



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	06/02/2026	06/18/2026

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 incorporated input from school staff, students, and parents. Parent perspectives were gathered through meetings with the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and "Coffee with the Principal" sessions. Findings from this process were used to inform the Single Plan for Student Achievement (SPSA), which includes targeted strategies and activities designed to strengthen programs and improve learning outcomes for all students.

Teachers engaged in collaborative grade-level reflection meetings to analyze common assessment data for each English Language Arts and Math unit. Through this process, they identified students not meeting benchmark expectations and worked together to select appropriate instructional strategies and California Common Core Standards-aligned materials. Teacher data analysis revealed a continued need for additional support for students who remain in the intensive phase of reading and math. To address these gaps, before- and after-school intervention groups, led by credentialed teachers, provided targeted support to improve student performance.

The school principal also contributed to the needs assessment through classroom observations, ensuring a focus on high-quality, rigorous, and engaging instruction aligned with the Common Core State Standards. By coaching teachers and maintaining high expectations for teaching and learning, the principal played a critical role in supporting instructional improvement.

The Healthy Kids Survey and mySAEBRS data highlighted ongoing needs in the areas of school climate and student well-being, with particular attention needed for students experiencing social-emotional challenges. Despite improvements in suspension and absenteeism rates, chronic absenteeism continues to affect nearly a quarter of the student population, underscoring the need for sustained, targeted outreach and family engagement strategies. All of these data points and community partner insights directly informed the goals, actions, and strategies outlined in Willow Schools 2025–2026 School Plan for Student Achievement, ensuring a comprehensive approach to continuous improvement for all learners.

Evidence gathered from the needs assessment process included:

- **March 2025** – Parents participated in a Coffee with the Principal event, where SPSA and budget priorities were discussed. Mental health emerged as a key area of concern for parents.
- **April 11, 2025** - ELAC met to review the SPSA and budget. Parents reviewed the goals and provided feedback to be presented to the SSC at the next meeting.
- **April 2025** – Teachers and staff met by grade level to conduct a needs assessment.
- **April 23, 2025** – SSC reviewed needs assessment feedback and comments from the ELAC committee to inform development of the 2025–2026 SPSA.
- **May 22, 2025** – SSC approved the 2025–2026 SPSA.

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): Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.

Root Cause/Why: Student assessment data demonstrates the need for continued refinement of instructional strategies to address diverse learning needs and improve academic outcomes for all student groups.

Needs Statement 2 (Prioritized): Willow staff need structured collaboration and planning time to analyze student data, monitor progress, and design responsive interventions aligned to grade-level standards.

Root Cause/Why: Students benefit when teachers engage in collaborative planning, data reflection sessions, and instructional calibration to provide timely and targeted supports.

Needs Statement 3: Willow requires additional intervention and support personnel, including intervention teachers, instructional aides, and expanded learning staff, to provide targeted academic support for students performing below grade level in English Language Arts and Mathematics.

Root Cause/Why: Student achievement data indicates ongoing learning gaps among English Learners, students with disabilities, and other unduplicated student groups who require intensive academic intervention and differentiated support to accelerate progress toward proficiency.

Needs Statement 4 (Prioritized): Staff require continued professional development in integrated and designated English Language Development (ELD), including vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.

Root Cause/Why: English Learners continue to require targeted language supports to strengthen academic language proficiency and access grade-level curriculum.

Needs Statement 5 (Prioritized): Willow requires expanded social-emotional learning (SEL), mental health, and counseling supports to address increasing student social-emotional and behavioral needs.

Root Cause/Why: Student wellness data, behavior reports, and educational partner feedback indicate an increased need for mental health services, emotional regulation supports, and school connectedness initiatives.

Needs Statement 6 (Prioritized): The school requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed practices schoolwide.

Root Cause/Why: Behavioral data and student climate indicators demonstrate the need for consistent schoolwide systems that promote positive behavior, reduce discipline concerns, and strengthen relationships among students and staff.

