

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	May 29, 2026	June 18, 2026 (pending)

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. Five 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 and 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 2026-27 school year and the use of federal categorical monies as it relates to the School Plan for Student Achievement 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 participate in monthly PTA, quarterly DEIB meetings, and other small group and 1:1 meetings to 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.

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 2024-2025, while Indigo had an overall green rating for **English Language Arts Academic Performance**, it received an orange rating for its Hispanic Students. Additionally, local i-Ready data indicated a need to support English Learners and Students in Special Education. In reviewing this data with teachers, it was determined that these student groups would be supported through continued professional development in the areas of Universal Design for Learning and Asset Based Student Work Analysis with a focus on language use across the curriculum. Indigo teachers participated in 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. Indigo staff and leadership teams continued with clarification and articulation of differentiated small group instruction. Finally, a focus on language functions across all curriculum areas increased access to diverse learners.

In 2024-2025, Indigo had an overall green rating in the area of **Mathematics Academic Performance**. Looking at the results by student group, it received an orange rating for its Hispanic Students. Additionally, local i-Ready data indicated a need to support English Learners and Students in Special Education. 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. Teachers addressed needs with a focus on language functions in math using strategies such as Cognitively Guided Instruction (CGI) and differentiated small group instruction. Lessons were implemented with a data review over three cycles of inquiry. Teachers also used 1-3 planning days to implement year 2 of a new math curriculum, and supplemented with

constructivist learning strategies, as a way to add culturally responsive elements to math instruction. Looking to continue growth and address the equity gap in Math performance, staff participated in additional professional development on equity in mathematics.

In 2024-2025, Indigo received an overall orange rating for **student suspension rate** included within the measure of the school's conditions and climate. The results by student group reveals suspension rate of Hispanic Students and Students with Disabilities went from orange to yellow. Reviewing this data with teachers and parent groups, and to continue growth, 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. Professional development on neurodiverse students and executive functioning strategies also supported this work. Professional development on culturally responsive teaching continued to address inclusion and belonging for diverse students.

Parent feedback through surveys from 2025-2026 indicated a need for continued evaluation of parent involvement and school community events. Reviewing this data with the DEIB committee, PTA Board, and Staff led to recommendations including articulation of quality and supportive participation in the classrooms and community building, ownership, and participation at a school level. 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 routines and protocols for collaboration. PTA 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. In 2025-2026, the implementation plan included flexible options for parent participation and an increase in inclusive school community activities. Work on a Vision Committee, for vision alignment of school community events, was started. Parent groups had multiple opportunities to give input and this process will continue in 2026-2027.

In 2024-2025, Indigo had an overall orange rating for **chronic absenteeism**. The 7.8% chronic absenteeism reflects school wide efforts and is significantly lower than the district and state averages of 17% chronic absenteeism.

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 50% of students met or exceeded standards on the Math CAASPP in 2024 -2025. 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, and 4). Because of these needs, emphasis was placed on applying academic language across the curriculum. CAASPP Claim data showed a growth opportunity with communicating in writing.

The school plans to focus efforts on scaffolding instruction, alignment of curriculum, common language, and habits associated with applying skills learned across disciplines through a continued implementation of Universal Design Learning. Further, with math and science curriculums established, Indigo will be adding a new ELA curriculum to strengthen student achievement.

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	2022-2023	2023-2024	2024-2025	2025-2026	Expected Outcome
SBAC Scores - ELA & Math	ELA: 61% Math: 53%	ELA:62% Math: 49%	ELA: 61% Math: 50%	Available Fall 2026	Annual Growth of 3% overall
CA Dashboard Academic Indicator	ELA: Green Math: Green	ELA: Green Math: Yellow	ELA: Green Math: Green	Available Fall 2026	Blue, Green, or Increase of one performance level
Local ELA Benchmark Assessments (i-Ready Mid-Year)	64%	63%	61%	62%	Annual Growth of 3% overall
Local ELA Benchmark Assessments (i-Ready End of Year)	75%	76%	73%	Available June 2026	Annual Growth of 3% overall
Local Math Benchmark Assessments (i-Ready Mid-Year)	50%	51%	51%	50%	Annual Growth of 3% overall
Local Math Benchmark Assessments (i-Ready End of Year)	64%	67%	70%	Available June 2026	Annual Growth of 3% overall

