



School Plan for Student Achievement (SPSA)

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

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willow Elementary	37683796040430	05/22/2025	06/24/2025

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

At Willow School, we are committed to providing each student with a supportive and inclusive learning environment, ensuring that all students, including English Learners (ELLs), students with disabilities, and at-risk student groups, have the opportunity to achieve academic and personal success. In alignment with the San Ysidro School District's mission and Local Control Accountability Plan (LCAP), our efforts are focused on three key goals:

1. Student Achievement,
2. Culture, Climate, and Student Well-being, and
3. Parent Engagement.

Using input gathered from community forums, staff and parent feedback meetings, SSC, DPAC/DELAC meetings, management team sessions, student feedback, survey data, and the Differentiated Assistance process, we have refined our site plan to directly address the needs of our diverse learners. Specifically, feedback from parents and staff emphasized the need for increased academic interventions, greater support for English language development, more targeted support for students with disabilities, and expanded opportunities for family engagement and social-emotional learning.

Based on this feedback and our ongoing data analysis, Willow School will focus on the following priority actions:

1. Academic Intervention and Support for ELLs, Students with Disabilities, and At-Risk Students:

We will strengthen interventions to accelerate learning and address learning loss through a continuous improvement model that includes targeted push-in support, instructional aide support, expanded learning opportunities, and professional development. Teachers will engage in professional learning development focused on English Language Development (ELD) strategies and inclusive practices, with ongoing coaching and planning support from our Resource Teachers. Instruction will be enhanced through integrated ELD modules (SDCOE) and SCI/PHY, providing enrichment and reinforcing academic language development.

2. Positive Behavior and Social-Emotional Supports:

We will expand our implementation of Positive Behavior Interventions and Supports (PBIS) in alignment with our Positive Discipline Plan to build safe, supportive environments where all students feel respected and valued. PBIS team development and social-emotional learning (SEL) curriculum implementation will address the specific needs of English Learners, students with disabilities, and chronically absent students. School social workers will support the mental health needs of students using a multi-tiered system of support (MTSS), with particular attention to students identified as at-risk.

3. Parent and Community Engagement:

In response to parent feedback, we will expand workshops and classes at our Community Parent Center and school site, offering topics tailored to the needs of families of English Learners, students with disabilities, and other high-need student groups. School events will be designed to build positive connections between families and the school, fostering a welcoming environment that supports student achievement and family-school partnerships.

Willow School serves a diverse student population, including many students from high-needs groups such as English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness or foster care. Through targeted actions and services — including instructional coaching, supplemental materials, restorative practices, intervention supports, and social-emotional resources — we are committed to providing a high-quality education that promotes equity, access, and success for all students.

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

At Willow School, we engaged a broad range of educational partners in the development of our School Plan for Student Achievement (SPSA). Through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) sessions, staff feedback meetings, parent and student surveys, and input from District Parent Advisory Committees (DPAC/DELAC), we gathered valuable insights to shape our goals and actions.

Feedback emphasized the need for targeted academic interventions for English Learners, students with disabilities, and at-risk students; expanded professional development on inclusive practices; enhanced social-emotional supports; and stronger parent engagement opportunities.

In addition, we partnered with a wide network of community organizations to strengthen our supports for students and families, including Health and Human Services, Casa Familiar, Assistance League of San Diego, Southwestern Community College, Love Thy Neighbor, San Ysidro Health, Feeding America, Blue Shield of California, Los Bomberos de San Diego, Hearts and Hands, the City and County of San Diego, San Diego County Office of Education, Church 180, Eastlake Church, the San Ysidro Women's Club, the Los Angeles Chargers and Albertsons, and both the San Diego and Chula Vista Police Departments — among many others.

This collaboration ensures that Willow School is deeply connected to our community, providing our students and families with essential resources, academic support, social-emotional care, and opportunities for success.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The comprehensive needs assessment process included input from school staff and students, and parent input, solicited through meetings ELAC, School Site Council, parent-principal meetings. The school plan (SPSA) includes the data from the needs identified in this process and provides strategies and activities targeted to improve programs and overall learning for all students.

Teachers analyzed common assessment data for each unit (English Language Arts and Math) during their grade level reflection meetings to determine which students are not performing at benchmark. They collaborated with their team to make appropriate decisions about instructional strategies and California common core standards-based materials used with their students. According to teacher data analysis, more support is needed for students who remain in the intensive phase in reading and math. Before school and after school intervention groups taught by credentialed teachers assisted student who are not meeting benchmarks and improved student outcomes.

Willow's needs assesment also included classroom observations conducted by the school principal. The Principal has to be at the forefront of instructional changes with CCSS and have expectations of great teaching and learning. coaching teachers and making sure that the teaching is rigorous, standards-based and engaging. The evidence gathered from these classroom visits were the following:

- Staff met on May 5th and filled worked on a needs assesment by grade level.
- ELAC - English Language Advisory Committee met on November 9, 2023 to discuss SPSA and budget. Parents were concerned about Imagine Learning having to be bought by school site.
- Parents from the committee met in a Coffee with The Principal on May 11th to disucss SPSA and Budget. Mental Health was a big topic for this discussion with parents.
- SSC met on May 30th to approve the plan and vote on the new budget.

