

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Indigo	43696256048110	Thursday, May 9, 2024	June 20, 2024

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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 alongside systematic phonics instruction in the primary grades to help students develop these habits by teaching effective processes that critical readers and proficient writers employ.

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

Indigo students will build skills and base knowledge through project-based, problem-based, place-based, service learning and research. Students will develop their habits of mind and heart. In other words, students will understand what it is to apply their learning

so that it contributes to a positive impact on the world. Student learning is 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 educational partners throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA plan to improve outcomes for all students.

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

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

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

Goal 4 - School and classroom environments will support learning, creativity, safety, and engagement.

Goal 5 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Indigo elicits educational partner 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 programs, field trips, and our social-emotional program. Surveys, focus groups, and leadership teams are established to collect survey data and assess school academic and climate needs.

We will continue to provide both in-person and virtual options for select parent meetings.

OGSD's efforts to solicit community feedback to inform educational partners for the 2022-23 school year and the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan began in March and continued regularly throughout the development process. Engaging in outreach and surveying our partners has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health.

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

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California State Dashboard data indicates Indigo has several needs to address.

In 2022-2023, while Indigo had an overall green rating for **English Language Arts and Mathematics Academic Performance**, it received a yellow rating for its Hispanic Students. Additionally, local I-Ready data indicated a need to support Emergent Bilingual Students, Students in Special Education, and Black Students. In reviewing this data with teachers, it was determined that these student groups would be supported through the Professional Learning Community process wherein teachers regularly studied how these student groups were responding to instruction. Professional development in the areas of Universal Design for Learning, Asset Based Student Work Analysis with a focus on language use across the curriculum, and Science of Reading. Furthermore, Indigo teachers participated in 3 cycles of Instructional Rounds where they conducted a focus study and observation on how these student groups were using academic language across the curriculum, specifically during small group instruction. Finally, Indigo staff and leadership teams embarked on clarification and articulation of Indigo's Multi-Tiered Systems of Support, with a particular focus on Tier 1 system clarity and implementation.

In 2022-2023, Indigo has an Orange rating in the area of **chronic absenteeism**, a measure of student engagement, with all student groups scoring earning either a red, orange, or yellow rating. As a result, Indigo implemented several measures to address chronic absenteeism including: regular parent notification of student absences and tardies; parent education regarding the attendance policy, independent study process, and attendance goals; individual parent meetings to address specific student and family needs and

challenges; and shared monthly updates for students and spirit days to celebrate achieving attendance goals. Additionally students had access to 6-8 Saturday Academy offerings throughout the 2023-24 school year to make up absences.

In 2022-2023, Indigo received an Orange rating with regard to its Asian **student suspension rate**, a measure of the school's climate and conditions. In reviewing this data with teachers and parent groups, it was determined that teachers would align Positive Discipline efforts through school-wide positive discipline focused staff development and positive discipline certification for new teachers. Additionally, a few teachers embarked on a book study of, *Start Here, Start Now: A Guide to Antibias and Antiracist Work in Your School Community*, by Liz Kleinrock through either their evaluation process or their work with the district DEIB committee. This work was shared at staff meetings and teachers were given time to plan and implement concepts and strategies in their classrooms.

Furthermore, parent feedback through surveys in the Spring and Fall of 2023 indicated a need for evaluating parent involvement and school community events. Reviewing this data with the DEIB committee, PTA Board, and Staff led to several recommendations including articulation of Quality & Supportive Participation in the Classroom Systems and Community Building, Ownership, and Participation Systems. Since Indigo is a program option with a large parent participation component, teachers have indicated a focus on providing flexible options with regard to parent participation as well as establishing clear routines and protocols via a parent corner in the classroom. PTA has outlined several recommendations including the timing of parent education and continuation of parents helping parents. The DEIB committee also has goals to help create a go to document for parents where they can access people, information, and support for each of the systems described above.