Needs Statement 7 (Prioritized): Willow requires additional attendance intervention supports, including outreach services, family engagement strategies, and attendance monitoring systems.

Root Cause/Why: Chronic absenteeism rates among several student groups continue to impact academic achievement, school connectedness, and student engagement.

Needs Statement 8 (Prioritized): Teachers and staff require ongoing training and support in inclusive instructional practices and strategies to effectively support students with disabilities within general education settings.
Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted interventions to access grade-level standards and demonstrate academic progress.

Needs Statement 9 (Prioritized): Staff require professional development and coaching in culturally responsive teaching practices, student engagement strategies, and inclusive classroom environments.
Root Cause/Why: A diverse student population benefits from instructional practices that promote belonging, engagement, cultural responsiveness, and equitable access to learning.

Needs Statement 10 (Prioritized): The school requires ongoing support for Multi-Tiered System of Supports (MTSS), including intervention systems, SST processes, and progress monitoring structures.
Root Cause/Why: Students with academic, behavioral, attendance, and social-emotional needs require coordinated systems of support to ensure timely intervention and progress monitoring.

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 (RFEF) 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): Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Root Cause/Why: A comprehensive assessment and instructional platform is needed to provide educators with actionable data, support data-driven decision-making, strengthen MTSS implementation, and improve outcomes for all students, particularly those identified in the district's accountability and improvement efforts.

Needs Statement 2 (Prioritized): Teachers require ongoing professional development and coaching in differentiated instruction, small group instruction, and data-driven instructional practices.

Root Cause/Why: Students demonstrate varied academic needs that require instructional strategies aligned to individualized learning gaps and progress monitoring.

Needs Statement 3 (Prioritized): Willow requires continued academic intervention and supplemental instructional support in English Language Arts and Mathematics for students performing below grade level.

Root Cause/Why: Assessment data indicates persistent achievement gaps among English Learners, students with disabilities, and other unduplicated student groups requiring targeted intervention and acceleration support.

Needs Statement 4 (Prioritized): Willow requires continued implementation of a Multi-Tiered System of Support (MTSS) to address academic and instructional needs.

Root Cause/Why: Students benefit from coordinated intervention systems, progress monitoring, and tiered instructional supports that address learning gaps early and consistently.

Needs Statement 5 (Prioritized): Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and align instruction across grade levels.

Root Cause/Why: Collaborative instructional planning improves consistency, responsiveness, and alignment of instruction to student needs and grade-level standards.

Needs Statement 6 (Prioritized): Teachers and instructional staff require professional development in inclusive instructional practices and supports for students with disabilities.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted supports to access rigorous grade-level content and demonstrate academic growth.

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 provided 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 thier 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): Willow requires continued parent engagement opportunities that promote meaningful family participation in student learning and school decision-making processes.

Root Cause/Why: Families benefit from ongoing opportunities to build partnerships with the school and strengthen their understanding of how to support student success.

Needs Statement 2 (Prioritized): Parents require workshops and trainings focused on supporting academic achievement, literacy, mathematics, and social-emotional learning at home.

Root Cause/Why: Families benefit from strategies, tools, and resources that strengthen their ability to support student learning and well-being outside of school.

Needs Statement 3 (Prioritized): Willow requires increased participation in advisory committees such as SSC, ELAC, and district-level parent leadership opportunities.

Root Cause/Why: Some families continue to face barriers to participation, including work schedules, transportation, childcare, and limited familiarity with school systems.

Needs Statement 4: Willow requires additional family engagement activities that strengthen school connectedness and build positive relationships between families and staff.

Root Cause/Why: Strong relationships between home and school improve student attendance, engagement, academic success, and overall school climate.

Needs Statement 5 (Prioritized): Parents require continued support in understanding attendance expectations, intervention supports, and available student services.

