

The Single Plan for Student Achievement

Willard Middle School

School Name

01-61143-6056865

CDS Code

Date of this revision: May 10, 2014

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:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
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Berkeley, CA 94702
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Willard Middle School		School Year: 2014-2015	
Summary of School Goals:			
<p>1. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention with particular attention focused on closing the school's achievement gap</p> <p>a. Improve the implementation and consistency of the academic programs, including humanities (including ELD), mathematics, science, and visual and performing arts.</p> <p>b. Continue to develop early intervention strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle.</p> <p>c. Improve transitions for students as they move from elementary to middle school and from middle school to high school.</p> <p>d. Continue to develop 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 and socioeconomically disadvantaged students.</p> <p>2. Strengthen the ability of Willard staff to educate a diverse student body and provide learning that focuses on the whole child.</p> <p>a. Provide professional development to improve teaching methods and strategies of delivering universal access to the curriculum for students, and allow teachers to learn and implement a positive behavioral support system intended to increase student engagement and achievement and reduce inequities in discipline.</p> <p>b. Support all teachers in developing programs to personalize the learning environment for students.</p> <p>c. Identify successful models within the district to facilitate teachers learning from one another through an organized structure, for example, lesson study, walk throughs, or action research.</p> <p>d. Provide opportunities and programs directed at educating the whole child in terms of physical, social, and emotional health and well-being.</p> <p>e. Provide arts and technology integration and arts-based learning opportunities.</p> <p>3. Partner meaningfully with parents, guardians, families as well as foster community partnerships.</p> <p>a. Provide parent forums and educational events on topics identified as critical by diverse parent groups.</p> <p>b. Assist parents and staff in their efforts to strengthen parent-school relationships.</p> <p>c. Provide opportunities for parents to participate in institutes to help parents navigate our educational system and prepare their children for the future.</p> <p>d. Pursue the possibility of a consultancy that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap.</p> <p>e. Enable parents to easily communicate with the school, readily access resources and information, and provide input.</p> <p>4. Include students in planning and implementing academic and non-academic activities and obtain student feedback.</p>			
Site Committee Representatives:			
Parents/Community		Staff	
(Chair): Michele Liedeker		(Principal): Debbie Dean	
(Co-Chair, if applicable):		(Teacher): Ryan Chinn	
Dawn Paxson 		(Teacher): Mary Wrenn	
Eunice Figueroa		(Teacher): Damion McNeil	
Harry Overstreet		(Classified): Kenny Washington	
Michaela Ballek			
August Fern			

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



DELAC Representative (District English Learner Advisory Committee):




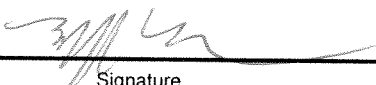
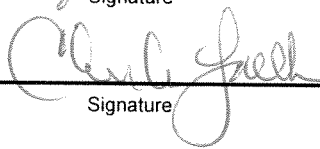
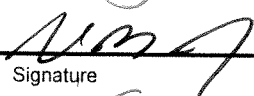

II. Recommendations and Assurances

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 .
8. This school plan was adopted by the School Governance Council on May 14, 2014.

Debbie Dean Principal		5-14-2014 Date
Michele Liedeker School Governance Council Chair		05-14-2014 Date
Christina Faulkner Director, Curriculum & Instruction		6-16-14 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6-16/14 Date
Neil Smith Assistant Superintendent, Educational Services		6/16/14 Date

III. School Vision and Mission

Willard Middle School makes the academic needs of students the highest priority. 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. To align the school with research on optimum performances and best practices Willard will continue the following interventions:

- Grade-level teams to foster collegial and 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 serves grades 6-8 and has approximately 525 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 no one ethnic group comprising more than 35% of the total 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: 36 teachers, two safety officers, two administrators, one academic counselor, a mental health counseling team, 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 Latino Families Night. 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 29% African American, 21% Latinos, 12% Asian/Pacific Islander, 33% Caucasian, 14% multi-ethnic and 3% other. 50% of the students qualify for free or reduced lunch and less than 16% are English Language Learners. Willard's students have increased their state standardized test scores by 163 points over the past seven years, with growth for the socio-economically challenged students exceeding more than 164 points and growth for the African American students exceeding 173 points.