Attendance data showed that chronic absenteeism during the 2022-23 school year Willow's attendance decreased overall. The Willow I-CAN team in collaboration with SDCOE identified evidence-based practices to decrease chronic absenteeism. However, more targeted support is needed to assist families in this area. The school plan will target these needs to provide continous improvement.

The SPSA was adopted by the SSC at a public meeting on November 28, 2023.

Staffing and Professional Development

Staffing and Professional Development Summary

As part of the evaluation protocol, permanent teachers are evaluated on a by-yearly basis, whereas probationary teachers are evaluated yearly. The administration will walk through classrooms regularly to support teachers and students' academic and behavioral goals. For the school year 2024-25, emphasis will be placed on implementing curriculum aligned to California Standards, as well as highly effective teaching practices. Willow School will also focus on the student's engagement during instruction, the use of technology, and checking for students understanding.

For the 24-25 school year, Willow School meets one hundred percent requirements for highly qualified staff. Willow School teachers continue to receive ongoing staff development through the San Ysidro School District Educational Services Department, and San Diego County Office of Education. Training's have been provided to administrators and teachers in the implementation of ELPAC and CAASPP aligned curriculum and assessments.

During the 2018-19 academic school year, Willow School teachers and administration received training in the implementation of the SYSD Instructional Design as well as implementation of DRS and PLC' meetings. The process has been ongoing since and teachers use this data to guide their instruction and form their small groups. The analysis of students unit assessment data is discussed with teachers during DRS sessions and at the district level during meta meetings. Willow School also participated in District wide Learning walks and SYSD Student Review visits to assess school implementation of instructional programs and professional needs.

The San Ysidro School Education Services Department supports Willow School with an intervention teacher and Instructional Aides for Centers, data analysis of assessments, and alignment to core curriculum in the areas of English Language Arts, English Language Development and Mathematics. For the academic year 2024-25, teachers will continue to receive training in implementation of Web Based programs (Achieve 3000, Google programs, and flashlight) to aide in implementation of instructional design.

Willow School teachers meet after each ELA and Math Unit Assessment to conduct data analysis sessions (DRS) followed by weekly grade level PLC's to plan for next unit of study. Unit assessments take place every five to six weeks throughout the school year. Backwards mapping to support PLC, DRS and staff meeting times, teachers meet weekly to collaborate and develop lesson plans aligned to unit assessments.

Staffing and Professional Development Strengths

Willow Elementary School has highly qualified and dedicated staff. During the 2022-23 school year, staffing was heavily impacted by the amount of staff absences due to COVID-19. The school district provided an on-site substitute to provide support to each school. In the summer of 2021, Willow teachers representatives participated in GLAD professional development, which focuses on language acquisition strategies for English Learners. During the academic year 2022-23 all teachers participated in the EL RISE professional development through the SDCOE, which provided a roadmap to address the academic needs of English Learners. Teachers participated in grade level meetings twice a month to plan instruction. Each grade-level also met in Data Reflection Sessions to target English language instruction within the CCSS Instructional framework and to analyze data to determine areas of need for students who needed more support.

For the year 2022-23, 18 teachers at Willow School were on the evaluation cycle. All teachers met or exceeded the California Standards For The Teaching Profession. Teachers were using objective driven lessons and students were engaged in what they were learning, how they were learning it, and providing evidence of the learning.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Willow Teachers need access to guided instructional planning time, using assessment data analysis and instructional strategies that are relevant to the needs of our student population.

Root Cause/Why: Many Willow students will benefit from data-based intervention to meet their instructional needs.

Needs Statement 2 (Prioritized): Willow School needs staff professional development to improve the effectiveness of integrated and designated ELD instruction (vocabulary, student discourse, and writing).

Root Cause/Why: We want to build teacher capacity to understand and implement ELD standards, curriculum, and best instructional practices for All Learners and a focus on our English Learners.

Teaching and Learning

Teaching and Learning Summary

Willow Elementary will continue to use SBAC scores for 2024-2025 as basis for decision making and monitoring progress.

Results from the state and local assessments are used each year to help set academic goals for our school. Teacher generated ELA and Math Unit Assessments are used to monitor student progress and guide re-teaching opportunities throughout the school year. The teacher generated unit assessments results for the academic year 2023-24 showed a steady progress in 3rd through 6th grade in ELA and Mathematics: ELA 3rd-6th proficiency average for Unit 1=32%, Unit 2= 47%, Unit 3= 47% and Unit 4= 49% compare to the 2022-23 ELA SBAC 3rd-6th grade average for Unit 1=34%, Unit 2= 47%, Unit 3= 46% and Unit 4= 24%. In the area of mathematics 2023-24, 3rd-6th %proficiency average for Unit 1= 31%, Unit 2= 33%, Unit 3= 35% and Unit 4= 35 % compare to the 2022-23 Mathematics 3rd-6th grade unit average for Unit 1= 27%, Unit 2= 24%, Unit 3= n/a% and Unit 4= 27%. The 2022 SBAC results indicated the following proficiency levels for ELA and Mathematics: For English Language Arts Very Low-74 points below standard. For Mathematics; Low- 86.8 Points below standard.