Root Cause/Why: Families benefit from increased awareness of school systems, attendance procedures, and academic and social-emotional supports available to students.

Needs Statement 6 (Prioritized): The school requires continued partnerships with community organizations and agencies to provide resources, workshops, and support services for families.

Root Cause/Why: Many families benefit from access to community-based resources that address academic, social-emotional, health, and basic needs support.

Needs Statement 7 (Prioritized): Parents require training and support related to digital citizenship, educational technology platforms, and online learning resources.

Root Cause/Why: Families need support navigating digital tools used for communication, academic monitoring, and student learning.

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): Willow requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS) to strengthen schoolwide behavior expectations and positive student engagement.

Root Cause/Why: Students benefit from consistent behavior systems, routines, and reinforcement practices that promote a safe and supportive learning environment.

Needs Statement 2 (Prioritized): The school requires ongoing restorative practices training and implementation support for staff and students.

Root Cause/Why: Restorative approaches help strengthen relationships, resolve conflicts, reduce behavioral incidents, and improve school connectedness.

Needs Statement 3 (Prioritized): Students require continued access to social-emotional learning (SEL) instruction and wellness supports across all grade levels.

Root Cause/Why: Many students need explicit instruction and support in self-regulation, emotional awareness, relationship skills, and conflict resolution.

Needs Statement 4 (Prioritized): The school requires continued attendance intervention systems and outreach supports to address chronic absenteeism and improve student engagement.

Root Cause/Why: Attendance challenges continue to impact academic achievement, school connectedness, and student success for some student groups.

Needs Statement 5 (Prioritized): Willow requires continued professional development in trauma-informed practices, de-escalation strategies, and culturally responsive approaches.

Root Cause/Why: Staff need ongoing training to effectively support the diverse academic, behavioral, and emotional needs of students.

Needs Statement 6 (Prioritized): The school requires expanded opportunities for student voice, leadership, and participation in school activities and decision-making processes.

Root Cause/Why: Students are more engaged and connected to school when they feel valued, heard, and involved in the school community.

Needs Statement 7 (Prioritized): Willow requires additional interventions and supports for students demonstrating behavioral, attendance, or social-emotional concerns.

Root Cause/Why: Some students require targeted Tier 2 and Tier 3 supports to improve engagement, behavior, and academic success.

Needs Statement 8 (Prioritized): The school requires continued systems for recognizing and celebrating positive student behavior, attendance, leadership, and academic growth.

Root Cause/Why: Positive recognition systems increase motivation, strengthen school connectedness, and reinforce positive behaviors.

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 (CCSS)/ 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.

Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.

Willow staff need structured collaboration and planning time to analyze student data, monitor progress, and design responsive interventions aligned to grade-level standards.

Staff require continued professional development in integrated and designated English Language Development (ELD), including vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.

Teachers and staff require ongoing training and support in inclusive instructional practices and strategies to effectively support students with disabilities within general education settings.

Staff require professional development and coaching in culturally responsive teaching practices, student engagement strategies, and inclusive classroom environments.

Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and align instruction across grade levels.

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) 2025 (ELPI) Data: Students making adequate progress towards English language proficiency or maintaining the highest level on the ELPAC	California Dashboard for ELPI: All Students for 2025 reported 41.1% making progress NO Student Groups in RED EL: Orange 41.1% making progress	By June 2027, based on the 2026 California Dashboard, the ELPI will 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 2025 reported 65.3 points below the standard. NO Student Groups in RED - All Student Groups improved from 2024 EL: Orange 73.1 pts below standard Hispanic: Yellow 65.5 pts below standard Homeless: Orange 71.7 pts below standard SED: Yellow 65.8 pts below standard SWD: Orange 148.1 pts below standard	By June 2027, Willow School goal for ELA - increase by 3-5 points in all student groups for the 2026 CAASPP/SBAC.
CAASPP/SBAC California Dashboard Mathematics	California Dashboard for Math: All Students 2025, reported 71.9 points below standard. Students with Disabilities Group in Red SWD: Red 171.6 points below standard EL: Orange 75.9 Points below standard HIS: Orange 71.4 points below standard HOM: Orange 88.9 points below standard SED: Orange 72.8 points below standard	By June 2027, Willow School goal for Math - increase by 3-5 points or more for all student groups in the 2026 CAASPP.
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.

