

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willard Middle School	01-61143-6056865	May 19, 2021	June 23, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Willard Middle School has 633 students. We are a diverse community of learners where we make every effort to meet the needs of all of our students. Willard offers Tier 1 instruction for all students as we are fully inclusive in our classrooms. 29% of our students live in poverty; 32.5% are minority; 4.2% are English Learners; and very few are foster youth. In order to meet the unique needs of all of our students, we have programs to further support the learning. All students receive Tier 1 instruction. Additionally, we aim to meet both the social-emotional and academic needs of our students. To that end, we offer additional academic support through our Read 180 program. This is designed for students who are reading at least two years below grade level and this class is a double class period daily. Students who are below grade level in math have the opportunity to take a math support class in addition to their grade level math class. Our school is walking distance from University of California Berkeley and we take advantage of this proximity by welcoming college students to provide after school tutoring in math. We have a robust after school program where UC Berkeley students support students through tutoring. We also have a teacher who moderates our Gender and Sexuality Alliance Club. This is a well-attended club with many students who identify on the gender spectrum and those who are allies. The following plan will highlight ways that our school supports students in poverty, minorities, students who receive special education services, and those with limited English language skills. Our school is cognizant of The Every Student Succeeds Act and implements programs to support students under this act.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are given to the Willard families. Students are given surveys throughout the year highlighting school safety and culture. Results inform SSC and PTA funding decisions and a wide variety of interventions and activities.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are reflective of our academically focused culturally inclusive environment. Student work is displayed, the four 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. Most of Willard classroom have chromebooks for students technology needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students are identified for services, by SBA Data, BUSD Writing Scores, BUSD Mathematics Assessments, Grades and ELPAC (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, and encouraged to join one of our after school intervention programs.

Willard is also implementing a four-day-a-week advisory class where students have lessons on social-emotional learning as well as time for receive additional academic support and to silently read a grade level book.

Student progress is monitored the Coordination of Services Team (COST). This is a monthly grade level meeting where students who are struggling academically or social-emotionally are reviewed by a team of administrators, teachers, the after school program coordinator, the mentoring program coordinator, and the school psychologist. At this meeting an action plan is created to further support struggling students. This plan is tailored to the specific needs of each student who is not showing academic progress.

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

Willard is using the Engage New York math curriculum. Willard teachers, along with teachers from the two other middle schools, align their teaching so all students are prepared for our District Math Assessments.. This alignment allows teachers to develop the best possible sequential strategies to expose and teach the key California Common Core Math Standards and to regularly assess the students. Willard, along with BUSD, adopted the Inquiry By Design curriculum for middle school English Language Arts. This curriculum is taught with fidelity and students are monitored through writing and various formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Willard teachers are all NCLB compliant.

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

The math department is all trained in the Engage New York Curriculum. This training is provided by colleagues and the district math coach who specializes in middle school.

The English teachers were trained in the Inquiry By Design Curriculum and can obtain additional support from our school literacy coach.

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

Teachers receive the Standards Based Assessment data for their current students at the beginning of the academic year. This data highlights the areas of achievement and the areas of growth based on grade level standards. Department meetings focus on teaching content standards and assessing student performance. There is also a focus on re-teaching students who do not show mastery of the standards.

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

Willard's leadership team discusses ways to support teachers to improve student learning. We also have a literacy coach and department heads who assist with improving instructional practices. The school also use the "focal student" model to support teachers in creating lessons that reach all students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (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