ELPAC Data in conjunction with CAASPP aligned unit assessments in English Language Arts (ELA) and Mathematics are used to monitor student progress and modify instruction. The results of the unit assessments were analyzed during teachers and administration Data Reflection Sessions (DRS). As a result of the DRS, development of lesson plans aligned to the students needs and intervention programs were implemented.

Ongoing work by teachers to align curriculum, instruction and materials to the California Common Core Standards.

Administration, in collaboration with the teachers, developed daily schedules that meet recommended instructional minutes for Language Arts, Mathematics, Physical Education and ELD instruction.

Willow School implements an RTI model supported by PBIS and restorative practices that provide the flexibility for interventions throughout the school day.

All Willow School students received core adopted materials as approved by the SYSD Governing Board.

All students received SBE adopted and standards-aligned instructional materials as approved and adopted by the San Ysidro School District Board.

Willow School implemented designated ELD instruction time for all TK-6 grade students in order to support ELA instruction. Teachers implement small group instruction to support the academic needs of all students in the area of ELA, ELD and Mathematics. Due to SEI/ EO classes showing lower performance in ELA/ Math unit assessments on average in comparison to DL classes the incorporation of Impact Support teachers were assigned to provide ELA /Math instruction during centers. Willow School also implemented a school wide Accelerated Reader program to support the academic achievement in the area of ELA of under performing students. As a result of DRS sessions, intervention strategies by grade level were implemented for Kinder-6th grade to support Intensive and Strategic students.

Teachers utilized a variety of instructional strategies to support instruction (e.g. Close Reading, GLAD Strategies, Fun Fast and Furious, Choral Response) . These teaching strategies and assessment results are shared during data reflection meetings to determine the effectiveness of the strategies and to reach instructional agreements. Administration works with the teachers and district Educational Service Department through the observation and feedback process.

Conclusions based on data -

- For the academic school 2022-23 the student population attending Willow School has remain very consistent.

- Willow School population is predominately of hispanic/latino descent. Willow School staff makes every effort to acknowledge the heritage and cultural background of all our students and operate from an assets based lens.
- The number of classrooms per grade is at 4 classrooms per grade for the 2022-23 school year.
- The percentage of reclassified fluent English proficient students (RFEP) has remain constant for the last two years at 4.9 % and 5.6% respectively, however, the number dropped to 2.2% for the 20-21 school year and was impacted by lack of ELPAC and CAASPP assessment data which is part of our reclassification criteria.
- Willow School English Learners population dipped slightly from 77% to 70% over the last 3 years. The needs of ELL students is addressed through the ELA instructional design with Word Study, Centers and designated ELD time.
- The fluent English proficient % number of students has also dipped from 9.5% tp 7% over the last 3 years.

CAASPP Results ELA

- The percent of students meeting or exceeding standard for 2022 was 21%
- 79% of Willow Students not meeting standards in ELA 2022-23
- 38.81% of students are below standard in Reading Level.

CAASPP Results Math -

- The percent of students meeting or exceeding standard in Mathematics in 2022 was 17% .
- The following grades show an increase from:3rd Grade = +3.0 % , 4th Grade 2% , 5th Grade=3%,
- In the area of proficiency in Mathematics 4th grade and 6th grade show the lowest scores with 6th grade going down 1 point

ELPAC Results -

- Willow School 2022-23 ELPAC assessments show 57.8% of Willow Students show progres towards English Language Proficiency.
- ELPAC scores for 2022 show Reading domain with the highest percentage at Begging level with 39.57%
- ELPAC scores show areas of greatest need in Reading Domain with only 6.955 well develop.

Student Population -

- Willow School population demographics show 81.4% Social Economically Disadvantage and 75.8% English Learners.
- Willow School Homeless population of students consist of 39.7% of students.
- Willow School Ethnicity population is predominately Hispanic at 98.4%,

Academic Engagement Chronic Absenteeism -

- Willow School overall chronic absenteeism reported at 13.6%
- Willow School Homeless population of 343 accounts for 20.7% of the Chronic Absenteeism.
- Chronic Absenteeism for EL = 14.6%, Socioeconomic Disadvantage = 14.1% and Students with Disabilities = 17.2%

Conditions & Climate Suspension Rate -

- The CA Dashboard for 2022 shows the suspension rate for all students at Willow School at 1.4%. Willow School has implemented a PBIS and Restorative Justice model approach to reduce the number of suspensions for academic year 2022-23
- Willow School has work with the Special Education department and teachers to decrease the number of suspension of students with disabilities, presently at Yellow at 4.2%.
- Willow School goal for the academic school year 23-24 is to reduce significantly the .5 % of suspensions in all subgroups.