Goals, Strategies/Activities, and Expenditures

Goal # 1

Goal #	Description
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 Needs

Overall, 61% of students met or exceeded standards on the ELA CAASPP, and 53% of students met or exceeded standards on the Math CAASPP in 2022 -2023. I-Ready and local teacher assessment showed a specific need for students to develop in the areas of Vocabulary and Reading Comprehension in ELA and numbers and operations in Math. With regard to the standards for mathematical practice, teachers found a need to support Making Sense of Problems (SMP 1) and Explaining their reasoning (SMP 2, 3, &4). Because of these needs, emphasis was placed on applying academic language across the curriculum.

Further Analysis to be made with the CAASPP Claim data to be published in the Fall of 2024.

We plan to focus our efforts on scaffolding instruction, alignment of curriculum, common language, and habits associated with applying skills learned across disciplines through a continued development and analysis of our Multi-Tiered Systems of Support.

Further, with the adoption of a new Math Curriculum and year 2 of a new science curriculum, we plan to focus on Standards for Mathematical Practice, especially how students are applying academic language across the curriculum.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores - ELA & Math	ELA: 61% Math: 53%	Annual Growth of 3% overall
CA Dashboard Academic Indicator	ELA: Green Math: Green	Blue, Green, or Increase of one performance level
Local ELA Benchmark Assessments (iReady Mid-Year)	64%	Annual Growth of 3% overall
Local ELA Benchmark Assessments (iReady End of Year)	75%	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	50%	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady End of Year)	64%	Annual Growth of 3% overall
Technology/21st Century Skills Data	(TBD)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table - Goal 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1	Three team planning days for all teachers to be used for backwards mapping, alignment, and unit design. Teachers to design and/or articulate opportunities to incorporate at least one anti-bias lesson/unit/theme per planning day. In 2024-2025 - with the help of the new Math framework, Anti-bias lessons will be integrated across the curriculum - especially in Math.	All Students K-8	\$9360	LCFF
1.2	All students in K-3 receive Reading A-Z & RAZ kids online accounts for skill practice, independent reading, reading assessment, and thematic just right texts.	All Students K-3	\$1470	LCFF
1.3	All students in 4-8 participate in novel studies, book groups, and/or reader's workshop featuring books that are representative of multiple interests, cultures, and family backgrounds.	All Students 4-8	\$ 0 from LCFF	Paid for from Parcel Tax
1.4	Bridges Math Learning Curriculum for use as a Constructivist Math Curriculum updates.	All Students K-5	\$500	LCFF

1.5	Green Ninja Science Curriculum for use in Middle School for use as a service-learning, (local) place-based Science curriculum.	Middle School Students (Grades 6-8)	\$1200	LCFF
1.6	Library clerk for weekly library visits for every student K-8.	All Students K-8	\$2873	LCFF
1.7	Teachers focus on aligning curriculum and developing student proficiency in the Standards for Mathematical Practice, Habits of Mind, Reading comprehension, and Writing process through the use of Equity focused Professional Learning Community (PLC) data analysis and planning processes.	All Students K-8	\$0 from LCFF	Site Discretionary Fund
1.8	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.	All Students K-8	\$0 from LCFF	Parcel Tax
1.9	Indigo students will participate in at least 8 field trips per school year, including overnight field trips in 6th, and 8th grades.	All Students K-8	\$0 from LCFF	PTA
1.10	Teachers in K-5 will have at least 2x weekly planning / prep time with the implementation of art and music curriculum taught by contracted teachers. Teachers in 6-8 (middle school) will have planning/prep time at least 3 - 4 x weekly with the aid of a contracted PE teacher.	All Students K-8	\$0 from LCFF	Art - PTA Music - Prop 28 PE - Centralized Funds

