

The Single Plan for Student Achievement

Willard Middle School

School Name

01-61143-6056865

CDS Code

Date of this revision: April 11, 2017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Debbie Dean
Position: Principal
Telephone Number: (510) 644-6330
Address: 2425 Stuart Street
Berkeley, CA 94705
E-mail Address: debbiedean@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Willard Middle School	School Year: 2016-17
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Summary of School Goals:
 The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Wim Kees Van Hout (Parent)	(Principal): Debbie Dean
(Co-Chair, if applicable): August Fern	(Teacher): Jesse Ragent
Laura Cho	(Teacher): Ryan Chinn
Shannon McCunne	(Teacher): Chloe Smith
Natascha Cadet	(Classified): Kemal Stewart
Sarana Pippins	(Teacher)Zabed Monika
Wim Kees van Hout	

BSEP Planning & Oversight Committee Representative: Catherine Huchting

Laura Cho

ELAC/DELAC (District English Learner Advisory Committee) Representative: Duncan Allard

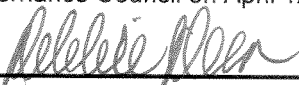

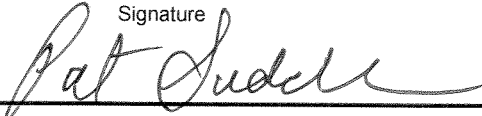
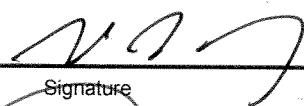
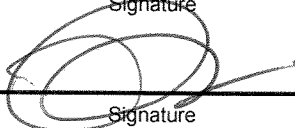
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on April 12, 2017.
8. This school plan was adopted by the School Governance Council on April 12, 2017.

Debbie Dean Principal	 Signature	4-12-2017 Date
Wim Kees Van Hout (Parent) School Governance Council Chair	 Signature	4/12/2017 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/14/17 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 Date

III. School Vision and Mission

Willard Middle School makes the academic needs of students the highest priority and strives for academic excellence. Academic achievement is achieved through engaging all students in learning. Equity is at the center of instruction and all of the activities that we do for Willard. Students are also offered opportunities for enrichment and this helps them begin to discover their passions for subjects that will guide them in high school and college. Many systems within the school support the academic achievement of all students.

Transforming students' lives occurs when teachers provide experiences and instruction that foster change. The Willard faculty and staff will continue to focus their use of time, money, and professional development so that instruction produces measurable results. These results will be measured in student achievement, skills, knowledge, and character. Willard students are engaged in curriculum that offers To align the school with research on optimum performances and best practices Willard will continue the following interventions:

- Grade-level teams to provide student supports both academic and social/emotional
- Shared, school-wide goals that are linked to supporting and improving instruction
- Data systems that all teachers and students use to identify what works and to adjust teacher practices to produce improved student results.
- Co-curricular events and activities such as sports, drama, music, arts, cooking & gardening, etc. intended to allow students to express themselves, and to challenge them physically, intellectually, and developmentally.
- An inclusive school where all students are valued and respected; where all students are members of the general education classroom; and where all students have access to all support and services needed to be successful. The school is committed to improving the achievement of all students, particularly African-American, English language learners and socioeconomically disadvantaged students.

IV. School Profile

Willard Middle School participated in the Smarter Balanced Assessments during spring 2016. Willard's English Language Arts scores showed that in 6th grade 67% of the students tested at grade level or above, in 7th grade 58% of the students were at grade level or above and in 8th grade 52% of the students were at grade level or above. In Math, the 56% of the 6th grade students were at grade level or above, 50% in 7th grade were at grade level or above, and in 8th grade 37% were at grade level or above. Our African American students and Latino students tested lower than their peers who are White. Academic interventions will be used to improve the number of students at Willard who are proficient or above in the state wide testing. Teachers are given the data and assess students regularly so they can provide opportunities for re-teaching the students who are struggling.