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)
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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 integrate anti-bias, culturally responsive and UDL lessons within activities/units/themes. Implementation of the new ELA curriculum, year three of the Math curriculum, and constructivist learning activities will be integrated across the curriculum.	All Students K-8	\$9360	LCFF
1.2	Students in K-3 have access to Reading A-Z & RAZ kids online accounts for skill practice, independent reading, reading assessment, and thematic just right texts.	Students K-3 (3 classes)	\$699	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	Support Math instruction with math professional development, protected math planning time, and training for small group instruction strategies.	All Students K-5	\$233	LCFF
1.5	To supplement core science curriculum, teachers will have access to supplemental science resources with the use of Mystery Science license (K-5) for engaging and hands-on science activities and Green Ninja Science Curriculum (6-8) for use as a service-learning, (local) place-based Science curriculum.	All Students K-8	\$1700 \$1214	LCFF Site Discretionary
1.6	Library clerk for weekly library visits for every student K-8.	All Students K-8	\$3328	LCFF
1.7	Teachers focus on aligning curriculum and developing student proficiency in the Standards for Mathematical Practice, 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 6- 8 field trips and/or onsite experiences per school year, including overnight field trips in 4th, 6th and 8th grades.	All Students K-8	\$0 from LCFF	PTA
1.10	Teachers in K-5 will have 1 weekly planning / prep time with the implementation of arts curriculum taught by Oak Grove School District and 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 and PTA 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	\$0	LCFF
1.12	Promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families). Professional development for new Smart Board implementation and the new AI Framework.	All Students K-8	\$0	Provided by district funding
1.13	Teach lessons from common sense media to teach and promote online safety and digital citizenship. Implement appropriate use based on developmental and grade level needs.	All Students K-8	\$0	Available online resources
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 goals.	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

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.

The Indigo Program effectively implemented strategies to support student proficiency in Common Core standards. Teachers engaged in collaborative planning, integrated culturally responsive lessons, and focused on vocabulary, reading comprehension, and mathematical reasoning. The use of Reading A-Z, novel studies, focused small group instruction with phonics and grammar and math professional development supported instruction. Student goal setting, digital portfolios, and culturally responsive teaching practices enhanced student engagement and ownership of learning. Math scores showed improvement, and while ELA scores were strong, there was a slight decline. Continued focus on Universal Design Learning, academic language, and claim-level data analysis will guide next steps.

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

There were a few key differences between planned and actual implementation of Goal 1 strategies. Fewer classes are using Reading A-Z so there will be a reduction in licenses (1.2). District math curriculum resources and district funded English Language Teaching Partner (ELTP) collaboration provided the resources and training needed and no additional budget was needed (1.4). Teachers piloted a Mystery Writing program, free of charge, to go with Mystery Science. There is an interest in locating additional funds to continue with the program. A vertically aligned digital literacy and technology use plan was not prioritized and will continue in 26-27 (1.16).

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.

With Goal 1, Indigo students are progressing well with strategies 1.1 to 1.16 listed. For changes in 26-27, overall there will be a priority on having resources available for differentiated small group instruction and Tier 2 interventions for students approaching proficiency. Teachers will have access to Reading A-Z, the new ELA curriculum, and writing resources as available.

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 2024-2025, 53% of our Hispanic students have tested proficient or above on the ELA CAASPP.

On the I-Ready 2025-26 Mid-Year assessment, 25% of our English Learners and 36% of our Hispanic students have tested at grade level.

In 2024-2025, 36% of our Hispanic students have tested proficient or above on the Math CAASPP.

On the I- Ready 2025-26 Mid-Year assessment, 26% of our English Learners, 20% of our Black students, and 55% 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 the new ELA curriculum with imbedded with ELD strategies and resources to develop academic language across the curriculum. A comprehensive curriculum audit in 2026-2027 will further 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	2022-2023	2023-2024	2024-2025	2025-2026	Expected Outcome
English Learner Reclassification Rate	21%	13%	17%	12.5%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	21%	44%	N/A	N/A	20% or Less of English Learners Identified as LTEL
EL SBAC ELA	22%	45%	N/A	Available Fall 2026	Increase by 5% annually
EL SBAC Math	22%	18%	N/A	Available Fall 2026	Increase by 5 % annually
Student Group SBAC ELA	Hispanic Students: 56% Black Students: 17%	Hispanic Students: 45% Black Students: 67%	Hispanic Students: 53% Black Students: N/A	Available Fall 2026	Increase by 5 % annually
Student Group SBAC Math	Hispanic Students: 34% Black Students: 17%	Hispanic Students: 35% Black Students: 33%	Hispanic Students: 36% Black Students: N/A	Available Fall 2026	Increase by 5 % annually

