

Willard Middle School

2425 Stuart Street • Berkeley, CA 94705 • (510) 644-6330 • Grades 6-8

Debbie Dean, Principal
debbiede@berkeley.net

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
(510) 644-6206
www.berkeleyschools.net

District Governing Board

Beatriz Leyva-Cutler, President
Ty Alper, Vice President
Karen Hemphill, Clerk
Judy Appel
Josh Daniels

District Administration

Donald Evans, Ed.D.
Superintendent
Donald Evans
Superintendent
Javetta Cleveland
Deputy Superintendent
Pasquale Scuderi
**Assistant Superintendent
Educational Services**

Delia Ruiz
**Assistant Superintendent
Human Resources**

Principal's Message

It is the purpose of Willard Middle School to attend to the development of the whole child; to assist them in the transitory period of their lives; to challenge them to grow both academically as well as socially; to prepare them for the next stage of their educational careers; and to guide them in becoming productive citizens in society.

Willard Middle School strives to provide students with a rigorous, standards-based curriculum. Teachers are incorporating the teaching of California Common Core State Standards. Academic emphasis is placed on: literature, reading, written language development, social studies, mathematics, science, and physical education. In addition, students are exposed to computers, art, foreign language, drama, nutrition, and cooking. Language and Math academies classes assist students who need extra instruction and support.

In addition to the academic curriculum students are encouraged to participate in the performing arts through our extensive band, orchestra, and drama programs; sports through our after school sports teams; student government through our House of Representatives; and social service through any one of our many clubs and activities.

Our staff welcomes parent input and communicates with parents regularly via telephone, Internet (<http://Willard.berkeley.k12.ca.us/>), homework hotlines, and school newsletters.

Debbie Dean
Principal

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (510) 644-6330 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 213 |
| Grade 7 | 186 |
| Grade 8 | 162 |
| Total Enrollment | 561 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 24.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 10.2 |
| Filipino | 0.5 |
| Hispanic or Latino | 16.9 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 35.1 |
| Two or More Races | 11.4 |
| Socioeconomically Disadvantaged | 51.5 |
| English Learners | 6.8 |
| Students with Disabilities | 10.3 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|--|--------------|--------------|--------------|
| Willard Middle School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 20 | 26 | |
| Without Full Credential | 0 | 0 | |
| Teaching Outside Subject Area of Competence | | | |
| Berkeley Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | | | |
| | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|--------------|--------------|--------------|
| Willard Middle School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | | | |
| Total Teacher Misassignments | | | |
| Vacant Teacher Positions | | | |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

| Textbooks and Instructional Materials Year and month in which data were collected: January 2016 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Literature for California (Pearson) Adopted 2009, Published in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | A Story of Ratios (Eureka Math) Pilot 2014 & Algebra I (holt California) Adopted and published 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Science | Glencoe Science (McGraw Hill) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | History Alive! California Middle Schools Program Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: January 2016

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016 | | | | |
|--|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Major modernization occurred in summer of 2015 |
| Interior: Interior Surfaces | X | | | No apparent problems |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | No apparent problems |
| Electrical: Electrical | X | | | No apparent problems |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | No apparent problems |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2016