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 enrichments including athletics for students to experience after school.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

Willard Middle School Data Analysis
2011 – 2014

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 and the change to the task of educating students on the California Common Core State Standards will be the basis for the majority of the goals and funding in the new Site Plan.

Willard is comprised of a diverse student population. However, five subgroups are considered significant in terms of the state's Academic Performance Index (API), and the federal Annual Yearly Progress (AYP). 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 2013-2014 academic year was comprised of: 50% students qualifying for Free and Reduced Lunch, 29% African American students, 33% Caucasian students, 14% multi-ethnic students, 21% Latino students, 12% Asian students, 3% other, 16% English Language Learners, and 14% students with disabilities.

Schoolwide and Subgroup Academic Data

Willard Middle school has shown growth in our API school wide and in each sub group in 2013. The following will highlight the score in 2012 and 2013. The goal is for students to perform proficient which is 800 on the California Standardized Test.

School-wide: 814 (2012) to 835 (2013), Growth of 21

African American students: 686 (2012) to 698 (2013), Growth of 12

Latino students: 774 (2012) to 793 (2013), Growth of 19

White students: 939 (2012) to 954 (2013), Growth of 15

Socio-economically disadvantaged students: 766 (2012) to 732 (2013), Growth of 34

Students with Disabilities: 651 (2012) to 654 (2013), Growth of 4

All of the above groups met the growth target goal except for students with disabilities. The socio-economically advanced the most. The white students are the only sub group that showed to be proficient on the CST. While the other sub groups improved and made academic gains, students are still not at grade level.

Non Academic Data

Berkeley Unified School District sets an attendance target for secondary school of 95% positive attendance. As of March 2014, Willard has an attendance rate of 97.2% for the 2013-14 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 2013-14 school year there have been 26 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.

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 two computer labs and two mobile labs allow students to maximize 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 (See Appendix E)

During the 2013-13 school year there has been a shift in teaching at Willard Middle School. Teachers are beginning to use 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.

VI. Description of Barriers and Related School Goals

- Limited resources
- Class size that exceed 25 students
- Ever changing technology
- Lack of professional development and research-based instruction targeting the middle school student
- Behavioral/emotional/developmental issues affecting students
- Lack of planning time for staff
- Insufficient length of school day and academic year
- Lack of teachers of color
- Insufficient professional development on Universal Access, and Culturally Relevant Teaching and Learning
- Limited parent involvement
- Wide range of academic skills in classrooms
- Limited resources available to many students outside of school..
- Inadequate mental health resources to meet the needs of all students.
- Tardiness
- Absences

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.

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	515	502		139	155		127	128		50	59	
Growth API	811	835		939	954		681	698		829	847	
Base API	822	814		950	939		706	686		835	832	
Target	A	A		A	A		5	6				
Growth	-11	21		-11	15		-25	12				
Met Target	Yes	Yes		Yes	Yes		No	Yes				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	128	104		71	53		265	277		87	81	
Growth API	767	793		680	679		724	770		651	659	
Base API	782	774		726	685		745	732		619	650	
Target	5	5					5	5			8	
Growth	-15	19					-21	38			9	
Met Target	No	Yes					No	Yes			Yes	

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	41	44	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	41	44	
Number Met	25	33	
Percent Met	61.0%	75.0%	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	14	32	6	40		
Number Met	--	14	--	26		
Percent Met	--	43.8%	--	65.0%		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	*	No	*	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
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		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	99		99	100		100	100	
Number At or Above Proficient	324	327		122	141		44	45		33	40	
Percent At or Above Proficient	63.0	65.1		87.8	91.0		34.9	35.2		66.0	67.8	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	Yes		Yes	Yes		No	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		96	100	
Number At or Above Proficient	71	61		23	18		118	138		36	38	
Percent At or Above Proficient	55.5	58.7		32.4	34.0		44.5	49.8		41.9	46.9	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	Yes		--	--		No	Yes		Yes	Yes	