1.11	Refresh, maintain, and repair Chromebooks/laptops for a student ratio of 1-to-1 in Kindergarten through 8th grade.	All Students K-8	\$1500	LCFF
1.12	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.	All Students K-8	\$0	Provided by district funding
1.13	Teach lessons from common sense media and/or nearpod to teach and promote online safety and digital citizenship.	All Students K-8	\$0	Provided by district funding
1.14	Continue the development of a vertically aligned digital literacy technology plan along with curriculum resources to support strategic technology skill development. Starting with a baseline plan/model, staff will use part of a team planning day to map both digital citizenship lessons and technology skill goals. We will have 1 week a month where teachers plan a digital citizenship lesson to implement with their students.	All Students K-8	\$0	Funding for planning documented in Goal 1
1.15	Teachers and parents will collaborate with students to develop and contribute to a progressive digital portfolio to organize and display student work and reflections. In K-1 the portfolio will be primarily physical. Projects will be picked 1-2 times a year. In 2nd and 3rd, students will begin exploring digital portfolio options by creating a google site, they will contribute to their portfolios each trimester. In 4th and 5th grades, students will update their portfolio with each unit, including pre- and post- unit reflections and work samples. In middle school (grades 6-8), students will update portfolios with finished products plus reflections on the process and collaboration.	All Students K-8	\$0	Funding for planning documented in Goal 1

1.16	Teachers will participate in one school visit to build a collective vision and efficacy regarding the development of a progressive community and constructivist teaching.	All Students K-8	\$0	PTA Funded
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Goal # 2

Goal #	Description
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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2022-2023, 22% of our English Learners, 17 % of our Black students, and 56% of our Hispanic students have tested proficient or above on the ELA CAASPP.

On the I-Ready 2023-24 Mid-Year assessment 27% of our English Learners, 63% of our Black students, and 52% of our Hispanic students have tested at grade level.

In 2022-2023, 22% of our English Learners, 17% of our Black students, 34% of our Hispanic students have tested proficient or above on the Math CAASPP.

On the I- Ready 2023-24 Mid-Year assessment 19% of our English Learners, 0% of our Black students, and 43% of our Latino students have tested at grade level using the i-Ready mid-year benchmarks.

To address these needs for students, professional development/training will be provided for teachers in the area of integrated and designated ELD strategies and development, specifically applying the use of academic language across the curriculum, and anti-bias education and culturally responsive instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	2022-2023: 21%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	2023-2024: 44% 2022-2023: 21%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	Dec. 2023 29% of English Learners scored at or above grade level 63% of our Black students scored at or above grade level 52% of our Hispanic scored at or above grade level	Annual Growth of 5% for Listed Student Groups
Local ELA Benchmark Assessments for Student Groups (iReady End of Year)	April 2024 40% of English Learners scored at or above grade level 50% of our Black students scored at or above grade level 65% of our Hispanic scored at or above grade level	Annual Growth of 5% for Listed Student Groups

Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	December 2023 20% of English Learners scored at or above grade level 0% of our Black students scored at or above grade level 43% of our Hispanic scored at or above grade level	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady End of Year)	April 2024 33% of English Learners scored at or above grade level 13% of our Black students scored at or above grade level 51% of our Hispanic scored at or above grade level	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	Yellow - Hispanic Students No Performance Color for English Learners or African American Students	Blue, Green, or Increase of one performance level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1	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. Additional focus for the 24-25 school year includes professional development and PLC support. (TOSA will help prepare the resources needed for the “Welcoming and Affirming” SEAL toolkit).	English Learners	\$0	Funding for this activity is accounted for and outlined in Goal 1 Activity 2 (Release time for planning & backwards mapping)
2.2	Teachers will use parent support, targeted iReady lessons, guided reading, Nearpod, 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.	English Learners, Hispanic Students, and Black Students (and all students K-8)	\$0	LCFF (Accounted for in Goal 1 and by centralized funds)
2.3	Hands on learning and instruction, core components of the Indigo program will be used to enhance the educational experience and language development.	English Learners, Hispanic Students, and Black Students (and all students K-8)	\$933	LCFF (Additional Funds from Parcel Tax)
2.4	At least 4 hours of Designated ELD Professional Development. For 2024-25 we will focus on the content area of Mathematics with a focus on using exemplars to plan, teach, and assess the language involved in problem solving and constructing viable arguments.	English Learners	\$0	Paid for by district Title 3 funds
2.5	Teachers will participate in three sets of “Instructional Rounds.” During these rounds teachers will discuss observations of how students are responding to instruction and areas for needed alignment and improvement. For 2024-2025, we will continue focus on how students are using academic language across the content areas.	English Learners, Hispanic Students, and Black Students	\$0	Paid for with PTA Funds