Teaching and Learning Strengths

Willow School has a highly qualified and collaborative teaching staff in every grade level. Since 74.7% Willow students are English Language Learners, best instructional practices are used to build strong a language and content knowledge foundation. All curriculum and adopted materials are aligned with the state standards. Students continue to receive daily instruction in all subjects, which satisfies the required state instructional minutes. With established district and state assessments, teachers sequence their instructional program as recommended by the district. All of our students have the necessary/required instructional materials. All instructional materials meet the common core requirements.

For the 2023-24 our teachers have been part of:

- Achieve 3000 and Smarty Ants training to support All Learners
- Renaissance Learning
- Imagine Learning
- Weekly Professional Learning Communities
 - Data Reflections
 - look at standards ELA and Math
 - check student growth on those standards
 - talk about interventions for those students and standards
 - discuss best lessons for these standards and students
- Morning and After School Intervention Programs

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): The results from 2022 CAASPP indicate an ELA at 74 points below standard with our homeless population at 93.4 points below standard and our students with disabilities at 166.4 points below standard.

Root Cause/Why: Willow school will use DRS, Star Reading, learning strategies, and the intervention teacher to monitor and show progress for our students.

Needs Statement 2 (Prioritized): In the area of Mathematics 2022 CAASPP Willow School is 86.8 points below the standard with our homeless population at 97.6 points below standard, and our students with disabilities at 164.7 points below standard.

Root Cause/Why: Willow school will use DRS, Star Reading, learning strategies, and the intervention teacher to monitor and show progress for our students.

Needs Statement 3 (Prioritized): In the area of student attendance, the Chronic absenteeism rate is at 32.2% for all students and 38.2% for Homeless and 41.2% for students with disabilities.

Root Cause/Why: Willow school will use the daily tracker and look for trends and implement systems to decrease and support our Chronic absenteeism.

Parental Engagement

Parental Engagement Summary

Through the SST's, 504's and IEP process parent meetings are held to assess, monitor, and determine student's individual needs and develop plans of action. Students who qualify for Special Education received an Individual Education Plan (IEP). As a Title 1 school, opportunities for parent involvement and frequent parent-teacher communication take place on a regular basis to provide services and monitor student achievement. Intervention programs for TK-6th grade intensive and strategic students were implemented during the academic year 2023-2024 and will continue during the 2024-2025 school year.

Willow School parents, community representatives, teachers and staff have the opportunity to participate and provide input through participation in School Parent Meetings, SSC, ELAC, District LCAP and DEPAC meetings and parent/staff surveys.

Willow School receives Title 1 funding as well as funding for parent involvement activities for the academic year 2024-25.

Throughout the academic year, the school administration strives to have an understanding of the needs of the community that it serves; students, parents, and staff. Through the English Language Advisory Committee, an annual parent survey is conducted to address the effectiveness of the school communication with parents, knowledge of opportunities for parent involvement (SSC, ELAC, DELAC, PTA...), topics of interests and need of services. The results of the parent survey and feedback from staff indicate the need to provide parents with more information in the areas of LCAP, ELPAC, California Common Core Standards, curriculum and increase opportunities for parent involvement.

As part of the decision-making in the area of curriculum, interventions, and school activities, teachers and parents are incorporated into the decision-making through surveys, Professional Learning Communities, Staff Meetings, Parent Teacher Association, School Site Council and English Language Advisory Committees.

Parental Engagement Strengths

Willow parents participated in PIQE parent education classes which were held once a week for 10 weeks, focusing on helping their children with socioemotional learning. Willow parents had the opportunity to assist virtual parenting classes with Dr. Villareal. Parents received a diploma after the 8-week sessions in a culminating graduation ceremony.

Families received the Parent and family engagement policy to all parents and guardians. A copy is provided to every family during the first 2 weeks of school and/or when students enroll. This policy describes the means for promoting parent and family engagement in school. Our school held an annual Back to School Night to inform parents about the right of parents to be involved in the school programs. The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase parent involvement and engagement to support their children's academic progress.

Root Cause/Why: Under Title 1, the school is responsible to provide parents supportive and effective opportunities assisting their children's learning and make them a key component to their students successes. Willow school will monitor this progress by increasing the communication using a variety of social media.

Needs Statement 2: Students' families will need comprehensive support to navigate the enduring hardships caused by the pandemic.

Root Cause/Why: Willow school will continue to engage parents in informational meetings throughout the school year. Willow school will monitor the effectiveness of these meetings with sign in sheets and notes.

School Culture and Climate

School Culture and Climate Summary

Teacher, parent and student feedback was solicited through meetings (ELAC, School Site Council, parent-principal meetings, and staff meetings) where stakeholders provided input on how to improve programs and overall learning for all student. Surveys for parent and students were conducted to determine areas of need. Parents and teachers requested more support for students who remain in the intensive phase in reading and math, according to teacher observations, STAR assessment results and ELA and Math unit assessments. Parents also requested parenting classes that focused on building their capacity to deal with their child's socioemotional health and current cultural and societal challenges (social media, vaping and mental health).