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		98	99		99	99		100	100	
Number At or Above Proficient	263	285		104	128		35	38		26	35	
Percent At or Above Proficient	51.4	56.9		75.4	82.6		28.0	29.9		52.0	59.3	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	Yes		Yes	Yes		No	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	100		97	100	
Number At or Above Proficient	54	47		18	17		90	121		27	26	
Percent At or Above Proficient	42.2	45.2		25.4	32.1		34.2	43.8		31.0	32.1	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	Yes		--	--		No	Yes		No	No	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	22	7	39	5	28	1	6	1	6	18
7	3	19	9	56	2	13	1	6	1	6	16
8			8	80	1	10	1	10			10
Total	7	16	24	55	8	18	3	7	2	5	44

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	20	3	30	4	40	0	0	1	10	10
7	3	27	5	45	2	18	1	9	0	0	11
8	2	17	5	42	2	17	1	8	2	17	12
Total	7	21	13	39	8	24	2	6	3	9	33

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: ACADEMIC ACHIEVEMENT

Goal Statement:

All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress towards English fluency.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth Graders

English Language Learners (EL)

Grades 6-8 scoring below grade level on local assessments. These assessments include CELDT for the English Language Learners, district level benchmark assessments in math and English Language Arts.

Anticipated annual performance growth for each group:

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the district benchmark assessments in math and English Language Arts.

1.2 Increase the percentage of English Learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI / ULSS Snapshot Meetings

Professional Learning Community (PLC) Data Meetings

District Collaboration and Professional Development/ Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

SBAC in English Language Arts and Math

California English Language Development Test (CELDT)

Re-Designation (RFEP) Records

The Single Plan for Student Achievement

Total Expenditures in this Goal: \$8,260

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>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>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.</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>Teachers will focus on target intending to increase performance and address the achievement gap.</p>	August 2014 - June 2015	5800: Contracted Services	Writer's Coach Connection (\$4,500 from BSEP Carryover)	
		4300: Instructional Materials & Equipment	Instructional Materials	BSEP 1,500 Title I 1,605
		5800: Contracted Services	AVID (\$1,500 from BSEP Carryover)	
		1116: Certificated – Hourly	Teacher Hourly/Subs	
<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</p>	August 2013 - June 2014	1116: Certificated – Hourly	Teacher Hourly - 30 hours	BSEP 1,500
		4300: Instructional Materials & Equipment	Instructional Materials	BSEP 1,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>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.</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>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 and science nights for students to showcase their work for parents an the larger Willard Community.</p> <p>Teachers will focus on target students intending to increase performance and address the achievement gap.</p>				
5. Travel for conference		5200: Conference & Travel	Professional Development	TIP 2,655

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$4,000	\$1,605	\$	\$	\$	\$2,655	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

All students will receive the academic, social and emotional support services they need.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth Graders

Special Education Students

Students defined as "at-risk" through excessive absences or suspensions

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI / ULSS Snapshot Meetings

Positive Behavioral System (PBS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Student Study Team meetings

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBS Report

Total Expenditures in this Goal: \$159,872

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>Throughout the course of an academic year, teachers will seek out a variety of professional growth trainings aimed at challenging all students to greater achievement with a focus on the lowest performing populations. These trainings may be subject specific, age-level directed, achievement gap related, behaviorally aimed, or intended to assist teachers in presenting the state standards and district adopted curriculum in a more culturally relevant format. Such trainings will help educators in addressing the needs of all students.</p> <p>The appropriateness of any professional development would be determined by the school Governance Committee or the school's Leadership Committee.</p> <p>Success of any trainings would be evaluated by review reports made to the Governance Committee or Leadership Committee following any such trainings, and by teacher survey.</p> <p>Funding may be used for Positive Behavior Support trainings and implementation, including incentives for students.</p> <p>Funding set-up for teacher hourly as described in Goal 1, action Items 1 and 2 can also be utilized for curriculum development in the goal statement above</p>	August 2014 - June 2015	1116: Certificated – Hourly	Professional Development/Substitutes	Title I 3,560
<p>2. Co-curricular activities - After school athletics for a .5 FTE Athletic Director</p> <p>In an effort to address the needs of the whole child, Willard has built and will maintain a well-developed athletics program. The program includes 14-17 teams in 9 different sports for boys and girls, and 3-4 ongoing, after-school sports clinics for students who do not participate in the interscholastic sports teams. In addition, the academic eligibility requirement of a 2.0 GPA is in place to tie the athletics program into the academics of the school. Homework completion is an expectation for any students involved in the interscholastic portion of the athletics program.</p> <p>The athletic director will also monitor the academic progress of the athletes. The athletic director will</p>	August 2014 - June 2015	2102: Classified – Monthly	Inst. Spec. - Athletic Director .70 FTE	BSEP 33,100 PTA 13,240

