TEAM

For ICS TEAM assignments, roles, and evacuation maps please visit Indigo's complete Safe School Plan at: <https://www.ogsd.net/our-schools/school-safety-plans>

Before and After School Care

Oak Grove School District will ensure after-school programs are educated on key parts of emergency management planning, including keeping emergency contact cards up to date and having the most accurate information from parents on who youths are permitted to leave with. After-school programs are contained within a school's overall emergency management plan. However, there are important emergency planning considerations specific to after-school programs that may not be addressed in the school's overall emergency management plan, such as:

- How the Incident Command Structure is to operate after school when most staff have left for the day;
- Training of after-school program staff;
- Emergency procedures, especially when some buildings may be closed; and
- Coordination with local emergency responders.

Similar to emergency management planning for schools, after-school programs should also develop plans based upon site-specific issues. Collaborative exercises, site assessments, needs assessments, inventories, meetings, and emergency exercises, including drills and tabletops, would also assist in validating and encouraging adoption of the plan by administrators while promoting sustainability over time.

The District recommends that after-school programs:

- Parallel the schools' plans and procedures, or incorporate their plans into the schools' plans;
- Consult others (rather than plan in a vacuum);
- Include important contact numbers in their plans;
- Include reunification plans;
- Identify personnel for key roles;
- Orient all staff to the plan; and
- Have the plan available at all times.

Preschools will follow the site's Incident Command System and report to the evacuation area as the plan describes. The Principal will coordinate with all programs on the site, such as Boys and Girls Club, Champion, BASE, YMCA, etc.

EMERGENCY COMMUNICATION NUMBERS

Police, Fire & Rescue, Medical, Sheriff, Hazardous Incident 911

Emergency from mobile phone 408-227-8911

Police non-emergency 311

Sheriff 408-299-3233

Regional Medical Center of SJ 408-259-5000

Office of Emergencies Services 408-808-7800

Santa Clara Fire Department 408-277-4619

County of Santa Clara 408-885-4250

Emergency Medical Services Pacific Gas & Electric 800-743-5000

American Red Cross 408-577-2178

San Jose Environmental Services 408-945-3000

City of San Jose Emergency 408-277-4595
Services Dead Animal Collection 408-578-7297
HazMat 408-277-4659
Poison Control 800-876-4766 SDS 800-451-8346
CAL/EPA 916-323-2514
San Jose Water Resource Board 510-622-2300
OSHA 800-321-6742
CalOSHA-Fremont 510-794-2521
San Jose Water 408-279-7900
Highway Patrol 800-835-5247
CHP Non Emergency 707-551-4100
San Jose Mercury 408-920-5444

TRANSPORTATION EMERGENCY NUMBERS

CHP Goldengate 707-551-4151
CHP Gilroy 408-848-2324
RADIO AND TV STATIONS KARA 105.7 FM 408-575-1057
KCBS 740 AM 415-765-4000
KFOG 104.5 FM 408-817-5364
KLIV 1590 AM 408-575-1600
KLOCK 1170 AM 408-440-0851
KGO CH 7 415-954-7777
KNTV CH 11 408-452-4780
KPIX CH 5 415-362-5550
KRON CH 4 415-441-4444
KTVU CH 2 510-834-1212

SAFETY DATA SHEETS HOW TO REQUEST A SDS

1-800-451-8346

3E Company

Provide as much of the following product information as possible:

- ? Produce Name
- ? Manufacturer Name
- ? Product Number (found on side of container)
- ? UPC Code (if available)

GENERAL INFORMATION – SCHOOL SAFETY

District Commitment to School Safety It is the policy of the Oak Grove School District Board of Education that all students enrolled in this district, and all employees employed by this district, have the right to attend campuses, which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop

safe school plans, including local law enforcement, and approved by the Board. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

LEGISLATIVE REQUIREMENTS The California Education Code (sections 35294.10-35294.15) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause, which stated that this legislation would remain in effect only until January 1, 2000. See Appendix for Senate Bill 187 Text. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions

Child abuse reporting procedures

Disaster procedures

Suspension and expulsion policies

Procedures to notify teachers of dangerous pupils

Anti-harassment policy

Sexual harassment policies

School wide dress code policies

Procedures for safe ingress and egress

Policies enacted to maintain a safe and orderly environment

Rules and procedures on school discipline

Uniform Complaint process

Goals on providing a safe and healthy environment

The Comprehensive School Safety Plan will be reviewed and updated by the School Site Council every year. The school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Use this link to access Indigo School's complete School Safety Plan and Data: <https://www.ogsd.net/our-schools/school-safety-plans>

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		1	
1	24.00		1	
2	21.00		2	
3	23.00		1	
4				
5				
6	13.00	3		
Other**	26.00		4	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	1	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	11.00	3	0	0
Other**	24.00	0	7	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.15
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/19/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15032.00	\$4804.00	\$10228.00	\$99926.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	5.31%	5.82%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference –	N/A	N/A	18.68%	7.15%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site and State				

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

Last updated: 1/19/24

Types of Services Funded (Fiscal Year 2022–23)

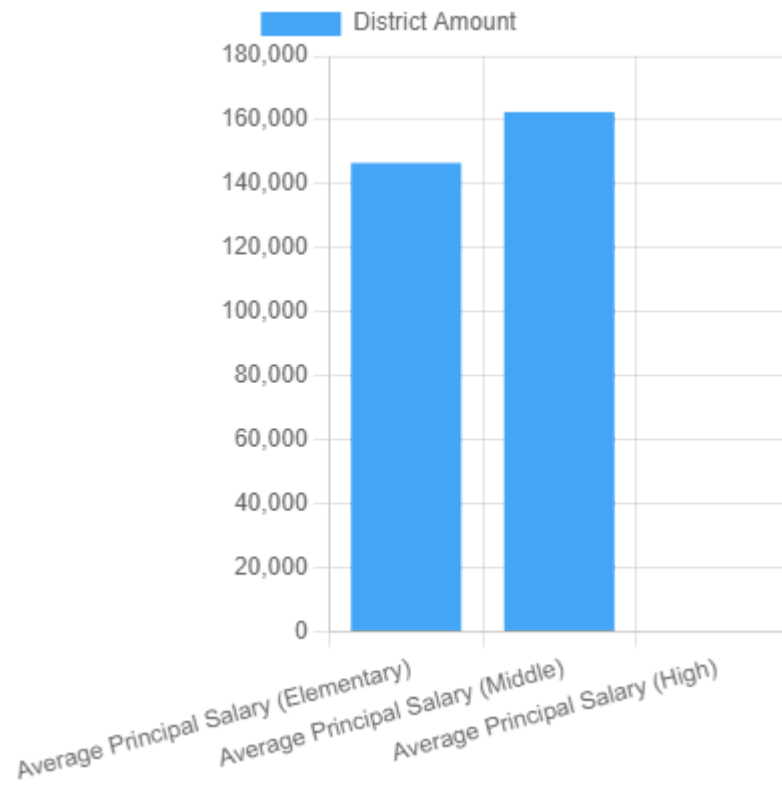
Indigo provides part time Library support, counseling intern, health clerk, English Language Teacher Partner and part-time Instructional Assistant, Resource Specialists with Instructional Assistants, Speech and Language Pathologist, Occupational Therapist, Adaptive PE, School Psychologist, and personnel for small group interventions.

Last updated: 1/19/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/19/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/19/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/19/24