Goal # 3

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with disabilities at Indigo showed greater success when early intervention and greater alignment between Specialized Academic Instruction (SAI) goals/work and general education work were present. Many of our students receiving SAI services for ELA show a need for skill development in Phonics and Phonemic Awareness. Through analysis with teachers and Special Education staff, it was determined that extra training and resources will be provided for the full implementation of Science of Reading, Heggerty, and the Sonday System.

Middle School Students receiving special education services had a hard time keeping their service schedule straight and in some cases missed content classes. Additionally it was noted that some of these same students were challenged with executive functioning, planning, and follow through on homework and classwork assignments. To address this need, staff determined that middle school student scheduling was prioritized to align with the middle school rotation schedule. In the cases where SAI services were not needed for an entire elective rotation, the remaining time of the elective rotation was provided to support students with general education homework, classwork, and study skills.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	December 2023 33%	Annual Growth of 5% for Special Education Student Group
Local ELA Benchmark Assessments for Special Education (iReady End of Year)	April 2024 37%	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	December 2023 32%	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady End of Year)	April 2024 32%	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	No Performance Data Available	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities		Students with disabilities in general education settings for at least 80% of the day

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1	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 with Disabilities and potential students at risk for special education identification	\$0	No cost associated with this activity

3.2	Communication regarding needs, goals, strategies, and updates for students with disabilities and students at risk is a focus at Indigo. IEP meetings always have a general education teacher, parent or guardian, and all of the team members present. Case managers ensure that all teachers who have students with IEPs or other individualized plans understand the goals, interventions, and who the team is for the child. Case managers and psychologists make time in their schedule to connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. This collaboration ensures that transition for students between resource support time and classroom is smoother because work is related.	Students with Disabilities and potential students at risk for special education identification	\$0	No cost associated with this activity
3.3	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. Scheduling pull-out services for 6-8th grade students will be prioritized in order to accommodate a middle school schedule.	Students with Disabilities	\$0	No cost to site funds
3.4	Resource teachers use supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: The Souday Reading System, Newsela, Reading Pathways, High Noon, Reading A to Z licenses, alternative seating, fidget items, and other sensory materials that support student engagement and learning.	Students with Disabilities	\$0	Paid for with site discretionary funds
3.5	General Education teachers receive training and support in the science of reading, Heggerty, and Souday to support students in the areas of phonics and phonemic awareness in the general education classroom.	Students with Disabilities and potential students at risk for special education identification	\$0	Paid for with site discretionary funds

Goal # 4

Goal #	Description
Goal 4	School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2023, on the California school dashboard, Indigo scored in the red for Hispanic Students and orange for Asian and White students for Chronic Absenteeism. In 2023, the Indigo community also experienced high levels of illness, not due to Covid-19, but possibly due to the first time in 2-3 years of not requiring masks in the school setting and increased contact with increased numbers of people. Through analysis it was determined that Indigo would address the need for increased attendance through several activities including: regular parent notification of student absences and tardies; parent education regarding the attendance policy, independent study process, and attendance goals; individual parent meetings to address specific student and family needs and challenges; and shared monthly updates for students and spirit days to celebrate achieving attendance goals. Additionally access to Saturday Academy was offered 6-8 times throughout the school year for students to make up absences.