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

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

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

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

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Every teacher is using the adopted middle school curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The students have access to additional support in the regular class setting. Students can also seek additional support during their Advisory classes on Thursdays and Fridays. There is a math support class offered at every grade level for students. If reading support is needed, the R180 class is offered to students.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Tutoring, Parent Education, Computer Access, Community Services and Counseling.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In creating our annual site plan, all stakeholders were consulted. There were meetings with the teachers who are on the Instructional Leadership Team. Support staff and counselors were consulted. Parents, especially those on the School Site Council were also part of the process of creating a plan that serves all students. In these meetings it continued to be clear that Willard Middle School will continue to thrive if we focus on meeting both the academic and social emotional needs of our students. We need to continue to give attention to students being successful in their academic class as well as provide the social emotional support to help them navigate through their early adolescent years.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Over the past six years, Willard Middle School has grown from 500 students to 633. As we move into the 2020-21 school year, additional district funds have been allocated for an increase in school counseling. Willard has a part-time literacy coach and RTI coordinator. As the school has grown, the funding allocation has not increased. It would benefit this school for there to be a middle school rubric for funding these positions. In the meantime, Willard creates plans to support students who are struggling and strives to have each student feel connected to at least one adult on campus.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.32%	0.3%	0.29%	2	2	2
African American	14.98%	13.94%	13.12%	95	93	92
Asian	5.84%	5.7%	5.28%	37	38	37
Filipino	0.79%	1.05%	1%	5	7	7
Hispanic/Latino	17.51%	18.29%	19.54%	111	122	137
Pacific Islander	0.47%	0.15%	0.29%	3	1	2
White	42.43%	42.73%	44.65%	269	285	313
Multiple/No Response	%	%	15.83%			0
Total Enrollment				634	667	701

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	252	223	223
Grade 7	184	257	223
Grade 8	198	187	255
Total Enrollment	634	667	701

Conclusions based on this data:

1. Willard has grown to 700 students was our incoming 6th grade class for the 2019-20 school year is 224 students. We promoted our smallest class and have a very large 8th grade class. This growth has increased the number of teachers on our staff. We have been able to bring in strong teachers for our increasing student population.
2. Our African American student population is decreasing and this trend is across many of the schools in BUSD. Our White student population is also increasing and this reduces the diversity of our school. The housing costs in Berkeley is increasing at a rate where more affluent people are moving in and economically disadvantaged families are moving out of the city.
3. Interestingly, or Hispanic population is increasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	24	31	38	3.8%	4.6%	5.4%
Fluent English Proficient (FEP)	95	67	58	15.0%	10.0%	8.3%
Reclassified Fluent English Proficient (RFEP)	16	0	2	40.0%	0.0%	6.5%

Conclusions based on this data:

1. While our goal is always to reclassify students, some students have learning challenges as well as being English Language Learners.
2. Our EL enrollment is decreasing annually but the rate of decrease is much higher between 2016-17 and 2017-18.
3. As students are being Reclassified, the school continues to provide academic monitoring and offers supports in reading and writing through the R180 program or academic case management.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	188	249	218	177	245	216	177	245	216	94.1	98.4	99.1
Grade 7	196	182	255	183	177	250	182	177	249	93.4	97.3	98
Grade 8	208	198	186	195	185	175	195	184	175	93.8	93.4	94.1
All Grades	592	629	659	555	607	641	554	606	640	93.8	96.5	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2567.	2580.	2594.	36.16	39.59	45.83	31.64	33.47	33.80	15.82	16.33	12.04	16.38	10.61	8.33
Grade 7	2597.	2605.	2610.	35.16	39.55	40.16	34.62	34.46	36.14	18.68	15.82	12.45	11.54	10.17	11.24
Grade 8	2590.	2607.	2634.	30.26	28.26	40.57	32.31	40.22	36.00	17.44	17.93	13.14	20.00	13.59	10.29
All Grades	N/A	N/A	N/A	33.75	36.14	42.19	32.85	35.81	35.31	17.33	16.67	12.50	16.06	11.39	10.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	45.20	46.94	53.70	38.42	38.37	31.48	16.38	14.69	14.81
Grade 7	50.55	49.15	40.96	34.62	36.72	44.18	14.84	14.12	14.86
Grade 8	40.00	38.04	54.86	38.46	47.83	31.43	21.54	14.13	13.71
All Grades	45.13	44.88	49.06	37.18	40.76	36.41	17.69	14.36	14.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.55	44.90	47.22	41.24	38.37	41.67	19.21	16.73	11.11
Grade 7	44.20	52.54	48.39	40.33	31.07	41.53	15.47	16.38	10.08
Grade 8	36.92	35.33	50.29	38.46	44.02	37.71	24.62	20.65	12.00
All Grades	40.14	44.22	48.51	39.96	37.95	40.53	19.89	17.82	10.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.33	32.24	35.65	58.76	58.78	56.94	7.91	8.98	7.41
Grade 7	28.57	28.25	34.54	59.89	63.84	57.03	11.54	7.91	8.43
Grade 8	25.64	33.70	39.43	61.54	57.07	52.00	12.82	9.24	8.57
All Grades	29.06	31.52	36.25	60.11	59.74	55.63	10.83	8.75	8.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.81	52.65	51.39	42.37	36.33	40.74	15.82	11.02	7.87
Grade 7	42.31	49.72	52.21	44.51	41.81	37.35	13.19	8.47	10.44
Grade 8	40.51	47.83	54.86	43.08	41.30	32.00	16.41	10.87	13.14
All Grades	41.52	50.33	52.66	43.32	39.44	37.03	15.16	10.23	10.31