Willard Middle School serves grades 6-8 and has approximately 580 students. The school is located in South Berkeley just a few short blocks south of the University of California. The student body is a diverse group of students with many ethnic groups represented in our student population. Willard prides itself on being a school of full-inclusion, providing universal access to the curriculum to all students. Willard's staff consists of: 37 teachers, two safety officers, two administrators, one academic counselor, a mental health counseling team, one restorative justice counselor, instructional assistants, classified staff, and instructional technicians. This team works together to provide students with a safe and challenging school experience.

Willard adheres to state approved curricula in all subject areas and works as a team to insure that students receive differentiated instruction so they can access the information appropriate for their learning levels and styles. Students are also exposed to arts, technologies, and a school-wide community garden and nutrition program that focuses on the development of the whole child. We hold many well-attended special academic events throughout the school year including Pi Week, the Science Fair and Math Night, as well as cultural events such as Black Excellence Night and the Culture Fair. A large proportion of our students participate in after school sports, a program with a variety of offerings throughout the year. In addition, Willard regularly provides students with advisory lessons that further their social and emotional development.

Willard's students are 18% African American, 10% Latino, 10% Asian/Pacific Islander, 42% Caucasian, and 19% multi-ethnic. 48% of the students qualify for free or reduced lunch and less than 10% are English Language Learners. Willard's students are being taught the California State Standards and will be taking the Smarter Balanced Assessments at the end of the 2015-16 school year.

Willard is a full-service school for students, providing universal breakfast in the morning; a school library, multiple computer labs, sports facilities, theater, visual arts programs, foreign language, garden and nutrition, etc throughout the day; and an extended day program with many academic supports and enrichment including athletics for students to experience after school.

V. Comprehensive Needs Assessment Components

A. Data Analysis

Introduction

Annually, the Governance Committee of Willard Middle School reviews various data intended to assess the school's progress towards meeting the goals set out in the school's site plan. The basis of the data analysis was the PowerPoint presentation given to the Site Governance Committee by Berkeley Unified School District's Department of Evaluation and Assessment. This data analysis will be the basis for the goals and funding in the new Site Plan.

Willard is comprised of a diverse student population. This diversity subgroups are considered significant in terms of the Common Core State Testing analysis. These significant subgroups are the students who are socio-economically disadvantaged, Caucasian, African American, Latino or students with disabilities. These groups are significant because size relative to the entire school population. The Willard student population during the 2016-17 academic year was comprised of: 40% students qualifying for Free and Reduced Lunch, 18% African American students, 42% Caucasian students, 19% multi-ethnic students, 20% Latino students, 10% Asian students, 15% English Language Learners, and 14% students with disabilities.

Non Academic Data

Berkeley Unified School District sets an attendance target for secondary school of 95% positive attendance. As of March 2017, Willard has an attendance rate of 97% for the 2015-16 school year.

Willard implements Positive Behavior Support to address student behavior. The program is intended to alter adult behavior toward students and thus alter unwanted student behavior. As a result of changes in expectations, rewards and acknowledgments, and staff behavior towards students, Willard decreased the incidence of suspension. To date during the 2016-17 school year there have been 4 students suspensions.

B. Surveys

Surveys are given to the Willard families. Results inform SGC and PTA funding decisions and a wide variety of interventions and activities.

Students will also take a survey this year. The results will be analyzed and inform ways that we will improve our school based on student needs.

C. Classroom Observations

Classrooms are reflective of our academically focused culturally inclusive environment. Student work is displayed, the three school expectations are visible, and there is a schedule or daily agenda posted in each classroom. The administrative team consistently observes powerful teaching and learning, in an environment where the students feel safe to learn and explore the curriculum. Willard's mobile labs are a way for students to access technology in their learning.

D. Student Work and School Documents

District Assessments are given four to six times per year. Teachers use the data from these assessments to align their teaching to the standards, and to reinforce areas where there is an identified need.