Local ELA Benchmark Assessments for Student Groups (i-Ready Mid-Year)	Dec. 2022 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 students scored at or above grade level	Dec. 2023 31% of English Learners scored at or above grade level 50% of our Black students scored at or above grade level 52% of our Hispanic students scored at or above grade level	Dec. 2024 27% of English Learners scored at or above grade level 34% of our Black students scored at or above grade level 52% of our Hispanic students scored at or above grade level	Dec. 2025 26% of English Learners scored at or above grade level 20% of our Black students scored at or above grade level 55% of our Hispanic students scored at or above grade level	Annual Growth of 5% for Listed Student Groups
	April 2023 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 students scored at or above grade level	April 2024 38% of English Learners scored at or above grade level 33% of our Black students scored at or above grade level 67% of our Hispanic students scored at or above grade level	May 2025 40% of English Learners scored at or above grade level 66% of our Black students scored at or above grade level 61% of our Hispanic students scored at or above grade level	May 2026 Data available in June 2026	
Local ELA Benchmark Assessments for Student Groups (i-Ready End of Year)					Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (i-Ready Mid-Year)	December 2022 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 students scored at or above grade level	December 2023 23% of English Learners scored at or above grade level 0% of our Black students scored at or above grade level 38% of our Hispanic students scored at or above grade level	December 2024 40% of English Learners scored at or above grade level 17% of our Black students scored at or above grade level 42% of our Hispanic students scored at or above grade level	December 2025 25% of English Learners scored at or above grade level Black students scored at or above grade level not available 36% of our Hispanic students scored at or above grade level	Annual Growth of 5% for Listed Student Groups

Local Math Benchmark Assessments for Student Groups (i-Ready End of Year)	April 2023 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 students scored at or above grade level	April 2024 38% of English Learners scored at or above grade level 17% of our Black students scored at or above grade level 53% of our Hispanic students scored at or above grade level	May 2025 60% of English Learners scored at or above grade level 50% of our Black students scored at or above grade level 52% of our Hispanic students scored at or above grade level	May 2026 Data available in June 2026	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	Yellow - Hispanic Students No Performance Color for English Learners or Black Students	Yellow - Hispanic Students No Performance Color for English Learners or African American Students	Yellow - Hispanic Students No Performance Color for English Learners or African American Students	Available in Fall 2026	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 ELTPs, 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 26-27 school year includes professional development and PLC support.	English Learners	\$0	Funding for this activity is accounted for and outlined in Goal 1 (Release time for planning)

2.2	Teachers will use new ELA curriculum, parent support, guided reading, Reader's and 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, and high-leverage culturally responsive teaching will be used to enhance the educational experience and language development.	English Learners, Hispanic Students, and Black Students (and all students K-8)	\$0	LCFF (Additional Funds from Parcel Tax)
2.4	For 2026-27 there will be a focus on the content area of Mathematics with the use of exemplars to plan, teach, and assess the language involved in problem solving and constructing viable arguments. We will also be training and implementation of a new ELA curriculum with ELD resources.	English Learners	\$0	Paid for by district Title 3 funds
2.5	Teachers will participate in Instructional Rounds and/or Peer Coaching. Teachers will discuss observations of how students are responding to instruction and areas for needed alignment and improvement. For 2026-2027, the focus on how students are using academic language across the content areas will continue.	English Learners, Hispanic Students, and Black Students	\$1560	LCFF
2.6	Teachers will be provided two extra planning days to start the school year to align assessment, portfolios, and units with culturally relevant, high-interest content and materials	English Learners, Hispanic Students, and Black Students (and all students K-8)	\$0	Paid for with PTA Funds

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.

The Indigo Program implemented outlined strategies to accelerate the academic achievement of English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color, as well as increase the language proficiency for EL. English Learners and Hispanic Students maintained performance levels across all metrics. A continued focus on outlined strategies can support English Learners and Hispanic students to grow in ELA. Continued effort can support lowering of a gap among student groups.

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

Based on current needs, instructional rounds were replaced by release time for peer coaching. There continued to be a focus on equity and quality small group instruction with increased differentiation opportunities.

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.

Indigo staff will use new ELA curriculum resources for Universal Design Learning (UDL) lessons as well as differentiated Tier 2 intervention small group instruction to improve instructional and independent reading levels (2.2). Additional planning days have been allocated, PTA funded, to better meet needs of diverse learners (2.6).

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 training and resources will be provided for the Sonday System and available resources with the new Oak Grove School District ELA curriculum.

Middle School Students receiving special education services experience challenges with managing a middle school schedule. Additionally it was noted that some of these same students were challenged with executive functioning, planning, and follow through on homework and classwork assignments with services provided at different times of the day. 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. For 2026-2027, this scheduling model will continue to be implemented.