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>create a sports program during the lunch period of the school day at least twice a week.</p> <p>The athletics program will be assessed annually through the parent/student survey. Coaches will also be surveyed to see how the program is performing and what can be improved.</p> <p>Coaches and referee stipends will be subsidized in the amount of \$3,000 from BSEP and anticipated carry over.</p>				
<p>3. Student health and well-being - Nutrition and gardening 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 2014 - June 2015	5800: Contracted Services	Americorps Workers - Bay Area Community Resources (BACR) contract	BSEP 28,000
		2116: Classified – Hourly	Gardening Instructor (District-requested contribution to FTE)	BSEP 4,000
<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 2014 - June 2015	1102: Certificated – Monthly	School Counselor (.4 FTE, .13 BSEP, .27 Title I)	BSEP 14,225 Title I 29,542
		1102: Certificated – Monthly	TSA - PBIS (.1 FTE)	BSEP 12,100
		4380: Other / Reserve	Personnel Variance	BSEP 3,705
<p>5. Many Willard students benefit additional counseling support for their social-emotional needs which can get in the way of learning. A part- time school counselor will work with students who struggle to perform at their highest levels because of their social-emotional needs.</p>	August 2014 - June 2015	1102: Certificated – Monthly	Counseling (.2 FTE)	BSEP 14,400

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
6. 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.	August 2014 - June 2015	1102: Certificated – Monthly		BSEP 4,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$113,530	\$33,102	\$13,240	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Goal 3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS

Goal Statement:

Students and their families will feel respected, welcome and connected to their schools.

Student groups and grade levels to participate in this goal:

All 6th through 8th graders

All students especially African-American and Hispanic / Latino Students and Families

Anticipated annual performance growth for each group:

3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

Professional Learning Community (PLC) Data Meetings to review survey results

Other Collaboration / Staff Meetings

Group data to be collected to measure academic gains:

Parent Survey

SGC Ethnicity Report

CALPADS

Total Expenditures in this Goal: \$795

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Family curriculum nights Willard will hold curriculum nights where parents and students come together to explore student learning. Some of these nights include: The Culture Fair,	August 2014 - June 2015	4380: Other / Reserve	Curriculum Nights food, child care and materials	Other 795

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Family Math Night, and the Science Night.</p> <p>Increase students, teacher, family events to bring in families and students who do not typically participate by holding additional school events such as trivia nights, spelling bees, other academic competitions.</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 2014-June 2015</p>			

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<p>Total Expenditures in this Goal:</p>	<p>\$</p>	<p>\$</p>	<p>\$</p>	<p>\$</p>	<p>\$</p>	<p>\$</p>	<p>\$795</p>

VIII. Planned Improvements in Student Performance (continued)

Goal #4: Include students in planning and implementing academic and non-academic activities and obtain student feedback.

Goal Statement:

Increase student empowerment in the participation and governing of the school.
 Students will work with the school in partnership to increase the involvement of the family in their educations.
 Insure that students voices are heard and valued in the operations of the school.

Student groups and grade levels to participate in this goal:

Grades 6 - 8

Anticipated annual performance growth for each group:

At least 75% of students will participate in the student survey

Evidence will show that student participation in the process will increase family involvement in the school.

Means of evaluating progress toward this goal:

Number parent and student surveys completed.

Increased participation of families at school activities and curricular nights.

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Conduct annual student survey.				
2. Develop practices of involving students in the action plans designed to increase the participation of families in the school.				
3. Survey students more through the school senate and the advisory program to determine how the school can be improved for all stake holders.				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost			
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

Appendix A - Program Summary: Willard Middle School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	4,000
Title I	1,605
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,655
Other	
Total	8,260

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	113,530
Title I	33,102
PTA	13,240
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	159,872

Goal 3 Goal 3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY /	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	795
Total	795

Goal 4 Include students in planning and implementing academic and non-	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Total Expenditures	
BSEP	117,530
Title I	34,707
PTA	13,240
EIA-LEP	
EIA-SCE	
TIP	2,655
Other	795
Total	168,927