Conclusions based on this data:

1. 97.1% of our students participated in the CAASPP test which was administered in May, 2019. These results for students throughout BUSD and have not been desegregated by school.
2. Achievement increased in every area shows mixed results.
3. 2018-19 was the second year of using the Inquiry By Design Curriculum and teacher prepared their lessons with fidelity to this curriculum. The curriculum is one of the state adopted texts and is designed to teach the grade level standards. English Language Learners have two periods of English throughout the day. They also take AVID Excel to support their English needs. Additionally, some English Language Learners are placed in Read 180 classes which is a double period class. The specific needs of each student is analyzed and placement is made based on the student's overall support needs.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	188	249	218	177	240	214	177	240	214	94.1	96.4	98.2
Grade 7	196	182	255	179	176	249	179	176	249	91.3	96.7	97.6
Grade 8	208	198	186	194	185	175	194	185	175	93.3	93.4	94.1
All Grades	592	629	659	550	601	638	550	601	638	92.9	95.5	96.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2564.	2579.	2586.	36.16	46.67	46.26	25.42	18.75	21.50	19.77	16.67	18.69	18.64	17.92	13.55
Grade 7	2580.	2601.	2615.	37.43	44.89	51.00	21.79	26.14	22.49	17.88	14.77	10.84	22.91	14.20	15.66
Grade 8	2561.	2597.	2617.	26.80	33.51	42.29	22.68	25.41	26.29	20.10	19.46	14.86	30.41	21.62	16.57
All Grades	N/A	N/A	N/A	33.27	42.10	47.02	23.27	22.96	23.20	19.27	16.97	14.58	24.18	17.97	15.20

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	45.76	51.25	52.34	28.81	25.42	29.91	25.42	23.33	17.76	
Grade 7	49.16	51.14	59.04	21.79	28.41	22.89	29.05	20.45	18.07	
Grade 8	29.90	40.00	47.70	32.47	37.30	34.48	37.63	22.70	17.82	
All Grades	41.27	47.75	53.69	27.82	29.95	28.41	30.91	22.30	17.90	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	35.03	42.92	47.20	40.68	37.92	36.45	24.29	19.17	16.36
Grade 7	38.55	46.59	51.81	35.20	38.07	32.13	26.26	15.34	16.06
Grade 8	29.90	35.68	43.43	39.18	42.70	39.43	30.93	21.62	17.14
All Grades	34.36	41.76	47.96	38.36	39.43	35.58	27.27	18.80	16.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.68	47.08	43.46	35.59	31.25	38.32	23.73	21.67	18.22
Grade 7	38.55	47.16	47.39	46.93	42.61	41.37	14.53	10.23	11.24
Grade 8	31.96	35.68	47.13	42.27	43.78	37.93	25.77	20.54	14.94
All Grades	36.91	43.59	46.00	41.64	38.44	39.40	21.45	17.97	14.60

Conclusions based on this data:

1. The students showed an overall increase of achievement in all grade levels between 2016-17, 17-18, and 18-19. The eighth grade students showed roughly a 13% improvement over this time period.
2. Gains by each grade level are shown in the areas of concepts and procedures, problem solving and modeling, and communicating reasoning.
3. Willard began offering math support classes for students who were not proficient in 2017-18. Many students in these math support classes made academic gains in 2017-18 as well as 2018-19. The focus in every math classes is for teachers to preview lessons, checking for understanding, and re-teach areas where students are struggling. Teachers are also spending time in professional development analyzing their data with the goal of improving student learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	1556.8	*	1555.0	*	1558.1	*	15
Grade 7	*	*	*	*	*	*	*	7
Grade 8	*	*	*	*	*	*	*	5
All Grades							15	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	40.00		33.33		26.67		0.00	*	15
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*	*	*	*	*
All Grades	*	51.85	*	22.22		25.93	*	0.00	15	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	46.67		46.67		6.67		0.00	*	15
7	*	*	*	*		*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	73.33	55.56	*	33.33	*	11.11		0.00	15	27

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.67	*	40.00		13.33		20.00	*	15
7	*	*	*	*	*	*		*	*	*
8	*	*		*	*	*	*	*	*	*
All Grades	*	37.04	*	29.63	*	22.22	*	11.11	15	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	33.33		60.00		6.67	*	15
8	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	55.56	*	11.11	15	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	66.67		33.33		0.00	*	15
All Grades	93.33	70.37	*	29.63		0.00	15	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	20.00	*	53.33		26.67	*	15
7	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	40.74	*	25.93	15	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	33.33	*	60.00		6.67	*	15
All Grades	*	29.63	*	66.67		3.70	15	27

Conclusions based on this data:

1. The testing for students has transitioned from CELDT to ELPAC.
2. Reclassifying students continues to be Willard's area of focus.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
667	35.7	4.6	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	4.6
Foster Youth	2	0.3
Homeless	19	2.8
Socioeconomically Disadvantaged	238	35.7
Students with Disabilities	85	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	93	13.9
American Indian	2	0.3
Asian	38	5.7
Filipino	7	1.0
Hispanic	122	18.3
Two or More Races	119	17.8
Pacific Islander	1	0.1
White	285	42.7

Conclusions based on this data:



1. Our Socioeconomically Disadvantaged Students are the most represented through the Every Student Succeeds Act (ESSA).
2. Willard needs to make sure that the needs of all of these students are being addressed. Identifying the students and monitoring their social-emotional and academic needs will ensure success at Willard. Our counselors and Special Education Case Managers oversee the monitoring of students. As there are fewer students in each of the subgroups it is of utmost importance to monitor the progress of students in these subgroups. With fewer students, it is important that their needs are still recognized and interventions and supports are available to these students.

3. While the number of socioeconomically disadvantaged students is decreasing, the affluence in Berkeley increasing. The range of students based on socioeconomic status is increasing and Willard has to anticipate ways to meet the needs of this wider range of students. Sometimes this disparity is observed in the classrooms when students are sharing experiences. Staff training on sensitivity to this changing demographic is important for student success.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Blue		

Conclusions based on this data:

1. Willard shows steady progress in English Language Arts and Mathematics.
2. Willard has a new attendance clerk and procedures for monitoring and supporting student attendance appears to be an area of growth. School Administration will provide further training and direction.
3. Willard continues to improve restorative practices as an alternative to suspension. Willard will continue to train staff on restorative practices so that each classroom is a community where relationships and trust are valued components of the classroom environment.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 62 points above standard Increased ++14.4 points 638	<p>English Learners</p>  Green 7.5 points above standard Increased ++10.3 points 54	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 34.1 points below standard Increased Significantly ++50.7 points 14	<p>Socioeconomically Disadvantaged</p>  Blue 14.1 points above standard Increased Significantly ++10.9 points 225	<p>Students with Disabilities</p>  Yellow 56.9 points below standard Increased Significantly ++20.4 points 82

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 45 points below standard Increased ++12.2 points 91	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 55.1 points above standard Increased ++11.9 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue 41.8 points above standard Increased Significantly ++18.7 points 114	 Blue 73.4 points above standard Increased Significantly ++19.4 points 109	 No Performance Color 0 Students	 Blue 100.2 points above standard Increased ++6.8 points 277