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	2022-2023	2023-2024	2024-2025	2025-2026	Expected Outcome
Local ELA Benchmark Assessments for Special Education (i-Ready Mid-Year)	December 2022 30%	December 2023 35%	December 2024 30%	December 2024 34%	Annual Growth of 5% for Special Education Student Group
Local ELA Benchmark Assessments for Special Education (i-Ready End of Year)	April 2023 53%	April 2024 43%	May 2025 45%	Data available in June 2026	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (i-Ready Mid-Year)	December 2022 30%	December 2023 40%	December 2024 24%	December 2025 27%	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (i-Ready End of Year)	April 2023 50%	April 2024 33%	May 2025 39%	Data available in June 2026	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	No Performance Data Available	No Performance Data Available	No Performance Data Available	No Performance Data Available	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities		Students in general education setting 80% of the day	Students in general education setting 85% of the day	Students in general education setting 85% of the day	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 increased attention on students who need tier 2 interventions and strategies. Support staff efforts will work towards providing 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 it 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 and will include collaboration with the General Education teacher. 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 Sonday 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 and LCFF
3.5	General Education teachers receive training in Tier 2 intervention programs, such as Sonday, to support students in the areas of phonics and phonemic awareness in the general education classroom. Tier 2 support can be added with Mystery Writing.	Students with Disabilities and potential students at risk for special education identification	\$0	Paid for with site discretionary funds and LCFF

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.

Use of weekly support staff meetings, ongoing IEP team communication and increased “push in” reflected Indigo’s priority on supporting students with disabilities. General education teachers effectively added phonics and phonemic awareness instruction to their general education classroom. Both ELA and Math scores reflected notable growth.

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

Strategies were implemented as intended with supplementary curriculum materials available in both Special Education and General Education Classrooms.

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.

For strategy 3.3, greater “push in” will include increased collaboration with General Education teachers supporting phonics instruction as well as language functions in content areas. Planning release days are budgeted to allow for co-teaching lessons within cross-curricular instruction. For strategy 3.5, there is a need to continue with Tier 2 intervention training to see increased gains with students who are currently approaching standard.

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.

On the 2025 CA Dashboard, Indigo received an overall orange rating for **student suspension rate** included within the measure of the school’s Conditions and Climate. Further analysis reveals that the suspension rate of Hispanic Students and Students with Disabilities went from orange to yellow. Reviewing this data with teachers and parent groups, it was determined that progress can continue with teachers implementing school-wide Positive Discipline through ongoing staff development and Positive Discipline certification for new teachers. Continued professional development on culturally responsive teaching will offer a focus on belonging and increased engagement of the Hispanic student group and all diverse learners. In addition, further professional development for inclusion, such as supporting neurodiverse students and executive functioning strategies, will address conditions and climate for students with disabilities. Teachers and parent groups also prioritized behavior support to address needs prior to escalation.

It was determined that there is an ongoing need for student social skill development, problem-solving, and impulse management with general education as well. 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 in 2026-2027, Indigo will provide an additional day of social skills training at a Tier 2 level with the support of a contracted social worker. As resources become available, this will be extended beyond one day. Indigo will continue to revise and adjust SEL, Parent Ed, Mental Health and other Enrichment offerings. Continued focus will be provided 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	2022-2023	2023-2024	2024-2025	2025-2026	Expected Outcome
Attendance Annual Average	Month 9 Attendance Factor Average: 95.28%	Annual Average: 95.73%	Annual Average: 95.98%	Annual Average: 96.29%	98%
Chronic Absenteeism	Orange on the State Dashboard - 15.6%	Green on the State Dashboard - 6.2%	9.74%	Orange on the State Dashboard - 7.8%	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%	1.78%	2.21%	2.2%	1%
Expulsion Rate	0 Students	0 Students	0 Students	0 Students	0 students
Student Safety Survey (May)	3rd-8th Grade, 94% feel safe at school	3rd-8th Grade, 93% feel safe at school	3rd-8th Grade, 93% feel safe at school	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, 74.8% report they have a caring adult to connect with at school	3rd - 8th Grade, 78% report they have a caring adult to connect with at school	3rd - 8th Grade, 86% report they have a caring adult to connect with at school	3rd - 8th Grade, 82% 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)
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4.1	All students participate in empathy development, emotional management, and communication lessons through Positive Discipline, Communication Lab and site-developed lessons.	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. Teachers and SEL parent leads to increase collaboration on needs and lessons.	All Students K-8	\$0 Cost to site	
4.3	“Zen Garden” 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 VAPA offerings once (each) per week in K-5, and by choice in grades 6-8. Grades K-5 will also participate in Music lessons provided by Music for Minors.	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 and/or Social Work intern. When available, a wellness coordinator will run a wellness space.	All Students K-8	\$2500 plus any available district grant funding	LCFF
4.8	Staff, including teachers and Yard Duty, 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
4.10	Classroom supplies to support hands-on and engaging learning.	All Students K-8	\$129	LCFF

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.