Total Allocation*	
BSEP	117,530
Title I	34,707
PTA	13,240
EIA-LEP	
EIA-SCE	
TIP	2,655
Other	795
Total	168,927

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	0

* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Budget Summary: Willard Middle School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	44,725	29,542						74,267
Hourly Teachers	1,500	3,560						5,060
Monthly Classified	37,100		13,240					50,340
Hourly Classified								
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	2,500	1,605						4,105
Conference & Travel						2,655		2,655
BUSD Buses								
Contracted Services	28,000							28,000
Other/Reserve	3,705	795						4,500
Total	117,530	35,502	13,240			2,655		168,927

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Willard Middle School (131)

CERTIFICATED MONTHLY SALARIES & FRINGE		
1102	TSA - PBIS (.10 FTE)	\$12,100
1102	Teacher - Music (.04 FTE)	\$4,000
1202	Counselor (.13 FTE)	\$14,225
1202	Counselor (.20 FTE)	\$14,400
TOTAL CERTIFICATED MONTHLY:		\$44,725
CERTIFICATED HOURLY SALARIES & FRINGE		
1116	Hourly Teaching (40 hrs)	\$1,500
1116	Hourly Teaching	
TOTAL CERTIFICATED HOURLY:		\$1,500
CLASSIFIED MONTHLY SALARIES & FRINGE		
2102	Instructional Specialist - Athletics (.40 FTE)	\$33,100
2182	Instructional Specialist - Garden	\$4,000
TOTAL CLASSIFIED MONTHLY		\$37,100
CLASSIFIED HOURLY SALARIES & FRINGE		
2146	Hourly Tutors	
2916	Noon Supervisor	
TOTAL CLASSIFIED HOURLY		\$0
SUB-TOTAL PERSONNEL:		\$83,325
NON-SALARIED CATEGORIES		
4300	Instructional Materials	\$2,500
5800	Americorp Contract - Gardening	\$28,000
5800	Writer Coach Contract	
5800	Contracted Services	
SUB-TOTAL NON-SALARIED:		\$30,500
TOTAL EXPENDITURES:		\$113,825
RESERVE FOR PERSONNEL VARIANCE:		\$3,705
TOTAL FY 2014 BSEP ALLOCATION:		\$117,530
(DIFFERENCE):		\$0
<p>Priorities for anticipated Fall 2014 Carryover:</p> <ul style="list-style-type: none"> ➤ Writer Coach \$4,500 ➤ AVID \$1,500 <p>BSEP FY 2014 Carryover projected to be approximately \$10,000</p>		