E. Analysis of Current Instructional Program

During the 2016-17 school year there has been a shift in teaching at Willard Middle School. Teachers are continuing to implement curriculum that incorporates the California Common Core State Standards (CCSS). There are fewer standards in the subject areas of English Language Arts and math. Students are expected to have an in-depth understanding of the standards. There are district coaches and professional development days to support teachers in this transition.

English Language Arts teachers are piloting new curriculum and a decision will be made in April, 2017 about what curriculum will be adopted for BUSD.

The current math curriculum is Engage NY and all of the math teachers are using this program. Teacher routinely meet with their grade level partners and discuss both the curriculum and how to best teach it to the students. There is also a district math coach is supports best practices in teaching.

VI. Description of Barriers and Related School Goals

- Limited resources in providing additional support to struggling students
- Technology is limited
- Professional development time is limited
- Behavioral/emotional/developmental issues affecting students
- Lack of planning time for staff
- Insufficient length of school day and academic year
- More diverse staff is needed
- Insufficient professional development on Universal Access, and Culturally Relevant Teaching and Learning
- Limited parent engagement
- Wide range of academic skills in classrooms
- Limited resources available to many students outside of school
- Tardiness

Willard has successfully partnered with students from Berkeley High School and U.C. Berkeley students to provide small group math instruction to students after school. Students who are two or more years below grade level in English Language Arts have Read 180. This is a targeted intervention to improve reading comprehension for students struggling in English Language Arts. Writers' Coaches support 8th grade students in the developing writing and expressions. Additionally, resource teachers co-teach with core teachers so that students with special needs are able better access the grade level curriculum. This model for supporting students improves the academic performance of students with special needs.

Greater opportunities for team teaching within the classroom and decreased class size could increase the effectiveness of teachers and the academic success of students. Also, greater access to interventions for a greater number of students. Increased assistance for and involvement from families of the lower performing subgroups will improve the communication and relationship among all adults working to improve the academic success of students.

Additional Support

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These "big" goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- | | | |
|---|---|-----------|
| v Great, Culturally Competent Teachers Fluency | v Grade Level Literacy & Math Proficiency | v English |
| v Career and College Goals Engagement with School | v Graduation Success | v Full |
| v Social-Emotional Skills & Mental Health | v Schools and Families to Partner | |

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen "targeted" goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2015-16. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2015-16.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools

- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement (“School Plan”) and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley’s Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	210	191	202	184	202	184	96.2	96.3
Grade 7	179	213	164	198	163	197	91.6	93
Grade 8	165	180	160	156	160	155	97.0	86.7
All Grades	554	584	526	538	525	536	94.9	92.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2551.6	2568.1	25	35	32	32	24	20	18	13
Grade 7	2553.5	2564.4	21	23	30	35	22	18	26	24
Grade 8	2585.2	2561.2	24	17	32	35	28	23	17	26
All Grades	N/A	N/A	24	25	31	34	25	20	20	21

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	30	33	46	43	25	24
Grade 7	29	30	40	41	31	30
Grade 8	34	29	43	40	24	31
All Grades	31	30	43	41	26	28

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	32	45	45	36	24	18
Grade 7	32	35	42	46	26	19
Grade 8	32	27	47	42	21	31
All Grades	32	36	45	41	24	22

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	30	29	61	63	9	8
Grade 7	23	23	56	64	21	13
Grade 8	21	21	64	61	15	18
All Grades	25	25	60	62	14	13

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	36	49	56	46	8	5
Grade 7	27	36	52	46	21	18
Grade 8	30	27	55	52	15	21
All Grades	31	38	54	47	14	14

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	210	191	202	184	202	184	96.2	96.3
Grade 7	179	213	163	198	161	196	91.1	93
Grade 8	165	180	160	154	160	152	97.0	85.6
All Grades	554	584	525	536	523	532	94.8	91.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2538.3	2562.0	24	36	24	20	27	23	25	20
Grade 7	2551.6	2547.3	24	26	23	24	26	23	26	27
Grade 8	2584.0	2547.1	32	21	22	16	23	23	24	39
All Grades	N/A	N/A	26	28	23	21	25	23	25	28