Strategies/Activities implemented promoted successful growth in supporting learning, creativity, safety, and engagement in school and classroom environments. Students are feeling safe and connected at this school. This is reflected in Indigo's lower rates for Chronic Absenteeism. Indigo maintained the suspension rate and this can continue to be addressed.

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

There was a consistent application of the strategies/activities identified to meet Goal 4.

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.

Indigo will continue to foster a sense of belonging and inclusion with the implementation of strategies/activities. Indigo will use site-based SEL lessons with the reduction in funding for Project Cornerstone (4.1). Music for Minors, funded by PTA, will be added to the Visual and performing arts program (4.5). Additional behavior support with the wellness center can continue to address factors leading to the suspension rates (4.7).

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.

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 from 2025-2026 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. Reviewing this data with the DEIB committee, PTA Board, and Staff led to recommendations including articulation of quality and supportive participation in the classrooms and community building, ownership, and participation at a school level. 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 routines and protocols for collaboration. PTA has outlined several recommendations including parent education with increased connections to classroom experiences. 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 economic factors and demographics change, there is a need to look at parent participation at Indigo. For 2026-2027, Parent Participation Options continue to be extended 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). Surveys have been generated to determine what programs and/or events may be scaled back to allow for these inclusive options. A Vision Committee, Listening Task Force and/or focus groups will continue to help set priorities and collaboratively make larger Indigo program changes or updates.

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 2023-2024	2024-2025	2025-2026	Expected Outcome
Attendance at School Parent Meetings	135-200 families attended PTA General Meetings in 2022-2023	135-200 families attended PTA General Meetings in 2023-2024	150-200 families attended PTA General Meetings in 2023-2024	Goal: Average 150 attendees at PTA General Meetings
Parent Engagement Events/Community Events	20,080 hours	20,000 hours	19,000	Goal: 18,000 hours
Parent Square Delivery and Post Data	100%	100%	100%	100%
Parent Group Meetings Held	DEIB - 6 meetings Koffee Klatch- 2 ELAC- 4 Meetings HABLA- 3 Meetings	DEIB - 7 meetings Koffee Klatch- 3 ELAC- 2 Meetings HABLA- 2 Meetings	DEIB-6 Meetings The Village-4 Meetings ELAC and HABLA coordinated through DEIB	DEIB - 6 meetings The Village- 3-4 meetings ELAC- 3-4 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 and education being a community passion. Topics also include DEIB and social-emotional support. Guest Speakers will present on topics based on current parent needs and interests. Topics include bullying, hands-on constructivist learning and digital citizenship. Training will also include disability awareness.	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	2-4 ELAC, HABLA and The Village 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 to collect feedback on the Indigo experience. This may be done by PTA president, committee leads and/or site principal.	All Students	\$0 Cost associated with this activity	
5.5	Indigo PTA to collect and 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 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 and Relax Day, Multicultural Potluck, Exploration Nights, book fair, Olympic Day, Ice Cream Social and more.	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. Provide opportunities for Community Meetings to extend this work in 2026-2027.	All Students	\$ 0 to LCFF	General fund and PTA to fund

5.9	Provide flexible volunteer options with regard to parent participation and establishing clear routines and protocols via a parent corner in the classroom.	All Students	\$ 0 Cost to site	PTA to fund
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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.

Strategies/activities continue to effectively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions. Strong parent education, community events and classroom volunteer opportunities created high engagement. With this engagement however, there continues to be an interest in having the contributions meet the needs of all families. Some families may not have training and support needed to contribute and other families may feel stress related to increased contributions. Indigo was successful in providing flexible volunteer options and will continue with varied forms of differentiated parent education and support.

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

Flexible volunteer options were implemented. PTA and parent volunteer efforts continued to be directed to the engaging community activities. The effort to collect parent feedback on prioritizing community programs and events was limited and will continue in 2026-2027.

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.

Surveys will be generated to determine what programs and/or events may be scaled back to allow for inclusive options. A Vision Committee, Listening Task Force and/or focus groups will continue to help set priorities and collaboratively make larger Indigo program changes or updates. 5.4 and 5.5 will need an increased focus on implementation to continue to meet Goal 5.