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
26.5 points below standard Increased ++11.4 points 29	47 points above standard Increased Significantly ++30 points 25	65 points above standard Increased ++12.5 points 537

Conclusions based on this data:

- Our African American students showed improvement but these 91 students still are not all at grade level. This data needs to be further analyzed so that we can target specific students and create strategies for improved academic success. Of these 91 students, some also have Individual Education Plans and receive Special Education Services. Students can show progress and still not be at grade level. We need to look at the specific students, grade level, and teachers in order to create targeted interventions. These 91 students are part of the statewide challenge to close the opportunity gap and a high priority for the Willard staff.
- All of Willard subgroups showed increased performance on state testing in English Language Arts. The teachers are teaching the Inquiry By Design Curriculum and their attention to the grade level standards appears to be a factor in the gains that students are making on this annual exam.
- Our English Learners maintained their current scores and are now six points above the grade level standard. Our reclassified students also showed improvement. Our English Learners will continue to receive one class period a day of Language Development as an intervention to improve language skills which will translate into improved school performance in all of their classes.

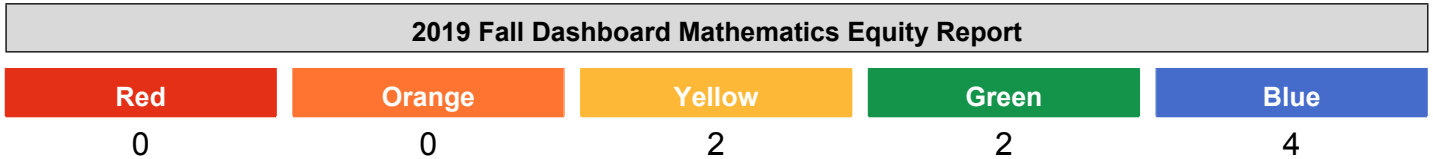
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 38.7 points above standard Increased ++13.1 points 636	<p>English Learners</p>  Green 15.7 points below standard Increased ++6.7 points 54	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 71.9 points below standard Increased Significantly ++33.9 points 14	<p>Socioeconomically Disadvantaged</p>  Green 18.2 points below standard Increased Significantly ++15.4 points 224	<p>Students with Disabilities</p>  Yellow 92.6 points below standard Increased ++7.5 points 81

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 83.8 points below standard Increased ++5.4 points 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 49.8 points above standard Increased ++9.9 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue 15.6 points above standard Increased Significantly ++20.5 points 114	 Blue 42.4 points above standard Increased ++13.2 points 109		 Blue 82.6 points above standard Increased ++6 points 277

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.7 points below standard Maintained -2.1 points 29	34.3 points above standard Increased Significantly ++37.3 points 25	41.6 points above standard Increased ++12.8 points 535

Conclusions based on this data:

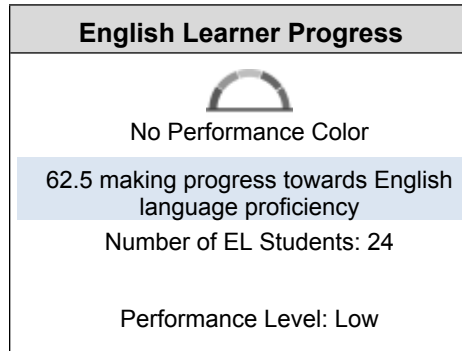
- In 2019 students in all subgroups showed gains on their state math test. While our Asian, Hispanic, Two or more races, and white students are all performing above standard, there are still areas of growth.
- Willard's African American students and Students with Disabilities are the two subgroups that are struggling the most with this annual exam. More targeted intervention needs to be provided to these students so they can show more academic progress and success. We also need to review the data and see how many students are in both subgroups. Interventions can be created based on the data analysis.
- Willard offered students who were below grade level and math support class and students in these classes showed academic gains. Students who were close to grade level showed more progress than students far below grade level. The math teachers need to continue to monitor progress and re-teach the concepts where students are not demonstrating proficiency. Teachers will be coached on ways to monitor student learning daily and they will then create systems to work with students who are struggling with a concept or standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8	16.6	41.6	20.8

Conclusions based on this data:

1. The ELPAC is a new measure being used and the results show that Willard students have areas for improvement. We need to monitor the progress and address the areas of growth as we move forward with our English Learner students.
2. Willard will continue to monitor the progress of our English Language Learner students and offer them the AVID Excel Curriculum along with supplemental material to improve their competencies so all of our student can be proficient in their language development skills.