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	Professional Development Core Subject Areas. Willow School will implement Professional Learning Communities (PLCs), data reflection sessions, and structured collaboration time for teachers to design highly effective, standards-aligned lessons and strengthen instructional practices. Sci-Phy Teams will be used to provide dedicated time for teachers to analyze student data, engage in professional learning cycles, and monitor student progress. Teachers will receive ongoing professional development and support in English Language Development (ELD) strategies and ELPAC preparation to improve instruction and outcomes for English Learners and at-risk students (ARLTLS/LTELS), informed by ELPAC data. Professional learning will also include instructional materials, conferences, and access to a professional resource library to support students' social, behavioral, and academic development. School administration will collaborate with SYSD Human Resources to monitor and maintain teacher highly qualified status and ensure compliance with professional standards. Administration will also: a) Conduct classroom observations and evaluations aligned to the Professional Standards for the Teaching Profession. b) Complete certificated staff evaluations according to the SYSD evaluation cycle. c) Conduct instructional walkthroughs to support implementation of grade-level agreements and effective instructional practices and provide professional feedback.	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 be provided with adopted instructional materials and resources. Every student in every classroom will receive curriculum, instruction, materials and technology-based materials (iReady) 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		Title I Regular

1.1.3	Support for Standards-Based Instruction and Curriculum Implementation: *Willow School implements TK-6 grade instruction guides and course outlines, including ELA and Math assessments calendar that reflect full implementation of the standards based materials: supplemental materials and School Board adopted core materials and curriculum. *The Administration will provide students with materials for the classroom to support students learning. *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. *Willow School administration will provide teachers with standards based district adopted 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, quarterly grade level planning, and student assessment data. *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. *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 qualifying students. *Willow School will implement daily designated ELD time for Kinder-6 grade. Students will be grouped by ELPAC proficiency levels across the grade during ELD time to engage in direct language development instruction. * Willow School teachers will provide integrated ELD support through all subject areas. *Provide reading classroom libraries to support the English Language development of English Language Learners. *Instructional Aides will support targeted small-group instruction to strengthen reading comprehension skills for English Language Learners and/or students reading below grade level.	All Students	\$95,000	Title I Regular
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1.1.4	Willow School's Master Schedule will ensure students are placed in appropriate classes and programs through the following actions: -Analyze multiple sources of student data, including academic performance, assessment results, English learner data, intervention needs, and teacher recommendations. -Schedule designated instructional blocks to support core instruction, intervention, enrichment, and English Language Development (ELD). -Provide equitable access to grade-level standards, specialized services, and intervention programs based on student needs. -Collaborate with teachers, counselors, intervention staff, and support personnel to review student placement and instructional support needs. -Monitor class composition to ensure balanced student groupings and appropriate support services. -Review and adjust student placements throughout the school year based on ongoing progress monitoring and data analysis. -Ensure students receiving specialized services, including Special Education and English Learner support, are scheduled in accordance with their individualized plans and instructional needs. -Utilize District Review Sessions (DRS), benchmark data, and teacher feedback to evaluate the effectiveness of scheduling decisions and make adjustments as needed. - Assessment results (state tests, benchmarks, classroom assessments) - English learner proficiency data - Special education needs and IEP goals - Intervention and enrichment needs - Teacher input and performance trends This information is used to: - Create balanced and effective class groupings - Schedule targeted instruction (e.g., ELD, intervention, enrichment) - Ensure students receive appropriate services and support - Adjust placements throughout the year based on progress monitoring Willow School's expenditures will support student achievement and instructional effectiveness through the following actions: professional development and expenditures to support PD.	English Learners	Title I Regular
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1.1.5	Title I SPSA-Resource Teachers. Director of Educational Services, Student and Family Services Manager	All Students		District Funded
	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. 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. 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.			
1.1.6	EL Monitoring: Student progress will be continuously supported, monitored, and evaluated to ensure English Learners are making adequate progress toward annual growth targets and English language acquisition goals. Ongoing data monitoring will inform targeted interventions and guide instructional adjustments to support student progress.	All Students, English Learners		District Funded
1.1.7	Ongoing professional learning for staff and administrators on California State Standards, ELD standards, ELPAC domains, GLAD strategies, and i-Ready instruction to support English language acquisition for all students, including English Learners and students with special needs.	English Learners		Title I Regular