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|--|
| | Good | Fair | Poor | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | No apparent problems |
| Structural: Structural Damage, Roofs | X | | | | most roofs were replaced in summers of 2014 and 2015 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | No apparent problems |
| Overall Rating | Exemplary | Good | Fair | Poor | No apparent problems |
| | | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 20.50 | 24.80 | 34.80 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 55 | 57 | 44 |
| Math | 49 | 52 | 33 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 66 |
| All Student at the School | 72 |
| Male | 73 |
| Female | 71 |
| Black or African American | 41 |
| American Indian or Alaska Native | -- |
| Asian | 73 |
| Hispanic or Latino | 62 |
| White | 91 |
| Two or More Races | 80 |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | 52 |
| Foster Youth | -- |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 73 | 63 | 72 | 65 | 66 | 66 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 210 | 202 | 96.2 | 18 | 24 | 32 | 25 |
| | 7 | 179 | 164 | 91.6 | 26 | 22 | 30 | 21 |
| | 8 | 165 | 160 | 97.0 | 17 | 28 | 32 | 24 |
| Male | 6 | | 95 | 45.2 | 20 | 31 | 28 | 21 |
| | 7 | | 85 | 47.5 | 32 | 22 | 25 | 20 |
| | 8 | | 72 | 43.6 | 18 | 31 | 32 | 19 |
| Female | 6 | | 107 | 51.0 | 17 | 19 | 36 | 29 |
| | 7 | | 79 | 44.1 | 20 | 22 | 35 | 23 |
| | 8 | | 88 | 53.3 | 16 | 25 | 32 | 27 |
| Black or African American | 6 | | 40 | 19.0 | 53 | 25 | 18 | 5 |
| | 7 | | 48 | 26.8 | 54 | 38 | 6 | 0 |
| | 8 | | 37 | 22.4 | 43 | 32 | 16 | 8 |
| American Indian or Alaska Native | 8 | | 1 | 0.6 | -- | -- | -- | -- |
| Asian | 6 | | 21 | 10.0 | 10 | 38 | 38 | 14 |
| | 7 | | 16 | 8.9 | 13 | 19 | 63 | 6 |
| | 8 | | 20 | 12.1 | 15 | 30 | 40 | 15 |
| Filipino | 6 | | 2 | 1.0 | -- | -- | -- | -- |
| | 7 | | 1 | 0.6 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 36 | 17.1 | 22 | 31 | 25 | 22 |
| | 7 | | 26 | 14.5 | 27 | 23 | 38 | 12 |
| | 8 | | 27 | 16.4 | 22 | 37 | 30 | 11 |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 0.5 | -- | -- | -- | -- |
| | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| White | 6 | | 78 | 37.1 | 4 | 17 | 37 | 42 |
| | 7 | | 50 | 27.9 | 6 | 6 | 42 | 46 |
| | 8 | | 60 | 36.4 | 3 | 17 | 42 | 38 |
| Two or More Races | 6 | | 23 | 11.0 | 13 | 26 | 48 | 13 |
| | 7 | | 23 | 12.8 | 22 | 26 | 22 | 30 |
| | 8 | | 15 | 9.1 | 0 | 33 | 27 | 40 |
| Socioeconomically Disadvantaged | 6 | | 103 | 49.0 | 28 | 31 | 25 | 16 |
| | 7 | | 92 | 51.4 | 40 | 29 | 23 | 7 |
| | 8 | | 71 | 43.0 | 27 | 37 | 23 | 14 |
| English Learners | 6 | | 15 | 7.1 | 47 | 53 | 0 | 0 |
| | 7 | | 6 | 3.4 | -- | -- | -- | -- |
| | 8 | | 5 | 3.0 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Students with Disabilities | 6 | | 15 | 7.1 | 40 | 40 | 13 | 7 |
| | 7 | | 15 | 8.4 | 73 | 13 | 7 | 7 |
| | 8 | | 9 | 5.5 | -- | -- | -- | -- |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 210 | 202 | 96.2 | 25 | 27 | 24 | 24 |
| | 7 | 179 | 163 | 91.1 | 26 | 26 | 23 | 24 |
| | 8 | 165 | 160 | 97.0 | 24 | 23 | 22 | 32 |
| Male | 6 | | 95 | 45.2 | 25 | 27 | 26 | 21 |
| | 7 | | 84 | 46.9 | 27 | 25 | 21 | 24 |
| | 8 | | 72 | 43.6 | 24 | 24 | 22 | 31 |
| Female | 6 | | 107 | 51.0 | 25 | 27 | 21 | 26 |
| | 7 | | 79 | 44.1 | 24 | 27 | 25 | 24 |
| | 8 | | 88 | 53.3 | 24 | 22 | 22 | 33 |
| Black or African American | 6 | | 40 | 19.0 | 63 | 25 | 13 | 0 |
| | 7 | | 47 | 26.3 | 53 | 43 | 2 | 0 |
| | 8 | | 37 | 22.4 | 57 | 22 | 16 | 5 |
| American Indian or Alaska Native | 8 | | 1 | 0.6 | -- | -- | -- | -- |
| Asian | 6 | | 21 | 10.0 | 10 | 48 | 29 | 14 |
| | 7 | | 16 | 8.9 | 0 | 19 | 63 | 19 |
| | 8 | | 20 | 12.1 | 20 | 15 | 30 | 35 |
| Filipino | 6 | | 2 | 1.0 | -- | -- | -- | -- |
| | 7 | | 1 | 0.6 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 36 | 17.1 | 42 | 17 | 31 | 11 |
| | 7 | | 26 | 14.5 | 23 | 38 | 23 | 15 |
| | 8 | | 27 | 16.4 | 30 | 37 | 19 | 15 |
| Native Hawaiian or Pacific Islander | 6 | | 1 | 0.5 | -- | -- | -- | -- |
| | 7 | | 0 | 0.0 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 6 | | 78 | 37.1 | 6 | 24 | 27 | 42 |
| | 7 | | 50 | 27.9 | 6 | 12 | 30 | 50 |
| | 8 | | 60 | 36.4 | 3 | 18 | 25 | 53 |
| Two or More Races | 6 | | 23 | 11.0 | 17 | 39 | 17 | 26 |
| | 7 | | 23 | 12.8 | 35 | 13 | 26 | 26 |
| | 8 | | 15 | 9.1 | 20 | 20 | 20 | 40 |
| Socioeconomically Disadvantaged | 6 | | 103 | 49.0 | 38 | 33 | 19 | 10 |
| | 7 | | 91 | 50.8 | 37 | 35 | 16 | 10 |
| | 8 | | 71 | 43.0 | 41 | 21 | 21 | 17 |
| English Learners | 6 | | 15 | 7.1 | 53 | 40 | 7 | 0 |
| | 7 | | 6 | 3.4 | -- | -- | -- | -- |
| | 8 | | 5 | 3.0 | -- | -- | -- | -- |
| Students with Disabilities | 6 | | 15 | 7.1 | 47 | 33 | 13 | 7 |
| | 7 | | 15 | 8.4 | 87 | 7 | 0 | 7 |
| | 8 | | 9 | 5.5 | -- | -- | -- | -- |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Willard Middle School. Parents contribute time in a variety of ways on the Willard Middle School campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time. Parents are active members in the governance of the school through our School Governance Committee. Parent are also key fundraisers for the school's cooking and gardening program.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Willard Middle School dates back to 1917, but was rebuilt in 1980. It covers 7.2 acres and includes 27 permanent classrooms, a library, a gym, a staff room, a multi-purpose room, two computer labs, a basketball court, an amphitheater, a theatre, and a garden. The facility strongly supports teaching and learning through its ample classroom and playground space.