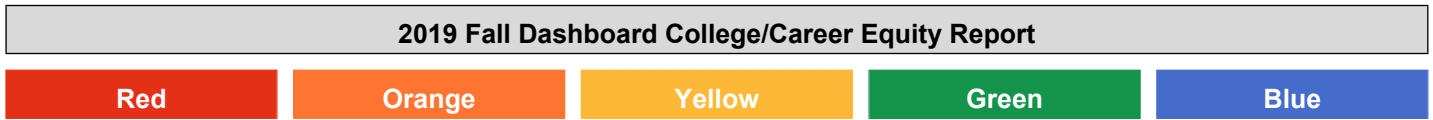
School and Student Performance Data

Academic Performance College/Career

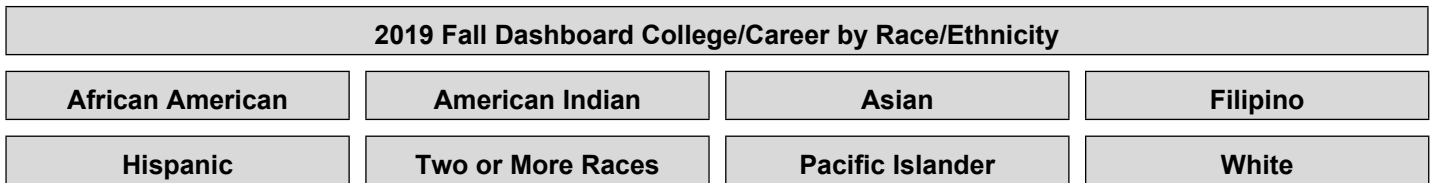
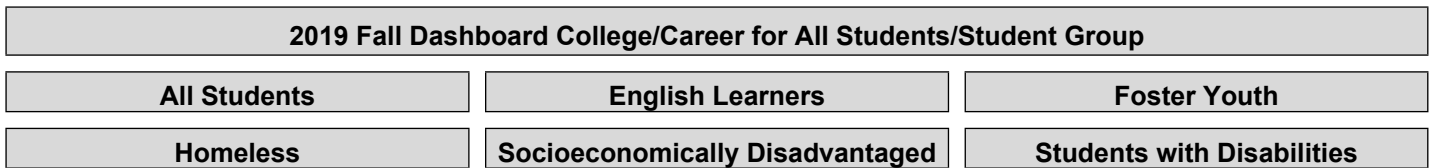
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- Willard is committed to preparing students for high school and beyond. We had a career day where professionals from the community came and spoke with students about a wide variety of careers and the education needed to work in their fields of choice.
- Willard has a Growing Leaders class that teaches students skills to run a business. Students create menus, cook and sell meals, and work within a budget to support the program. Overtime it will be informative to look at longitudinal data in regards to career choices of the student who are in this Growing Leaders class.

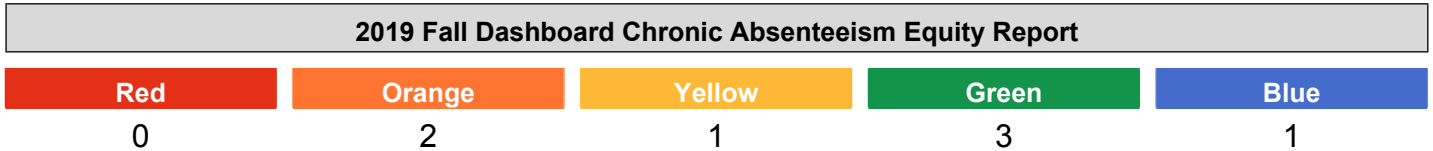
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6</p> <p>Declined -1.4</p> <p>670</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>3.1</p> <p>Declined -8.9</p> <p>32</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>15.8</p> <p>Declined -8.2</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.7</p> <p>Declined Significantly -4.2</p> <p>242</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>10.9</p> <p>Increased +0.5</p> <p>92</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 3.3 Declined -5 92	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Declined -7.7 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.7 Increased +2.7 121	 Green 5 Declined -4.6 120	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 5.6 Maintained -0.2 287