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	28	38	41	31	32	32	
Grade 7	30	30	32	38	37	32	
Grade 8	35	26	37	31	28	43	
All Grades	31	31	37	34	32	35	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	26	36	50	42	24	22
Grade 7	29	32	47	42	25	26
Grade 8	31	22	50	48	19	30
All Grades	28	31	49	44	23	26

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	25	41	52	44	23	15
Grade 7	31	34	57	43	12	23
Grade 8	31	22	50	48	19	30
All Grades	29	33	53	45	18	22

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Willard Middle School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	33	33	37
Percent with Prior Year Data	100.0%	97.0%	100.0%
Number in Cohort	33	32	37
Number Met	20	25	33
Percent Met	60.6%	78.1%	89.2%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	10	28	6	29	7	33
Number Met	--	--	--	21	--	26
Percent Met	--	--	--	72.4%	--	78.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	20	50	22	30	30	56	40	15	11	0		6	10	5	6
7	27	43	31	45	43	62	18	14		9		8	0		
8	17		17	42	67	67	17	33	17	8			17		
Total	21	39	24	39	39	59	24	18	8	6		5	9	3	3

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.(AMAO 1),

1.4 Grade Level Math Proficiency: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub=groups beginning with the 2016 test administration.

The school will increase the amount of technology available to students by adding one Chrome Book Cart for daily use. This technology will be used to support the curriculum delivery and extend students' learning.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

- CCSS Training: Professional Development Sign-In
- CCSS Professional Development Evaluations from Teachers
- Annual Teacher Survey
- District Benchmark Assessments for ELA and Math
- Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
- California English Language Development Test (CELDT)
- School Accountability Report Card
- California English Language Development Test (CELDT)
- Re-Designation (RFEP) Records
- Eighth Grade Math Proficiency
- Illuminate Student Access/Enrollment Report