1.1.8	EL Support: Strengthen academic language and English language development through daily designated ELD instruction with flexible, data-based student groupings. Implement integrated ELD strategies and provide ongoing professional learning on ELD standards, ELPAC domains, EL typologies, and research-based instructional practices to support English Learners and all students.	English Learners		District Funded	
1.1.9	Purchase instructional materials and/or provide professional learning to support Integrated and Designated ELD instruction. Resources may include educational supplemental data driven instructional materials, manipulatives, software and books beyond adopted textbooks to strengthen language development and academic achievement for English Learners and all students.		\$8,218	Title I Regular	
1.1.10	1.11 District i-Ready Program	English Learners, Low Income, Students with Disabilities, Foster Youth, All Students		District Funded	

Annual Review

SPSA Year Reviewed: 2025-2026

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.

The school requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed practices schoolwide.

Willow requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS) to strengthen schoolwide behavior expectations and positive student engagement.

The school requires ongoing restorative practices training and implementation support for staff and students.

Willow requires additional interventions and supports for students demonstrating behavioral, attendance, or social-emotional concerns.

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
2025-26 School Facilities Report-	2025-26 Fit Report "Good"	Expected Outcome - Improve the 2026 -27 Fit Report as per the 2025-2025
Universal Screener mySAEBRS	25-26 Average: Tier 1 Low Risk - 67% Tier 2 Some Risk - 29% Tier 3 High Risk - 4%	By June 2027: Tier 1 Low Risk - 72% Tier 2 Some Risk - 25% Tier 3 High Risk - 3%
CAASPP/SBAC Chronic Absenteeism 2025	Chronic Absenteeism: Willow School for 2025 indicate the following: All Students: Orange 36.8% chronically absent *In 2024 all student groups were in Red Student Groups: English Learners: Yellow 37.4% Hispanic: Orange 37.2% Homeless: Red 50% Socioeconomically Disadvantage: Orange 38% Students with Disabilities: Red 44.7%	By June 2027, Expected outcomes based on the 2026 California Dashboard, will be a decline of 0.5 - 2.9 or a significantly decline by 3 pts or greater in all subgroups.

CAASPP California Dashboard 2025 Suspension Rates	Suspension Rate Willow School for 2025 indicate the following: All Students - Orange 3.9% suspended at least one day Student Groups English Learners - Orange 3.4% Suspended at least one day Hispanic- Red 4.1% suspended at least one day Homeless- Red 4.8% suspended at least one day Socioeconomically Disadvantaged - 2.1% suspended at least one day - Green Students with Disabilities - Yellow 5.5% suspended at least one day	By June 2027, Expected outcomes based on the 2026 California Dashboard, Willow School will maintain by declining by 0.3 -0.9 pts
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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)
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	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 students assemblies describing Willow School rules and procedures. *Implementation of spirit weeks(s) *attendance campaigns *Implementation of Positive Behavior Intervention and Support Program at Willow School *Anti-Bullying presentations to students. *Recognition of students *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. *Professional Development for all staff and implementation of Restorative Justice program at Willow School *Implementation of Outreach Consultant and Promotora to serve as a liaison between school, families, and community services.	All Students		District Funded