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	\$20,723

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 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
Friday, May 29, 2026
2:50-3:11pm

Attendance: Nasreen Husain, Kalasea Fernandez, Silvia Remolina, Kim Reiley, Cara Chiaraluc, Angelika Ward, Rosemary Baker, Mimi Sgro, Michelle Pimentel

Agenda:

1. Welcome
2. Review & Approve [26-27 SPSA](#)
 - a. Discussion
 - i. Feedback from Assistant Superintendent - Access to LCAP
 - ii. Approve 1.4 Math Training \$500
 - iii. 2.2 added New ELA curriculum
 - iv. Moved Training - will also include disability awareness to 5.1
 - v. Mystery Science Writing - conditional approval to add budget. Tier 2 Support. About \$1,500. LCFF.
 - b. Kim motions to approve 26-27 SPSA. Kalasea seconds. No discussion. Vote unanimous.
3. Adjournment 3:11pm

Indigo School Site Council
Friday, May 8, 2026
2:45-3:45pm

Attendance: Nasreen Husain, Kalasea Fernandez, Kim Reiley, Cara Chiaraluc, Silvia Remolina, Michelle Pimentel, Rosemary Baker

Agenda:

1. Welcome
 - ☰ Indigo Program at 20 Years-Keep, Start and Stop
 - Continue where we left off in our process.
2. [SPSA Plan](#)
 - a. Koffee Klatch - new name The Village could be updated on plan. Jenay Enna suggests to add how often we meet with parents.
 - b. Habla ELAC - connected with DEIB. Outline how we want it to flow together.
 - c. CA Dashboard suspension info can be added
 - d. Goal 4 - Bring back Music for Minors. Teachers want to have option to opt out of VAPA program.

- e. Goal 5 - Not doing Project Cornerstone next year. Will replace it with Home Grown. Opportunity for collaboration with parent rep to be available for PBIS/Positive School Culture Team or SEL Behavior Group.
 - i. Some teachers collaborate with SEL parents, participate in SEL lessons, managing the group, team teach SEL lesson., Encourage SEL parent to check in with teacher and staff to check in with SEL parent.
 - ii. How does it translate to Parent Ed so we can see how the teacher would like to be supported or handle conflict. Can possibly be modeled in parent ed? **Revise Goal - continued opportunities for teachers and SEL parent leads to continue the collaboration. Parent Ed communicate what came up to SEL lead and teacher.**
 - iii. Change Chill Space to Zen Garden
 - iv. Michelle shares that she would like to do monthly support for SEL parents
 - v. Nasreen shares that she would like to bring back Tuesday announcements and have it student supported.
 - f. Adding yard duty training for paid yard duty
 - g. Supporting inclusive environments: Staff will work on comprehensive curriculum audit next year. Looking to see the voices represented, learning about other cultures through the window, are there opportunities to walk in someone else's shoes?
 - h. DEIB - Task force and Advisory Board work together. Habla was district level.
 - i. Edit 5.7
3. [SPSA Goal Strategies](#)
4. Confirm Meeting Dates: 5/29 Review and vote

Indigo School Site Council
 Friday, April 24, 2026
 2:52-3:45pm

Attendance: Nasreen Husain, Michelle Pimentel, Angelika Ward, Cara Chiaraluc, Silvia Remolina, Rosemary Baker,

Agenda:

- 1. Welcome
 -  Indigo Program at 20 Years-Keep, Start and Stop
 - Review the SPSA Goals 3-4 and added to Continue, Start, Stop Document
 - Goal 3 - Planning Time, Training Gen. Ed Teachers to support students with learning disabilities, Training for Gen. Ed Teachers for Reading Support possibly High Noon
 - Goal 4 - Notes added to document.
- 2. [SPSA Plan](#) Goals 3 and 4
- 3. [SPSA Goal Strategies](#)

4. Confirm Meeting Dates: 5/8 working meeting, 5/29 voting if needed

Indigo School Site Council
Friday, March 27, 2026
2:51-3:53pm

Attendance: Nasreen Husain, Angelika Ward, Michelle Pimentel, Kim Reiley, Rosemary Baker, Cara Chiaraluc, Silvia Remolina, Mimi Sgro, Kalasea Fernandez

Agenda:

1. Welcome:
 - a. Nonnegotiables - Field Trips, Goal Setting & Student Led Conferences, Garden, Parent Interaction, SEL Lessons, Student Curiosity and Internal Motivation Elements (student voice and discovery as we learn), Thematic Teaching: PBL-Service Learning-Parent Support-Student Voice & Choice, Naturescape Time
2. [SPSA Plan](#) Goal 1 and 2
 - a. Goal 1 -
 - 1.2 - *Following up: Kinder teachers do not use Learning A-Z and do not need their licenses renewed.*
 - 1.8 - Silvia likes how rubrics are used in %. Good.
 - 1.9 - Revise to say: Field trips and/or onsite experiences.
 - 1.10 - Revise to say: 1 weekly planning time & with the aid of District OGSD PE Teacher, VAPA - Silvia's daughter is enjoying music. Kim shares that prep time is not always dedicated to prep because teachers have to support with situations. Ward shared that she appreciates VAPA but misses the old music program for the whole year and music show.
 - 1.11 - Good
 - 1.12 - In motion, doesn't need attention.
 - 1.13 - Kalasea would love to use less technology. Michelle prefers zero screen. Ward would like to use technology for end of unit or choice projects. Cara notices 2/3 students have a hard time staying on task when on a chromebook - no individual chromebooks? Media Lab Situation? Reiley thought computer lab worked so much better. Doesn't use a lot of computer time and has not done common sense media. Would like for it to be more structured lesson, robotics, etc. Would support phone free campus. Rosemary wonders if we're talking about needs for grade levels K3- 4-MS. Students need to be able to consume media with a critical mind.

- 1.14 - Could agree to spend more time on this. Separate out what we're doing in the different grade levels. AI discussion.
 - 1.15 - Staff will be discussing portfolio. Teachers explain the portfolio at different grade levels.
- b. Goal 2 -
- 2.1 - Good
 - 2.2 - Revise and remove i-ready lessons. Silvia would like readers sent home or book suggestions of what they can read at home. Michelle likes that K/K1 sends readers home. Mrs. Stock has leveled books for reading parent station. Cara found it most helpful that Ms. Lori sent home weekly readers. Only time they've had readers. We may want to allocate more funding here since i-ready lessons are not going to be available next year.
 - 2.3 - Maybe make it more specific by adding high leverage practices, culturally response teaching.
 - 2.4 - Language Development in Math
 - 2.5 - Staff Perspective will be collected on Monday. Can follow up with SSC for input.
 - 2.6 - Staff Perspective will be collected on Monday. Can follow up with SSC for input.
 - SPSA is due in May
3. [SPSA Plan](#) Goal 3 and 4
4. [SPSA Goal Strategies](#)
5. Review future meetings dates:
- a. 4/17* Plant Sale - propose to move it to April 24th - Working Meeting
 - b. 5/15 *Exhibit Night - propose to move it to May 8th - Working Meeting
 - c. Adding May 29th IF NEEDED - Voting Meeting (30 minutes)
6. Adjournment 3:53pm

Indigo School Site Council
Friday, February 27, 2026
2:53-3:48pm

Attendance: Nasreen Husain, Angelika Ward, Cara Chiaraluc, Michelle Pimentel, Kim Reiley, Mimi Sgro

Agenda:

1. Welcome & Introductions (Please [Sign In](#))
 - a. Appreciations: Collaborating with parent volunteers and parents sharing their passions with our students, working with colleagues, Love our logo and our community, our village and support from other parents/teacher, supportive admin and staff, supportive parents, resources to do things outside of our classroom with the help of parents/staff, hands on experiences, grateful for an innovative

- school, dedicated individuals to all students learning,
- b. Wish List: Time to work and plan our fun units with colleagues, expanding spaces like an Outdoor Amphitheater or space in Naturescape, be present and appreciate the gift of our program (for example, just come events), more parent ed, a mingle after parent ed/before general ed mtg, SEL check ins to get a picture of where students are at - an idea how to approach and support students, more SEL programs, parent space to offload experience or tips with advice, grace for our unlimited time, constant work/life balance, invest in priorities and do less and them well
2. [SPSA Plan](#) Goal 1 and 2
 - a. Cara requests to Review [Data from CA Dashboard](#). Reviewed data.
 - b. Reviewed Middle of the Year i-ready Data (Winter Diagnostic results)
 - c. Goal 1
 - 1.1 - Good
 - 1.2 - Teachers in Grades 1-3 are using it. Next step: check in with Kinder teachers to see if they are using it. Possibly adjust the number of licenses needed.
 - 1.3 - Some teachers have been slowly adding diverse books that are culturally responsive and up to date. It's a great way to keep students motivated and engaged.
 - 1.4 - Move resources to math focused planning time.
 - 1.5 - Teachers love Mystery Science. Parents are in support. Check in with Middle School to confirm if they like Green Ninja Science.
 - 1.6 - Good
 - 1.7 - Reviewed
 - 1.8-1.16 - Will review at the next meeting
 - d. Goal 2: Will review at the next meeting
 3. [SPSA Goal 1 and 2 Strategies](#)
 4. Review future meetings dates: 3/27, 4/17, 5/15 2:45-3:45pm
 5. Adjournment
 - a. Kalasea moves to adjourn the meeting. Mimi seconds. Meeting ends 3:54pm.