Willow School will implement a committee to implement a PBIS model to support and assure a positive academic environment that is safe, drug-free, and conducive to learning at Willow School.

Implementation of activities and policies to promote safe and drug free environment.

- Distribute Willow School rules and procedures packet to all students at beginning of school year. The packet outlines academic, social and behavior expectations and guidelines as well as services provided to students and parents. This is followed by student assemblies describing Willow School rules and procedures.
- Implementation of Spirit Week and Say No to Drugs, implementation of Positive Behavior Intervention and Support Program at Willow School
- Anti-Bullying presentations to students.
- Recognition of students' academic, social, and attendance achievements (Student of the month, end of year students achievement recognition assemblies, etc.).
- Implementation of SST, IEP's SART, SARB, and BART meetings.
- Willow School will implement Student Leadership Groups in order to support and promote school pride, increase students' attendance and academic achievement.
- Implementation of student support groups (Girls and Boys empowering groups, social skills development, self-esteem, good decisions, goal-oriented).
- Professional Development for all staff and implementation of Restorative Justice program at Willow School
- Implementation of Outreach Consultant, Attendance Specialist (Promise Neighborhood), and Promotora (Promise Neighborhood) to serve as a liaison between school, families, and community services. The promotora, and Outreach Consultant will aid the administration in the implementation of policies, and activities to promote a safe and drug free environment.

School Culture and Climate Strengths

Positive and healthy school culture and school climate are the foundations of our high quality learning environment that creates the conditions for effective teaching and learning to occur in our school. We continued to use PBIS and restorative practices to support student behavior and discipline.

Our Outreach Coordinator monitored students attendance and established strong communication with families to encourage student attendance (daily robo calls home, nudge letters and recognition for perfect attendance).

Willow's priority for this school year was to make sure that we provided our students with social emotional support, as a foundation for students' academic growth. Our District contracted a social workers and a counselors through South Bay Community Services to assist students, either individually or groups,

with socioemotional well being activities and mental health needs. We also partnered with San Ysidro Health (YES Program) to provide counseling referrals for students who needed more in-depth mental health support.

We also focused on strengthening our school safety plan and emergency procedures to ensure school safety.

For the 2024-2025 school year, Willow's strengths were:

- bi-weekly student recognitions
- monthly character traits PowerPoints
- Social Emotional Learning with PBIS
- Restorative Circles
- In-house counseling with South Bay Community Services
- designated days for IEPs and SSTs
- Student Leadership groups

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): The need to provide services to students in the areas of social interactions and conflict resolution remains high.

Root Cause/Why: Willow school will invite community partners to give supports/ parent workshops for conflict resolution and social interaction of students. Willow school will also monitor the effectiveness of these supports/parent workshops by its attendance.

Needs Statement 2 (Prioritized): Willow School has identified the necessity to implement strategies to support the emotional well being of our students through observational data, as well as survey data, referrals for behavioral/mental health supports, and direct input from stakeholders who identified an increased need for students in the area of mental health. This need was one of the top areas of need identified by stakeholders

Root Cause/Why: Willow school will monitor our tier 2 and tier 3 students with the mySaebrs data and find support for these students.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math), all students will achieve a minimum of 5% improvement in CAASPP scores overall in English Language Arts and Mathematics as compared to the California Common Core State Standards (CCCSS)/ Smarter Balance Assessment results. Research-based strategies to support the achievement of this goal will include centers, whole group/small group instruction, whole brain research strategies, and supplemental materials for English Learners and Students with Disabilities. (Please refer to the Findings below for further details.)

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.

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
ELPI (English Learner Progress Indicator) 2024 (ELPI) Data Students making adequate progress towards English language proficiency or maintaining the highest level on the ELPAC	This is a big highlight for our school we have 39.8%, Orange, of our students making progress toward English language proficiency. We declined by 9.4%	By June 2026, the ELPI increase by 2.0-9.9 points or increase significantly by 10.0 pts or more.
CAASPP/SBAC California Dashboard ELA	California Dashboard for ELA All Students for 2024 reported 72.1 points below the standard. EL: Red 80 points below standard Hispanic: Red 71.3 pts below standard Homeless: Orange 82.8 pts below standard SED: Orange 74.7 pts below standard SWD: Red 153.5 pts below standard	Willow School's goal for ELA students in the RED is to increase by 3-5 points in the 2025 CAASPP/ SBAC.
CAASPP/SBAC California Dashboard Mathematics	California Dashboard for Math All Students for fall 2024, reported 74 points below standard. SWD: Orange 159.9 points below standard EL: Yellow 72.1 Points below standard HIS: Yellow 67.7 points below standard HOM: Orange 81.7 points below standard SED: Yellow 72.4 points below standard	Willow School's goal for Math students in RED will be to increase by 5 points or more from the 2025 CAASPP. Also for math student in Yellow we will maintain or increase by 3 to 5 pts.