2.1.3	Implement positive behavior support systems to promote students' social-emotional well-being, academic success, and access to meaningful learning opportunities. Willow School will create a welcoming and safe environments where adults believe that students feel capable, valued, visible, and heard. Student recognition and engagement events (ie., awards, certificates, assemblies, ie., incentives)	All Students	\$2,500	Title Regular
2.1.4	Comprehensive Student and Family Support Services Strengthen and implement a Multi-Tiered System of Supports (MTSS) framework to provide academic, behavioral, and social-emotional interventions that support the diverse needs of all students. Provide mental health and social-emotional supports through partnerships with South Bay Community Services, school psychologists, social workers, and/or additional temporary contracted MTSS agencies to strengthen Tier 1 interventions, small group supports, and individualized services for all students, including unduplicated students. Continue wrap-around services through collaboration between the Pupil Services Coordinator and Outreach Consultant using a trauma-informed approach to support students and families with social-emotional, behavioral, and community-based needs. Engage classified and certificated staff in ongoing professional learning focused on trauma-informed practices, restorative practices, and strategies to support positive student behavior, wellness, and student engagement.	All Students	\$2,500	Title Regular
2.1.5	Maintenance of Facilities - Work with Maintenance and Operations Department to attend to Willow School Physical buildings -Placement of work orders in timely manner	All Students		
2.1.6	Before and After School Programs Work with before and after school programs staff in the implementation of policies and procedures.	All Students		
2.1.7	Comprehensive Safety School Plan	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Willow requires continued parent engagement opportunities that promote meaningful family participation in student learning and school decision-making processes.

Parents require workshops and trainings focused on supporting academic achievement, literacy, mathematics, and social-emotional learning at home.

Willow requires increased participation in advisory committees such as SSC, ELAC, and district-level parent leadership opportunities.

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 Parent- Teacher Conferences, Back to School Nigh, Open House, 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 25-26 Back to School Night - 275 23-24 Open House - 203 24-25 Open House - 220 25-26 Open House - 187 Parent Conferences Nov. 2025-2026 - 441 Parent Conferences March 2025-2026 - 295	Participation of parents at school events will increase 5% by June 2027

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	Willow School will strengthen family engagement and student success by providing ongoing parent meetings, workshops, and conferences that build partnerships, increase family capacity to support learning, and improve student academic, behavioral, and social-emotional outcomes. Example: School Programs/events, assemblies, workshops/conferences, volunteer opportunities			

3.1.2	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 E. Parent Volunteers F. Willow School administration will work in collaboration with SBCS to improve parent participation in school activities. G. Willow School will be working with SBCS services/staff and Community Schools to foster opportunities for services to parents and parent involvement.	All Students	\$1,868	Title I Parent Involvement	
3.1.3	Willow will maintain effective and compliant parent advisory groups (SSC, ELAC, Title 1 PAC). Parent representatives will continue to provide valuable input from all families to support the education of all students. The Parent and Family Engagement Policy and Parent Compact (approved by the School Site Council) will promote stakeholder engagement to inform Willow School's decisions as we meet the unique needs of our community.				
3.1.4	The principal will hold monthly parents meetings (Coffee with the Principal of various topics) to share information about services and programs provided for Title 1 schools (curriculum and assessment, academic intervention, Special Education, and other school wide programs/activities). Communication will also include robocalls, emails, and monthly calendars.				
3.1.5	Provide parent education and support through parenting classes designed to strengthen strategies for supporting students with social-emotional challenges and behavioral needs.				

Annual Review

SPSA Year Reviewed: 2025-2026

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.

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	\$110,086.00

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
Raquel Trice 6-9-26	ELAC

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, Nancy Alvarado on (No date indicated.)