Conclusions based on this data:

- Overall, Willard needs to improve our systems for monitoring attendance. Absenteeism went up most of the sub-groups except the Students with Disabilities and and the African American students.
- It is interesting to note that our African American students improved their school attendance but their math and English scores have room for improvement. Our African American students are attending school but how they are accessing the curriculum appears to be the challenge. The school needs to continue to work on ways to create targeted interventions to improve their school success.
- The school administration will work more closely with our new attendance clerk to monitor the attendance of all of our students.

School and Student Performance Data

Academic Engagement Graduation Rate

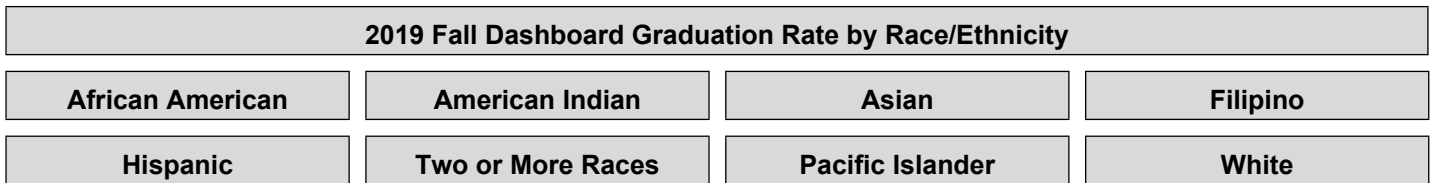
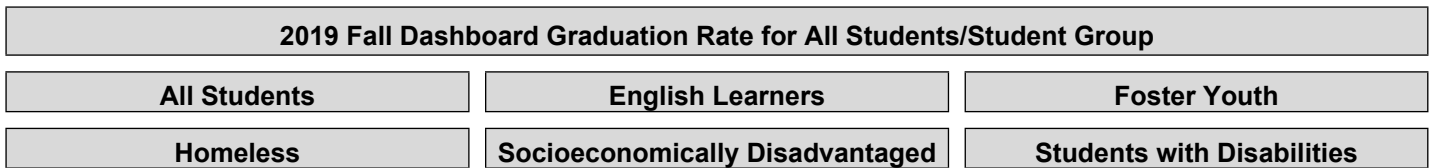
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

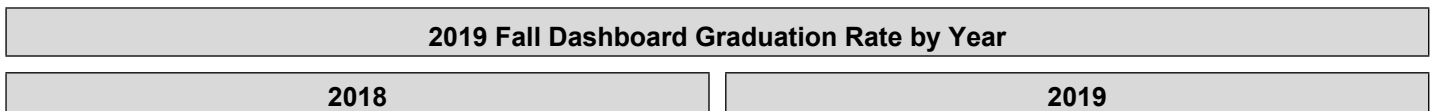
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. All of our students promote to Berkeley High School at the end of their 8th grade year.

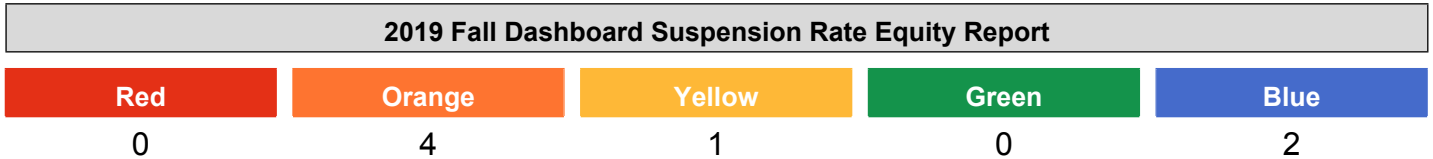
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.2 Increased +1.6 673	<p>English Learners</p>  No Performance Color 0 Maintained 0 32	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color 21.1 Increased +21.1 19	<p>Socioeconomically Disadvantaged</p>  Orange 5 Increased Significantly +4.2 242	<p>Students with Disabilities</p>  Orange 7.6 Increased +4.2 92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 8.7 Increased +6.7 92	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 40	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 121	 Orange 4.1 Increased +2.4 122	 No Performance Color Less than 11 Students - Data 1	 Yellow 0.7 Increased +0.7 288