District Assessment: Pupil Achievement - Local Measures LEA Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	District Unit Assessments 2023-24 ELA: GR K-2 ALL: 55% EL: 51% SWD: 51% GR 3-6 ALL: 54% EL: 42% SWD: 27% LTELs-21% MATH: GR K-2 ALL: 76% EL: 72% SWD: 56% GR 3-6 ALL: 59% EL: 53% SWD: 39% LTELs- 20%	The expected outcome for academic year 2025 will be an increase of 5% in the average of unit assessments for ELA and Mathematics. The expected average for the 2025 unit assessments in ELA and Mathematics will be an increase of 5% for each of the grades.
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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)
1.1.1	<p>Professional Development Core Subject Areas.</p> <p>Willow School will implement Professional Learning Communities, Data Reflection Sessions, and opportunities for teachers to collaborate to prepare highly effective lessons that will implement the use of highly effective practices and development of teachers' agreements. The use of Sci-Phy Teams will be implemented to provide time for teachers to meet to reflect on data, engage in professional learning cycles, and analyze students progress.</p> <p>Teachers will receive Professional Development and support in the implementation of English language development strategies and ELPAC testing. This will allow teachers to develop lesson plans which are essential for students' success (English Language Learners, Students at Risk ARLTELS/LTELS) based/monitored from the ELPAC assessment.</p> <p>Professional Development and instructional materials for teachers to support their students social, behavioral and academic development (Materials, Conferences, Professional Library).</p> <p>Willow School Administration will work with SYSD Human Resources Department to monitor and maintain Teacher Highly Qualify Status.</p> <p>a) Conduct observations and evaluations of teachers as per Professional Standards of the Teaching Profession.</p> <p>b) Conduct evaluations of Certificated Staff based on the evaluation cycle as per SYSD standards.</p> <p>c) Conduct walkthroughs by administration to support teachers with grade level agreements.</p>	All Students		Title I Regular

1.1.2	Standards Aligned Curriculum and Materials. The Instructional Media Resource Aid (IMRA) will ensure that teachers and students will be provided with adopted instructional materials and resources. Every student in every classroom will receive curriculum, instruction, materials and technology-based materials that are aligned with California Content Standards in ELA, Mathematics, and ELD. This will support the academic achievement of students in the core areas of study.	All Students		District Funded

1.1.3	<p>Support for Standards-Based Curriculum and Instruction:</p> <p>*Willow School implements TK-6 grade instruction guides and course outlines, including ELA and Math Matrix assessments and Units that reflect full implementation of the standards based materials and supplemental materials and School Board adopted core materials and curriculum.</p> <p>*The Administration will provide students with materials for the classroom to support students learning.</p> <p>*Willow School will support the implementation of the Accelerated Reader Program through the availability of reading books at the student's AR levels at the library and in the classrooms.</p> <p>*Willow School administration will provide teachers with supplemental materials, including technology-based programs, that are aligned to core curriculum instruction and academic objectives. Teachers and administration will collaborate to determine the support materials needed to achieve academic objectives based on curriculum matrix and student assessment data.</p> <p>*Research-based instructional strategies will be used, in all classrooms to scaffold all core curriculum at grade-level rigor. Strategies vary by grade level. The administration will provide support to teachers through resources including support materials and time for implementation programs.</p> <p>*Willow School will provide extended learning time beyond the instructional day for all students in need of intervention: At Risk, LEP, Homeless, Social Economic Disadvantaged Students. Also, extended day opportunities include before and after school classes and summer school for all students.</p> <p>*Willow School will implement daily designated ELD time for Kinder-6 grade. Students will be grouped by ELPAC proficiency levels across the grade.</p> <p>* Willow School teachers will provide integrated ELD support through all subject areas.</p> <p>*Provide reading classroom libraries to support the English Language development of English Language Learners.</p> <p>*Intervention Teacher and Instructional Aides to assist Willow School administration with the implementation of Data Analysis Sessions, support for teachers and implementation of formative assessments aligned to California Common Core Standards.</p>	All Students	\$89,862	Title I Regular District Funded
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	*Through Promise Neighborhood, Willow Elementary will continue to provide tutoring services to support EL, and low academic performing students.			
1.1.4	<p>Willow School Master Schedule will place students in appropriate classes/ programs through the following actions:</p> <p>Willow School Master Calendar will be based on students need as established by data to accurately place students in appropriate programs. Willow School will implement district wide criteria for students placement. All placement criteria will be based on multiple data sources. Students will be regularly progress monitored in accordance with program guidelines and grade level standards (formative assessment, summative assessments, assessment matrix, data reflection sessions). For Transitional Kinder through 6th grade, classes will be organized by heterogeneous placement in accordance to best practices.</p> <p>Willow School will implement/follow SST model in which student data will be analyzed by SST members to determine levels of intervention and support for targeted instructional focus areas every 6-8 weeks of instruction. Use of substitutes will be used to facilitate member(s) participation in SST meetings.</p> <p>Purchase instructional materials to support ELD Integrated and Designated instruction. The materials may include educational software as well as manipulatives, and/or books other than textbooks.</p>	English Learners	\$28,858	Title I Regular