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budget Projections**

		Benefits Rate	RS 3010 Title I	RS 7091 EIA/ELL	RS 7090 EIA/SCE	GRAND TOTAL
School : Willard		Obj #	(Basic)			
A	CERT. TCHERS MONTHLY		-	-	-	-
	<i>Site TSA - Reading Specialist (1.0 FTE)</i>	1102	\$ -	\$ -	\$ -	\$ -
	<i>(Position not funded in 2014-15)</i>					
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS Monthly	3101 0.09500	-	-	-	-
	Medicare	3301 0.01450	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3401 \$ 13,017	-	-	-	-
	SUI	3501 0.00058	-	-	-	-
	WCOMP	3601 0.02050	-	-	-	-
	Retiree Benefits	3701 0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
B	CERT. COUNSELORS - Mental Health (0.80 FTE)	1202	0.270	-	-	0.270
	<i>(0.27 = Title I, 0.13 = Site BSEP, 0.40 = Site BSEP, RS 0841)</i>		22,615	-	-	22,615
	Subtotal		\$ 22,615	\$ -	\$ -	\$ 22,615
	Fringe Benefits :					
	STRS Monthly	3101 0.09500	-	-	-	-
	PERS	3201 0.11771	2,662	-	-	2,662
	Medicare	3301 0.01450	328	-	-	328
	FICA	3311 0.06200	1,402	-	-	1,402
	Health/Dental (@ FTE's 1.00)	3401 \$ 13,017	1,379	-	-	1,379
	SUI	3501 0.00058	13	-	-	13
	WCOMP	3601 0.02050	464	-	-	464
	Retiree Benefits	3701 0.03000	678	-	-	678
	Total		\$ 29,542	\$ -	\$ -	\$ 29,542
C1	DAILY SUB TCHERS	1116				
C2	DAILY SUB TCHERS	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101 0.09500	-	-	-	-
	Medicare	3301 0.01450	-	-	-	-
	SUI	3501 0.00058	-	-	-	-
	WCOMP	3601 0.02050	-	-	-	-
	Retiree Benefits	3701 0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117				
E	CURR. DEVELOPMENT (PD, \$3,560)	1116	3,149	-	-	3,149
F1	TEACHER HOURLY	1116				
F2	TEACHER HOURLY	1116				
F3	TEACHER HOURLY	1116				
	Subtotal		\$ 3,149	\$ -	\$ -	\$ 3,149
	Fringe Benefits :					
	STRS	3101 0.09500	299	-	-	299
	Medicare	3301 0.01450	46	-	-	46
	SUI	3501 0.00058	2	-	-	2
	WCOMP	3601 0.02050	65	-	-	65
	Retiree Benefits	3701 0.03000	-	-	-	-
	Total		\$ 3,560	\$ -	\$ -	\$ 3,560
	CLASSIFIED SAL MONTHLY					
G	Instructional Assistant	2102				
H	Instructional Specialist	2182				
I	Clerical Assistant	2402				
J	After School Coordinator	2402				
K	School Svc Assistant	2902				
L	Home School Liaison	2902				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	PERS	3202 0.11771	-	-	-	-
	PERS REDUCTION	3802 0.00000	-	-	-	-
	OASDI (FICA)	3312 0.06200	-	-	-	-
	Medicare	3302 0.01450	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3402 \$ 13,017	-	-	-	-
	SUI	3502 0.00058	-	-	-	-
	WCOMP	3602 0.02050	-	-	-	-
	Retiree Benefits	3702 0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budget Projections**

		Benefits Rate	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	GRAND TOTAL
School : Willard		Obj #				
<u>CLASSIFIED HOURLY</u>						
M	Instructional Aide	2116				-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Parent Liaison	2916				-
R	Childcare for Parent Meetings	2916	-	-	-	-
S	Program Assistant	2916				-
Subtotal			\$ -	\$ -	\$ -	\$ -
Fringe Benefits :						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000			-
Total			\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Materials (\$1,605, PBIS Mtls, Personnel Variance)	4300	\$ 1,605	\$ -	\$ -	\$ 1,605
T2	Instructional Materials	4300	-	-	-	-
T3	Instructional Materials	4300				-
T4	Office Supplies	4350				-
U1	Parent Programs (Parent Forums)					-
U2	Parent Curr. Nights		-			-
U3	Parent Involve. (\$795, Parent Meetings)		795	-	-	795
Total			\$ 2,400	\$ -	\$ -	\$ 2,400
<u>TRAVEL & OUTSIDE SERVICES</u>						
V	Travel/ Conference	5200	\$ -	\$ -	\$ -	\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Consultant	5800				-
Z1	Professional Services	5800				-
Z2	Professional Services	5800				-
A1	Salary Reserve	5712	-	-	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400		\$ -		\$ -
C1	Equipment (Over \$5,000)	6400				-
Total			\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 35,502	\$ -	\$ -	\$ 35,502
b.	Budget Allocation		35,502	-	-	35,502
c.	Add : Carryover		-			-
d.	Total Budgets (d = b + c)		\$ 35,502	\$ -	\$ -	\$ 35,502
e.	Projected Unspent Funds (e = d - a)		\$ (0)	\$ -	\$ -	\$ (0)

* Title I allocation included \$795 for Parent Involvement.

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		Total K-5 Schools	\$21,906	\$4,971	\$19,380	\$46,257	Total K-5 Schools		1
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		Total 6-8 Schools	\$12,111	\$2,749	\$7,845	\$22,705	Total 6-8 Schools		3
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		Total 9-12 Schools	\$983	\$223	\$1,095	\$2,301	Total 9-12 Schools		3
1	262	Early Childhood					Early Childhood	262	1
1		Total Pre-k					Total Pre-k		1
18		TOTAL DISTRICT	\$35,000	\$7,943	\$28,320	\$71,263	TOTAL DISTRICT		1
			\$13.47/ FRM Student		\$15/ FRM				