The safety of students and staff is a primary concern at Willard Middle School. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in fall 2015.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 4.84 | 4.16 | 4.31 |
| Expulsions Rate | 0.00 | 0.00 | 0.34 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.93 | 3.02 | 2.93 |
| Expulsions Rate | 0.01 | 0.07 | 0.06 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | No | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | No | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | No | Yes |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 12 | |
| Percent of Schools Currently in Program Improvement | 75.0 | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 22 | 25 | 24 | 6 | 3 | 6 | 12 | 11 | 9 | | | |
| Math | 19 | 20 | 20 | 17 | 11 | 15 | 1 | 5 | 2 | | | |
| Science | 26 | 29 | 26 | 1 | 1 | 1 | 12 | 7 | 12 | | 3 | |
| SS | 25 | 29 | 26 | 1 | | 3 | 12 | 11 | 10 | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1 |
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 0.53 |
| Psychologist | 1 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 550 |

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

Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

Staff at Willard is second to none. Each student is assigned to a team of teachers. Each team is a "school within a school". In this environment, teachers are better able to network in providing assistance to students needing support. Staff works hard to provide a rigorous standards-based curriculum for all. Curriculum is modified to challenge students at their level, and supplemental activities are provided to further challenge all.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$40,051 | \$42,315 |
| Mid-Range Teacher Salary | \$67,093 | \$66,451 |
| Highest Teacher Salary | \$83,252 | \$85,603 |
| Average Principal Salary (ES) | \$114,002 | \$105,079 |
| Average Principal Salary (MS) | \$120,737 | \$111,005 |
| Average Principal Salary (HS) | \$145,832 | \$121,310 |
| Superintendent Salary | \$229,500 | \$189,899 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 39% |
| Administrative Salaries | 6% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$8,692 | \$2,203 | \$6,489 | \$62,595 |
| District | ♦ | ♦ | \$5,852 | \$70,036 |
| State | ♦ | ♦ | \$5,348 | \$69,257 |
| Percent Difference: School Site/District | | | 10.9 | -8.2 |
| Percent Difference: School Site/ State | | | 38.4 | -7.6 |

* Cells with ♦ do not require data.

Types of Services Funded

The Berkeley Schools Excellence Project (BSEP) has funded a portion of the salary for our athletic director, 80% of the Read 180 teacher and funded AmeriCorps volunteers to support our school's gardening program. ASES and the Afterschool Safe Schools Program funded our afterschool program.

DataQuest

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

Internet Access

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