1.1.5	<p>Title I SPSA-Resource Teachers. Director of Educational Services, Student and Family Services Manager</p> <p>District resource teachers and the Director of Educational services work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. Additionally, they also provide support for teachers with the implementation of the digital version of our board adopted core curriculum and our board adopted supplemental educational technology platforms (Renaissance, Achieve, Imagine Learning, etc). In addition, Resource Teachers provide direct support for teachers as requested by school site administration.</p> <p>Resource Teachers and the Director of Educational Services revise and evaluate district common assessments to ensure alignment to standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. The Director of Educational Services supports the implementation of the instructional design through learning walks that are aimed at the calibration of instructional practices on all school sites as part of a cycle of continuous improvement.</p> <p>SYSD has a Student and Family Services Manager (SFSM) to support homeless children, foster youth, and needy students and families within the community. Students are provided school uniforms and shoes, bus passes for transportation, and other resources. The Student and Family Services Manager assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, attends learning walks, leadership meetings, and participates in the SART and SARB process to support the success of homeless and foster youth. In addition, the SFSM provides access to resources such as housing, tutoring, and medical/dental services.</p>	All Students		District Funded
1.1.6	<p>EL Monitoring - Student progress continues to support, monitor, and evaluate the services for English Learners to ensure that students are making adequate progress towards annual progress goals and language acquisition. Data monitoring to support student intervention and instructional progress.</p>	English Learners, All Students		District Funded
1.1.7	<p>Professional Learning-Engage instructional staff and administrators in Professional Learning on the CA EL Roadmap, ELD standards, ELPAC Domains, GLAD, AVID, and ED Tech for direct instruction to benefit the services that are provided in the area of English Language Acquisition and Development for all students including English Learners.</p>	English Learners		Title I Regular

1.1.8	EL Support: Academic Language and English Language Development. Continue to group students for daily designated ELD lessons across grade levels to support students at their levels and by their needs. Use strategic and flexible grouping strategies grounded and data review based on ELD/ELPAC domains to allow students groups to adjust based on student needs and growth. Ensure Integrated ELD strategies are implemented during instructional time. Ensure professional learning opportunities to grow the understanding of EL typologies, ELD standards, ELPAC domains, research-based best practices and leveraging ED Technology to provide supplemental direct instruction to all students including English Learners.	English Learners		District Funded
1.1.9	Purchase instructional materials to support ELD Integrated and Designated instruction. The materials may include educational software as well as manipulatives, and/or books other than textbooks.		\$10,000	Title I Regular
1.1.10	<p>Site Funded (Proposition 28) Ensure that all students in grades K-8 have equitable access to high-quality arts and music education, as funded through Proposition 28 (AMS). This includes expanding the number of arts and music courses, increasing student participation, and improving overall student performance and engagement in the arts.</p> <p>Utilize Proposition 28 Funding to hire qualified arts and music teachers, including specialists, and increase the availability of arts and music programs across all grade levels and /or Increase Arts Integration across other subject areas (e.g., incorporating visual arts in science lessons or using music to enhance literacy skills) to enrich the student learning experience.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		District Funded

Annual Review

SPSA Year Reviewed: 2024-2025

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.

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.

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

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.

Goal 2.1

Goal #	Description
Goal 2.1	Willow School will implement policies and procedures to assure positive academic environments that are safe, drug-free, and conducive to learning. We will obtain the necessary social-emotional skills to build resilience and thrive in an equitable educational environment, their community, and beyond.

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.

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
2024-25 School Facilities Report-	2024-25 Fit Report "Good"	Expected Outcome - Improve the 2025 -26 Fit Report as per the 2024-25 Fit Report.
Universal Screener mySAEBRS	24-25 Average: Tier 1 Low Risk - 66% Tier 2 Some Risk - 31% Tier 3 High Risk - 3%	By June 2026: Tier 1 Low Risk - 70% Tier 2 Some Risk - 27% Tier 3 High Risk - 3%
CAASPP/SBAC Chronic Absenteeism 2024	Chronic Absenteeism Willow School for 2024 indicate the following: All Students: Red 37.7% English Learners: Red 4.09% Hispanic: Red 38.3% Homeless: Red 47.1% Socioeconomically Disadvantage: Red 39.2% Students with Disabilities: Red 43.2%	Expected outcomes for 2025 will be to decline 0.5 - 2.9 or decline significantly by 3 pts or greater in all subgroups.
CAASPP California Dashboard 2024 Suspension Rates	Suspension Rate Willow School for 2024 indicate the following: All Students - 1.9% suspended at least one day-Orange English Learners - 1.6% Suspended at least one day-Yellow Hispanic-1.6% suspended at least one day -Green Homeless-1.6% suspended at least one day-Green Socioeconomically Disadvantaged - 2.1% suspended at least one day - Green Students with Disabilities - 7.3% suspended at least one day - Red	Expected outcomes for 2025 Willow School will maintain by declining or increasing by 0.2 pts or fewer and/or declining by 0.3 -0.9 pts