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
11	(A)	Total K-5 Schools	4,373	\$22,719

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
3	(B)	Total 6-8 Schools	1,926	\$10,006

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
3	(C)	Total 9-12 Schools	3,325	\$17,275

17	D=A+B+C	TOTAL DISTRICT	9,624	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

Notes for TIP Funding:

- * Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- * Independent Study receives funding for 150 students.
- * Berkeley High School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

Appendix E - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Students are identified for services, by CST Data, BUSD Writing Scores, BUSD Mathematics Assessments, Grades and CELTD (if an ELL). Using state, district and teacher generated assessments, students performing below grade level in reading or math will be considered for the Read 180 class or another in-school reading/math intervention, or encouraged to join one of our afterschool intervention programs.

Willard is also implementing a four-day-a-week advisory class where students needing additional academic or organizational support will have the opportunity to receive extra instruction from subject specific teachers.

Student progress is monitored by the grade level case manager, who meets weekly with the ULSS Team to monitor student progress.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Willard implemented the Holt Math Program during the 2008 - 2009 academic year. Willard teachers, along with teachers from the two other middle schools, aligned our District Math Assessments to the new math adoption. This alignment allows teachers to develop the best possible sequential strategies to expose and teach the key California Math Standards and to regularly assess the students. Willard also implemented the new ELA/ELD Program in 2009 - 2010 that aligned the district assessments with the new text. Datawise will house all of our student achievement data and it will be easily accessible to the teachers for use with instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Willard teachers are all NCLB compliant.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Principal and/or Vice Principal will attend all required trainings for English Language Arts and Mathematics.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The majority of the Willard mathematics department was fully trained by the start of the school year.

All of the English Teachers participate in the required training prior to the start of the school year.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

BUSD will support site based Professional Development as they review student achievement data and identify areas of need in order to develop and ensure improved student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our Leadership Team consists of content experts who lead Professional Developments, model lessons in classrooms and provide ongoing instructional assistance.

8. Teacher collaboration by grade level (EPC)

Teachers have two hours per month for each; collaboration and grade level meetings. This time is spent planning, developing lessons looking at data, and work with district wide peers to calibrate the instructional program.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All curriculum and adopted materials are aligned with the state standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Students receive daily instruction in all subjects, which satisfies the required state instructional minutes.

11. Lesson pacing schedule (EPC)

With established district and state assessments, teacher are required to sequence their instructional program as recommended by the district and state.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All of our students have the necessary/required instructional materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Every teacher is using the adopted middle school curriculum.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

The students have access to additional support in the regular class setting, in small groups in nearby classrooms, and in support classes.

15. Research-based educational practices to raise student achievement at this school (NCLB)

The Leadership Team and site administrators ensure that effective instructional strategies are occurring in the classrooms at all times.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Willard offers Intervention Classes during the school day and after school. There is also academic support in The EDP.

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Tutoring, Parent Education, Computer Access, EDP Scholarships, Community Services and Counseling

19. Strategies to increase parental involvement (Title I SWP)

Actively improving communication with parents. Increase distribution of PTA Newsletter from bi-monthly to monthly. Pursue the possibility of a consultant that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap. Planning parent forums to better understand barriers faced by families of students experiencing the achievement gap.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Provide opportunities for parents, students and staff to engage. (e.g.: Family Math Night, Culture Fair, Black Excellence, Science Fair).

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Site funds are allocated to best serve all students; expenditures place high priority on those that are underperforming.

22. Fiscal support (EPC)

We need additional resources for supplies and staffing to make significant progress to further close the achievement gap.

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

As a Willard Student I pledge to:
Be Responsible,
Be Respectful,
Be Safe

Parents Pledge:

As a Willard Parent I pledge to:
provide my child with a quiet study space at home;
check my child's planner on a daily basis or Powerschool on a weekly basis;
attend Back to School Night, Open House and Parent Teacher Conference;
communicate with my child's teachers on a regular basis, not just when there is a problem;
and support the school with educating my child.

Staff Pledge:

As a member of The Willard Staff, I pledge to:
follow the district required curricular program;
provide a safe learning environment;
work with students and parents to ensure a high level of academic success;
respect the culture of my students and their families;
and Keep students and parents informed of students' progress and challenges.