We saw improvements in student social skill development, problem-solving, and impulse management. Site level and observational data indicated a continued need to support students in the areas of mental health and social skill development. To address this need, Indigo will provide an additional day of social skills training at a Tier 2 level with the support of a contracted social worker. Indigo will continue to revise and adjust SEL, Parent Ed, Mental Health and other Enrichment offerings. We will continue to focus on these areas through school-wide meetings and through aligned Positive Discipline implementation in all classrooms.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Annual Average	Month 9 Attendance Factor Average: 95.28%	98%
Chronic Absenteeism	Orange on the State Dashboard - 15.6%	The Chronic Absenteeism rate will be reduced to 5% . A rating of Blue or Green on the state dashboard or reduced to a rate of 5%
Suspension Rate	1.1%	1%
Expulsion Rate	0 Students	0 students
Student Safety Survey (May)	3rd-8th Grade, 93% feel safe at school	3rd - 6th Grade, 92% feel safe at school 7th - 8th Grade, 95% feel safe or very safe at school
Student Connectedness and Belonging Survey (May)	3rd - 8th Grade, 78% report they have a caring adult to connect with at school	3rd-6th Grade, 75% feel they have a caring adult to connect with at school 7th- 8th Grade, 50% feel they have a caring adult to connect with at school

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1	All students participate in empathy development, emotional management, and communication lessons through Positive Discipline, Project Cornerstone, Respect 360, and Communication Lab.	All Students K-8	\$0 from LCFF	PTA to fund

4.2	Monthly meetings with the Positive School Culture Leadership Team to discuss discipline data and next steps.	All Students K-8	\$0 Cost to site	
4.3	"Chill space" provided for students at lunch recess	All Students K-8	\$0 Cost to site	
4.4	Indigo students will participate in enrichment (k-5) at least once a week and elective (6-8) opportunities at least twice a week.	All Students K-8	\$0 from LCFF	PTA to fund
4.5	Indigo students will participate in art and other VPA offerings once (each) per week in K-5, and by choice in grades 6-8.	All Students K-8	\$0 from LCFF	Art - PTA Music/VPA - Prop 28 and PTA
4.6	Indigo students will participate in gardening (K-5) at least once a week and by choice/elective in grades 6-8.	All Students K-8	\$0 from LCFF	PTA to fund
4.7	Students needing extra social and/or emotional support can be referred to the contracted counselor or Social Work intern.	All Students K-8	\$3000	LCFF
4.8	Staff participates 1-3 times annually in professional development (or as needed) with certified Positive Discipline Trainer, 4-6 times annually with the International Lab School affiliation, and continue alignment between positive discipline lessons and anti-bias themes.	All Students K-8	\$0 from LCFF	PTA to fund

4.9	Every class will hold daily morning meetings to welcome students and review the agenda for the day. Daily/weekly class meetings will be held to engage students in social and class problem-solving and build class community.	All Students K-8	\$0 from LCFF	PTA to fund
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Goal # 5

Goal #	Description
Goal 5	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 in order to provide consistency and high quality classroom involvement and greater home-school connection.

2022-2023 was the first year back to full program implementation post-covid. The parent feedback and community indicated that there were times of burn-out and stress with the activities and participation. Parents indicated a need for increased support for handling the diversity of student needs and behaviors in the classroom. The PTA and DEIB committee have developed culturally responsive processes for dealing with these parent needs including adjustable participation options and a sliding scale for parent participation donations.

Parent feedback through surveys in the Spring and Fall of 2023 indicated a need for evaluating parent involvement and school community events. Reviewing this data with the DEIB committee, PTA Board, and Staff led to several recommendations including articulation of Quality & Supportive Participation in the Classroom Systems and Community Building, Ownership, and Participation Systems. Since Indigo is a program option with a large parent participation component, teachers have indicated a focus on providing

flexible options with regard to parent participation as well as establishing clear routines and protocols via a parent corner in the classroom. PTA has outlined several recommendations including the timing of parent education and continuation of parents helping parents. The DEIB committee also has goals to help create a go to document for parents where they can access people, information, and support for each of the systems described above.