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)
2.1.1	Campus Security and campus aides will assist Willow School administration in maintaining a safe and secure campus for all students, parents, and staff.	All Students		District Funded
2.1.2	<p>Implementation of activities and policies to promote safe and drug free environment.</p> <p>Distribute Willow School rules and procedures packet to all students at beginning of school year. The packet outlines academic, social and behavior expectations and guidelines as well as services provided to students and parents. This is followed by students assemblies describing Willow School rules and procedures.</p> <p>*Implementation of spirit weeks(s)</p> <p>*Implementation of Positive Behavior Intervention and Support Program at Willow School</p> <p>*Anti-Bullying presentations to students.</p> <p>*Recognition of students</p> <p>*Implementation of SST, IEP's SART, SARB, and BART meetings.</p> <p>*Willow School will implement Student Leadership Groups in order to support and promote school pride, increase students' attendance and academic achievement.</p> <p>*Implementation of student support groups.</p> <p>*Professional Development for all staff and implementation of Restorative Justice program at Willow School</p> <p>*Implementation of Outreach Consultant, Attendance Specialist (Promise Neighborhood), and Promotora (Promise Neighborhood) to serve as a liaison between school, families, and community services.</p>	All Students		District Funded
2.1.3	Positive behavior support systems in place to support students in social, emotional, and academic opportunities. Willow School will create a welcoming and safe environments where adults believe that students feel capable, valued, visible, and heard.	All Students	\$4,900	Title I Regular

2.1.4	<p>Emergency Plan and Safe School Willow School will create an Emergency Plan Committee to develop and implement Willow School Emergency Plan to support a safe learning environment.</p> <p>-Mental Health Supports - South Bay Community Services, Psychologist, and Social Worker -Employ additional social workers on a temporary contract to support the implementation of the multitiered system of support for mental health through building capacity for Tier I Interventions and engaging students who need additional supports in small groups and /or 1 on 1 services to support all students including unduplicated students with social-emotional well-being needs.</p> <p>- Wrap-Around Services. Pupil Service Coordinator will continue to work with the Outreach Consultant to take a trauma-informed approach when supporting families/ students .</p> <p>- Provide trauma-informed professional learning for all staff to ensure a deeper understanding of student/community needs.</p> <p>D.-Continue to engage classified and certificated staff in ongoing professional learning on restorative practices.</p>	All Students		
2.1.5	<p>Maintenance of Facilities - Work with Maintenance and Operations Department to attend to Willow School Physical buildings -Placement of work orders in timely manner</p>	All Students		
2.1.6	<p>Before and After School Programs Work with before and after school programs staff in the implementation of policies and procedures.</p>	All Students		

Annual Review

SPSA Year Reviewed: 2024-2025

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.

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.

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

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.

Goal 3.1

Goal #	Description
Goal 3.1	Willow School will increase parent involvement at school activities throughout the year. This will be measured through attendance participation records for SSC Meetings, ELAC Meetings, School Events, Parent-Teacher Conferences, Back to School Night, Open House, and Parent Meetings.

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.

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
Participation Records to Parent Meetings, SSC Meetings, ELAC Meetings, Parent- Teacher Conferences, Back to School Night and Parent Workshops	Willow School base line will be 2023-24 5% participation rate. 23-24 Back to School Night - 245 24-25 Back to School Night - 275 23-24 Open House - 203 24-25 Open House - 220	Participation of parents at school events will increase 5% by June 2026

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)
3.1.1	5.1 Willow School Parent Meetings, Workshops and Conferences. A. Parent Orientations-July -August B. Provide Parent Workshops through outside providers and school staff (PIQE, SYHC, Dr. Villareal, Willow Staff...). Provide parents with support materials and childcare to support participation. C. Coffee with the Principal-monthly parent meeting. D. Invite parents to Students Recognition Assemblies (Attendance, Academic, Social), Back to School Night, Open House, Willow Winter Program, Fall Carnival, PTA Events.. E. Invite parents to Willow School Programs F. Invite parents to participate in CAFE, Biliteracy Symposium, Greater San Diego Reading Association Event. etc. as funding allows. G. Willow School administration will work in collaboration with Promise Neighborhood Staff to improve parent participation in school activities.		\$1,114	Title I Parent Involvement

3.1.2	5.2 Willow School Parent Participation Plan. A. Administrator will work with Outreach Consultant and Promotora (PN) in the development of a plan to increase parent participation. B. School Site Council C. English Language Advisory Committee D. Parent Teacher Association- PTA E. Parent Volunteers F. Willow School administration will work in collaboration with Promise Neighborhood Staff to improve parent participation in school activities. G. Willow School will be working with Promise Neighborhood staff to implement a Parent Center to provide services to parents.	All Students	\$1,000	Title I Parent Involvement

Annual Review

SPSA Year Reviewed: 2024-2025

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.

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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.

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	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,734.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school:

Total of federal, state, and/or local funds for this school:

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Lizbeth Alcaraz	English Language Advirsory Coommittee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on (No date indicated.)

Attested:

	Principal, Myrna Cerda on (No date indicated.)
	SSC Chairperson, Siara Duarte on (No date indicated.)