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Student Academic Support: Humanities</p> <p>Willard also funds the Writers' Coach Connection to assist students with writing. The program serves all 8th graders. Willard will explore more targeted delivery of support with coaches addressing students at their specific level of achievement. The Writers' Coach Connection will also be trained on working with students around the Common Core State Standards and Writing.</p> <p>Students and teachers will be part of the Cal Performances Project where visiting artists with with students on their English skills as well introduce them to drama and dance.</p> <p>Money is being set-aside for the Humanities department to purchase materials that may be needed for special projects throughout the year. Materials will be purchased based on the approval of the school's Leadership Committee.</p> <p>A section of AVID at both the 8th grade and 7th grade level will continue to stress the importance of building a bridge to college and an emphasis on Cornell notes to assist students in achieving success in their core subjects.</p> <p>If available, money will be set-aside for teacher hourly to provide teachers compensation for working with</p>	<p>August 2017 - June 2018</p>	<p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p>	<p>Writer Coach Connection</p> <p>Writer Coach Connection</p> <p>Cal Performances</p> <p>Academic Support for struggling students</p> <p>Materials and Supplies</p>	<p>Title I A - Basic Funding</p> <p>BSEP</p> <p>BSEP</p> <p>BSEP</p> <p>BSEP</p>	<p>4,400</p> <p>4,600</p> <p>500</p> <p>3,000</p> <p>4,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>students on academics outside the academic school day.</p> <p>Teachers will focus on target intending to increase performance and address the achievement gap.</p>					
<p>2. Student academic support - Mathematics/Science</p> <p>It is the intent of this action to provide support for students needing additional assistance in mathematics and science.</p> <p>Willard runs an after school tutorial program in partnership with Berkeley High School where student can come for an hour and a half a week to receive additional math instruction from a credentialed teacher or tutoring from a Berkeley High School student. If funds are available, money will be set aside for teacher hourly for the teachers that work with students in the afterschool math programs.</p> <p>Money is being set-aside for the math department to purchase materials that may be needed for special projects throughout the year. Materials will be purchased based on the approval of the school's Leadership Committee.</p> <p>If available, money will be set-aside for teacher hourly to provide teachers compensation for working with students on academics outside the academic school day. This will be a 60% position.</p> <p>Willard will seek out professional development opportunities to better implement California Common Core State Standards in math and science.</p> <p>There will be math nights for students to showcase their work for parents an the larger Willard Community.</p> <p>Willard will hire a teacher to help support students who struggle with their math skills. This position will provide math intervention classes for students who are below grade level.</p> <p>Teachers will focus on target students intending to increase performance and address the achievement gap.</p>	August 2017 - June 2018	<p>4300 Materials and Supplies</p> <p>1102 Certificated Monthly</p>	<p>Instructional Materials and Supplies</p> <p>.70 FTE Math Intervention Teacher</p>	<p>BSEP</p> <p>BSEP</p>	<p>4,000</p> <p>74,375</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Student Academic Support: Counseling Students often utilize the school counselors to assist with academic achievement. The counselors assist with study skills, crisis intervention, ongoing support so that student spend the maximum amount of time in their classes achieving their academic benchmarks.	August 2017-June 2018	1102 Certificated Monthly	1.0 FTE Counselor (.20 Title I)	Title I A - Basic Funding	27,000
		1102 Certificated Monthly	1.0 FTE Counselor (.11 BSEP)	BSEP	15,500
		1102 Certificated Monthly	1.0 FTE Counselor (.69 District)	District Allocation	65,000
		4380 Other/Reserve	Personnel Variance	BSEP	4,000
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	428
		1102 Certificated Monthly	.20 FTE Rtl	District Allocation	
4. Travel for Conference Teachers can improve their instruction by attending conferences and sharing their learning with their colleagues.	August 2017-June 2018	5200 Travel and Conference	Professional Development	Title I A - Basic Funding	3,500

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Cultural & Linguistic Relevance: By 2016-17, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO1). By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Teacher Professional Development:</p> <p>Teachers will attend our opening year retreat where they will participate in Professional Development on culturally responsive teaching. We will continue to have professional development throughout the course of the year for teachers to improve their practice.</p>	August 2017 - June 2018				
<p>2. Partnering with UC Berkeley Program</p> <p>7th grade students will participate in the "Be a Scientist" program where they will have Cal students mentor them in designing and creating a science project.</p>	August 2017- June 2018	5800 Contracted Services (inc software subscriptions)	Science Project Mentoring	BSEP	1,000
<p>3. Student health and well-being - Nutrition and gardening</p> <p>In addressing the whole child, Willard maintains a strong cooking/gardening program where students learn the importance of healthy nutrition along with the science of agricultural food production.</p> <p>Americorp workers work with students in the garden teaching about agriculture and nutrition.</p> <p>The cooking/garden staff also support the school by providing nutritional meals for many of our parent academic nights and cultural celebrations.</p>	August 2017 - June 2018	5800 Contracted Services (inc software subscriptions) 2102 Classified Monthly	Americorps Workers - Bay Area Community Resources (BACR) contract .10 FTE Athletic Director	BSEP PTA	28,000 7,500
<p>4. PBIS, Advisory, S.N.A.P, and student development committees</p> <p>Willard will focus on improving school culture so that all students can achieve at high levels. PBIS and Advisory lessons will be an integral part of the school day.</p> <p>Resources may be appropriated for the planning, development, and production of curriculum for advisory classes, Students' Needs Assistance Program, and student development committees intended to address the behavioral, social and emotional development of the whole child.</p>	August 2017 - June 2018	1102 Certificated Monthly	1.0 FTE School Counselor		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
5. Willard is committed to maintaining and expanding the Arts program for students. Resources will be allocated to pay the .04 FTE for the Jazz Band instructor to maintain the Jazz Band. Chorus will also be offered to students and a 0.2FTE will be added for students.	August 2017 - June 2018	1102 Certificated Monthly	.04 FTE Music Teacher	BSEP	4,800
6. Youth Support Program provides mentoring for students who struggle with their academic achievement.		5800 Contracted Services (inc software subscriptions	Tutoring and Mentoring	BSEP	5,000

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

3.1 Social-Emotional Skills and Mental Health: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) and mental health services.