Indigo School Site Council
Friday, January 9, 2026
2:50-3:54pm

Attendance: Kalasea Fernandez, Silvia Remolina, Nasreen Husain, Cara Chiaraluce, Angelika Ward, Rosemary Baker, Michelle Pimentel, Mimi Sgro

Agenda:

6. Welcome & Introductions (Please Sign In)
7. Review of Vision & Bylaws
8. Election of officers
 - a. Angee Ward - Secretary
 - b. Kim - Chairperson
 - c. Cara - Parliamentarian
 - d. Nasreen - Vice-chairperson
9. Review of SPSA
 - a. Committee will review this on their own.
 - b. Feb meeting review, reflect, and revise on Goal 1-3
10. Review of Safe School Plan
 - a. Revised Goal 2 Assessment 2.1 & 2.2 - Changed Date from 2024 to 2025
 - b. Suspension rate has increased. Repeated student suspension. This could be a possible goal. What supports could we put in place to decrease the suspension rate?
 - c. Facility and Cleaning: Is there a way to get the lunch eating area cleaned up off the floor? Cafeteria got waxed and cleaned over the winter break. How often are the walkway maintenance done (near Ms. Mimi, Ms. Redhill etc. rooms)? Mimi confirms that anything brought to our attention, will get a work order put in and will get addressed during one of the breaks when students are not at school.
 - d. Emergency Procedures: We practice different drills throughout the year and the big district emergency drill once. The Safety team consists of both Indigo and Frost staff. If there is a real fire on campus, the incident commander will let us know where we will be evacuating to. Mimi confirms in a real emergency, there is a plan in place to release students to parents - locations, staff members at the check out, emergency cards, sign out procedures.
 - e. Both Frost & Indigo Principals met multiple times to review the plan, additionally with Dr. Dorsey to review the Safe School Plan.
 - f. Nasreen makes a motion to approve Frost Indigo School Safety Plan 2025-2027 today on January 9, 2026. Rosemary Baker seconds the motion. No discussion. All in favor. Vote unanimous.
11. Review & Approve Upcoming Meetings
 - a. Friday 2/27, 3/27, 4/17, 5/15 2:45-3:45pm
12. To do - Review SPSA and be ready to discuss 16 Strategies from Goals 1-2 to our February meeting. Come with questions and suggestions.
13. Adjournment
 - a. Kalasea moves to adjourn the meeting. Mimi seconds. Meeting ends 3:54pm.

Friday, December 5, 2025
3:17- 3:47 pm

Attendance: Nasreen Husain, Michelle Ferolino Pimentel, Kim Reiley, Kalasea Fernandez, Mimi Sgro, Angee Ward, Cara Chiaraluce

2025-2026 Members

Office: Nasreen Husain, Mimi Sgro

Teachers: Kim Reiley, Angee Ward, Kalasea Fernandez

2024-2026 Parents: Silvia Remolina, Diana Benavides, Rosemary Baker

2025-2027 Parents: Cara Chiaraluce, Michelle Pimentel

SSC Meeting 1 2025-2026

Agenda:

1. Welcome and Introductions
2. Review council [vision and bylaws](#)
3. Election of officers: chairperson, vice-chairperson, secretary, parliamentarian
 - a. Nasreen nominates Angee to be secretary. Kalasea seconds.
 - b. Kim nominates herself for chairperson.
 - c. Cara nominates herself to be parliamentarian.
 - d. Nasreen nominates herself to be vice-chairperson.
 - e. Kalasea moves to approve all positions. Nasreen seconds. No discussion. Vote unanimous.
4. Review [SPSA Plan](#) and [Safe School Plan](#)
 - a. SPSA Plan (Single Plan for Student Achievement)
 - i. Send to council members to review asynchronously
 - b. Safe School Plan
 - i. Send to council members to review asynchronously
5. Review and approve upcoming meeting dates: Fridays: 12/5, 1/9, 2/27, 3/27, 4/17, 5/15
6. Adjournment
 - a. Kalasea moves to adjourn the meeting. Kim seconds. Meeting ends 3:47pm.