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 (see paragraph above).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School Parent Meetings	135-200 families attended PTA General Meetings in 2022-2023 (New data available June 2024)	Goal: Average 150 attendees at PTA General Meetings
Parent Engagement Events/Community Events	23-24: 20,080 hours	Goal: 20,000 hours
Parent Square Delivery and Post Data	100%	100%
Parent Group Meetings Held	DEIB - 6 meetings Koffee Klatch- 2 ELAC- 4 Meetings HABLA- 3 Meetings	DEIB - 6 meetings Koffee Klatch- 3-4 meetings ELAC- 4 meetings HABLA- 3-4 Meetings

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1	All families attending the school for 1 or 2 years are required to participate in parent ed training focusing on Positive Discipline, Project Cornerstone, and STEP (Systematic Training for Effective Parenting). Classes are being modified for digital participation and in person instruction continued focus on DEIB and Trauma Informed Practice. Guest Speakers and classroom chats held by classroom coordinators available for all families.	All Students	\$ 0 Cost to site	PTA to fund
5.2	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. Some activities will continue to be modified for digital participation.	All Students	\$ 0 Cost to site	PTA to fund
5.3	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.	All Students	\$0 to LCFF	Site Discretionary Fund
5.4	Focus Groups and/or surveys will be held/sent out in February to collect feedback on the Indigo experience.	All Students	\$0 Cost associated with this activity	
5.5	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.	All Students	\$ 0 Cost to site	PTA to fund

5.6	Families and community members are invited to regular end-of-unit exhibitions, Exhibit Night, and the Art & Music Show to celebrate student learning.	All Students	\$ 0 Cost to site	PTA to fund
5.7	All families are invited to plan and participate in various Indigo traditions including linger longers, community Tie Dye, Fun Run, Harvest Festival, Read & Relax Day, Multicultural Potluck, Exploration Nights, book fair, Olympic Day, Ice Cream Social, etc.	All Students	\$ 0 Cost to site	PTA to fund
5.8	Implementation of a DEIB advisory committee and DEIB Task Force started in 2020-2021. These committees will continue to meet monthly to outline and support an ongoing 5 year plan for continuous diversity, equity, inclusion, and belonging systems audits, education, and resources.	All Students	\$ 0 to LCFF	General fund and PTA to fund
5.9	In 2024-25 Support parent participation in the classroom with focus providing flexible volunteer options with regard to parent participation as well as establishing clear routines and protocols via a parent corner in the classroom.	All Students	\$ 0 Cost to site	PTA to fund

Annual Review

SPSA Year Reviewed: XXXX-XX

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

[Respond here]

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Respond here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 20,836

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 64001(g)(1)*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Indigo School Site Council
Thursday, May 9, 2024
3:30 - 4:30 pm
meet.google.com/fjd-vgqo-xij

Agenda:

1. Review and approve March 21 minutes.
 2. Review [SPSA Plan](#)
 3. Make Edits & Adjustments
 4. Approve SPSA Plan.
 5. Next Steps & Gratitude.
 6. Adjournment
-

Thursday, March 21, 2024
3:37pm-4:11pm
<https://meet.google.com/sue-ppah-yiu>

[Agenda:](#)

1. Input on Budgeting for Goals
 2. [LCAP Survey](#)
 3. Next Meeting - May 9th - Voting on SPSA Plan for 24 - 25
 4. Adjournment
-

Indigo School Site Council
Thursday, February 1, 2024
3:32pm - 4:15 PM
meet.google.com/fdw-mugb-pmv

[Agenda:](#)

1. Review and Approve the minutes from November 16.
 2. Review and Approve the [Safe School Plan](#)
 3. Data Review
 4. Next meeting:
 - a. March 21 - Review SPSA & Propose Changes/ Budget allocations. Review mental health support and increasing level of support. Bring grade level data from CA School Dashboard.
 - b. May 9 - Approve SPSA
 5. Adjournment
-

Thursday, November 16, 2023
3:30 - 4:30 PM
meet.google.com/znw-qpde-yke

Agenda:

1. Review council [vision and bylaws](#)
2. Election of officers
3. Review [SPSA Plan](#) and [Safe School Plan](#)
4. Review and approve upcoming meetings and agendas.
5. Adjournment.