3.2 Consistent Attendance: The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [*number will be adjusted based on enrollment]

3.3 Positive Supports, Effective Discipline: The number of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth, court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)

3.4 Family Partnership: Beginning with 2014-15, the percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report

Family Connectedness Survey

District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Middle School Drop out Report

Suspension, expulsion and truancy rates

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Family curriculum nights</p> <p>All families are invited to an evening at the beginning of the year where the principal highlights the academic goals for the year.</p> <p>Willard will hold curriculum nights where parents and students come together to explore student learning. Some of these nights include: The Culture Fair, and Family Math Night.</p>	<p>August 2017 - June 2018</p>	<p>4380 Other/Reserve</p>	<p>Curriculum Nights food, child care and materials</p>	<p>Title I A - Parent Involvement</p>	<p>889</p>
<p>2. The school will work to electing a SGC that reflects the student population. The ethnic groups of the school will be included and stakeholders in the School Governance Council.</p>	<p>August 2017-June 2018</p>				

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	35,328	0.00
Title I A - Parent Involvement	889	0.00
BSEP	150,960	2,185.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	148,775.00
District Allocation	65,000.00
PTA	7,500.00
Title I A - Basic Funding	35,328.00
Title I A - Parent Involvement	889.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	186,675.00
1116 Certificated Hourly	3,000.00
2102 Classified Monthly	7,500.00
4300 Materials and Supplies	8,000.00
4380 Other/Reserve	5,317.00
5200 Travel and Conference	3,500.00
5800 Contracted Services (inc software subscriptions)	43,500.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	94,675.00
1116 Certificated Hourly	BSEP	3,000.00
4300 Materials and Supplies	BSEP	8,000.00
4380 Other/Reserve	BSEP	4,000.00
5800 Contracted Services (inc software	BSEP	39,100.00
1102 Certificated Monthly	District Allocation	65,000.00
2102 Classified Monthly	PTA	7,500.00
1102 Certificated Monthly	Title I A - Basic Funding	27,000.00
4380 Other/Reserve	Title I A - Basic Funding	428.00
5200 Travel and Conference	Title I A - Basic Funding	3,500.00
5800 Contracted Services (inc software	Title I A - Basic Funding	4,400.00
4380 Other/Reserve	Title I A - Parent Involvement	889.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	210,303.00
Goal 2	46,300.00
Goal 3	889.00

BUDGET SUMMARY 2017-18

Willard (131) Budget Item	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Math Intervention	1102	74,375	0.70									0.70
Middle School Math Support Teacher	1102						0.20					0.20
Music Teacher	1102	4,800	0.04									0.04
RTI Teacher	1102						0.60					0.60
ELD Teacher	1102						0.40					0.40
ALD Teacher	1102						0.20					0.20
Certificated Hourly	1116	3,000										
Counselor	1202	15,500	0.11	27,000	0.20						0.69	1.00
Instructional Specialist - PE								7,500	0.10			
Materials & Supplies	4300	8,000										
Parent Involvement	4380			889								
Professional Development	5200			3,500								
Contract (Cal Science)	5800	1,000										
Contract (Youth Support-BAYAC)	5800	5,000										
Contract (Writer Coach)	5800	4,600		4,400								
Contract (Americorp)	5800	28,000										
Contract (CAL Performances)	5800	500										
Unallocated Reserve		6,185		428								
Total Expenditures		150,960		36,217			1.40	7,500				
Revenue Allocation		150,960		36,217								

Carryover Priorities

Materials and Supplies