Indigo School Site Council
Thursday, May 9, 2024
3:30 - 4:30 pm
meet.google.com/fjd-vgqo-xij

Attendance: Genvieve Dorsey, Angee Ward, Kara Fuller, Sharon Sauk, Diana Benavides, Mimi Sgro, Carmen Torress, Kim Reiley

Agenda:

1. Review and approve March 21 minutes.
 2. Review [SPSA Plan](#)
 - a. Review of highlights and changes
 - i. Updated goals are highlighted in yellow.
 3. Make Edits & Adjustments
 - a. Add in school visits possibly to Goal 1.6 - PTA Funded.
 - b. Add Building Supportive Parent Participation Community to Goal 5.9. PTA is handling parent education part. Teachers will work with Class Coordinators to provide flexible options and clear routines for parents.
 4. Approve SPSA Plan. Angee makes a motion to approve 24-25 Indigo SPSA plan. Katie seconds. Vote Unanimous.
 5. Next Steps & Gratitude.
 6. Adjournment 3:58pm
-

Thursday, March 21, 2024
3:37pm-4:11pm
<https://meet.google.com/sue-ppah-yiu>

Attendance: Genvieve Dorsey, Mimi Sgro, Reina Ruiz, Diana Benavides, Kim Reiley, Kara Fuller, Angee Ward

[Agenda:](#)

1. Input on Budgeting for Goals
 - a. Goal 1:
 - i. Reina will check in with staff regarding interest in purchasing grade level books: Culturally relevant, high interest books and novels (\$1200).
 - ii. District will be adopting a new math curriculum for next year. Middle school will be piloting new math curriculum next year. Keep bridges for curriculum. Would primary be open to exploring one unit? Will district be providing a training/planning day to plan math?
 - iii. Kim wonders if we could bring back school visitation days. Visiting a school with a specific focus.
 - b. Goal 2: Continue PLC Focus evaluating content work with a language focus.

- i. Diana notices comprehension is a challenge for students. Could we look into an accelerated reader program?
 - c. Goal 3: Move phonics goal to Goal 1 or 2.
 - d. Goal 4: Reina interested in Curriculum beyond Common Sense Media for Digital Citizenship. Angee will check in with primary teachers to see interest for Seesaw license. Free version vs Paid version.
 - e. Goal 5: Pacific Clinics for counseling services - high priority. Diana shares they have different programs: restorative practice for groups, behavior support, and different tiers of counseling. Tier 2 group counseling and Tier 3 1:1. Diana will share contact information with Genvieve.
 - f. Goal 6: No discussion
2. [LCAP Survey](#)
 3. Next Meeting - May 9th - Voting on SIPSA Plan for 24 - 25
 4. Adjournment: 4:11pm

Indigo School Site Council
 Thursday, February 1, 2024
 3:32pm - 4:15 PM
meet.google.com/fdw-mugb-pmv

Attendance: Genvieve Dorsey, Kara Fuller, Carmen Torres, Reina Ruiz, Kim Reiley, Diana Benavides, Angee Ward, Mimi Sgro, Sharon Sauk

Agenda:

1. Review and Approve the minutes from November 16. Reaina moves to approve November minutes. Carmen seconds. Vote Unanimous.
2. Review and Approve the [Safe School Plan](#)
 - a. Goal 1 was updated from previous years: Ziplock bags to be stored in the classroom.
 - b. Goal 2: Counseling is full at this time. Could we increase another day in the week for support? We do not have extra funds set aside this year, but we can look at more mental health support for next year.
 - c. Kara moves to approve 24-25 Safe School Plan. Carmen seconds. Vote Unanimous.
3. Data Review
 - a. California School Dashboard
 - i. Attendance and Suspension includes K-8. Academics includes 3-8, 3rd grade starts state testing.
 - ii. Maintained ELA. Math increased 5.6 points. 15.6% students chronically absent. 1.5% suspension rate.
 - b. Mid-Year Data Review
 - i. We lost \$61,904 from attendance Aug-Nov 2023

- ii. Share short and condensed version of absences with parents at PTA meeting and in Sunday Newsletter
 - c. CHKS - way for us to measure our school climate and culture, beyond the dashboard.
- 4. Adjournment: Kara moves to adjourn the meeting. Diana seconds. Meeting ends at 4:15pm.
- 5. Next meeting:
 - a. March 21 - Review SPSA & Propose Changes/ Budget allocations. Review mental health support and increasing level of support. Bring grade level data from CA School Dashboard.
 - b. May 9 - Approve SPSA

Thursday, November 16, 2023

3:30 - 4:30 PM

meet.google.com/znw-qpde-yke

Attendance (Please sign your Name - Any font except wingdings! :

Genvieve Dorsey, Principal; Angee Ward 2/3 Teacher; Reina Ruiz MS Teacher- Kim Reiley teacher, Katie Sauk Parent, Mimi Sgro- Secretary, Carmen Torres, Parent; Diana Benavides, parent

Agenda:

1. Review council [vision and bylaws](#)
2. Election of officers
 - a. Kim nominates herself to be chairperson. Angee second. Vote Unanimous.
 - b. Reina nominates herself to be vicechair. Angee second. Vote Unanimous.
 - c. Angee nominates herself to be secretary. Reina second. Vote Unanimous.
 - d. Katie nominates herself to be parliamentarian. Mimi second. Vote Unanimous.
3. Review [SPSA Plan](#) and [Safe School Plan](#)
 - a. SPSA (Single Plan for Student Achievement) Plan includes 6 goals. Notes are also documented on the [SSC Meeting 1 Slides](#).
 - Goal 1: Daiana wonders if there is a program like accelerated reader that teachers can use to help build comprehension.
 - Goal 5: Diana wonders if we have a counselor. Mimi confirms we share a counselor with Frost. She is at our site 3 days a week. 1 day with each school and 1 day mixed group. Could services be more advertised to our

Indigo students? Could social skill groups be offered to our students? Are there counselors, parents, or groups that could help pull small groups for social skill development. [Pacific Clinics](#) can go into classrooms to provide that support. Diana will send contact to Genvieve.

- b. Safe School Plan includes _ goals.
 - Goal 2: We need more social skill supports, especially for 4th-8th grade students. Mimi noticing there is a lack of deep connection between upper grade and lower graders, interactions between 3rd-5th grades. Lower grade students don't have community feel like the upper graders do. Reina also observes 6th grade students struggling, revengeful rather than problem solving and healing. Kim wonders if expectations a student and parent is and what it means to be a community member needs to be revisited. Racial comments and body comments are seen more these last few years. How do we continue with that development? Genvieve will bring this to Positive School Culture Team and DEIB to start brainstorming possible solutions.
 -
4. Review and approve upcoming meetings and agendas.
 - a. Feb. 1 - Review SARC, Review Mid-year data, and brainstorm future actions
 - b. Mar. 21 - Revise and Revise 24-25 SPSA. Working meeting focused on 6 goals. All members can comment and leave notes on the slides.
 - c. May 9 - Review and Approve 24-25 SPSA
 - d. Carmen moves to approve the upcoming dates. Katie seconds. Vote Unanimous.
5. Adjournment. Reina moves to adjourn the meeting. Katie seconds. Vote Unanimous. Meeting ends at 4:31pm.

First name	Last name	Email	Duration	Time joined	Time exited
Sharon		sksb*****@***.com	26 min	3:32 PM	3:58 PM
Diana	Benavides	bere*****@***.com	25 min	3:33 PM	3:58 PM
Genvieve	Dorsey	GDorsey@ogsd.net	34 min	3:24 PM	3:58 PM
Kim	Reiley	KReiley@ogsd.net	10 min	3:35 PM	3:45 PM
Mimi	Sgro	MSgro@ogsd.net	37 min	3:21 PM	3:58 PM
Angelika	Ward	AWard@ogsd.net	32 min	3:27 PM	3:58 PM
Carmen			24 min	3:34 PM	3:58 PM
Kara Fuller			29 min	3:29 PM	3:58 PM