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	2.2

Conclusions based on this data:

1. Willard Middle School embraces restorative practices as an alternative to suspension. We have a restorative justice counselor who works closely with our vice principal to create restorative interventions when students have not followed the school discipline policies.
2. Willard Middle School has an administration and counseling staff that works daily to create positive relationships with our students. Students are greeted at the front of the school daily and the halls and lunch times are closely monitored. These relationships help detract from negative school behaviors.
3. Teachers at Willard Middle practice Positive Behavior Intervention Supports (PBIS) in their classrooms. They also create positive relationships with students and their families. These relationships further a positive school climate where students feel school pride and ownership of the school.

Goals, Strategies, & Proposed Expenditures

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

LEA/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.

Goal 1

Willard strives to offer students high quality instruction through the use of state adopted curriculum and high quality teaching. This will improve student learning and promote college and career readiness.

Identified Need

Willard is a school that needs improved instruction so that students can learn and thrive in the 21st Century. Improved instruction will be done by teachers doing inquiry work around their teaching practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Assessments Office Referrals because of disruptive classroom behavior Teacher Retention	<p>Willard is making gains in our assessments but we still need to improve the proficiency of students in English Language Arts and Math as measured by our annual state testing, Smarter Balance Assessment.</p> <p>Formative classroom assessments will be administered at the beginning of teaching units and summative assessments will measure the change in learning.</p> <p>Willard administration will calculate the number of referrals at the end of the 2019-20 school year and use the total as baseline data for the 2020-21 school year.</p>	<p>With the added support, Willard Middle School expects to see improved scores on assessments and fewer behavioral referrals throughout the 2020-21 school year.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served with this strategy to improve classroom teaching.

The following will highlight the areas that we endeavor to improve student outcome. Willard will strive to reach and improve the learning for all of our students while supporting the professional development opportunities of our teaching staff so we can attain the desired outcomes. Our staff will be mentored by the Mills Scholars so they can improve their teaching practices through an inquiry approach and year long project. This will assist teachers in further learning about how their practices inform student learning and outcomes.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

26000

BSEP

30000

BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are below grade level in math will be the target of this activity.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

22087

BSEP

Title I A - Basic Funding

42671

BSEP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22726	BSEP
	BSEP
	BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

7th Grade students will benefit from this activity.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	BSEP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 6th grade students; 7th and 8th grade students who will take the Growing Leaders Elective.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21741	BSEP
35,000	BSEP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit.

Strategy/Activity

After School Sports Athletic Director

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,427	PTA
421	PTA

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies are targeted to meet the needs of improved learning for all students and sub-sets of students who demonstrate the need for additional support.

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

Our goal and spending are in alignment with improving the academic outcomes for all of Willard students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/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.

Goal 2

Willard strives to have all students achieving at high level. If our African American and Latino students are not performing at grade level we need to create opportunities for students to be re-taught the material.

Identified Need

Improve the achievement of African American and Latino students at Willard so they will be prepared for high school and beyond.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide Coaching Training for Equity for instructional coaches STAR and classroom assessments Discipline Data Attendance	We will use our 2019-20 attendance, STAR and classroom assessment as well discipline referral data.	Increased attendance and test scores as well as fewer discipline data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Allocation

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will review the attendance and behavioral referrals for students in the Growing Leaders classes and see if there is an improvement in these areas. We will then interview the students where there is a change and determine if their engagement in the Growing Leaders class did in fact have an impact on their overall school success.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/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.

Goal 3

Willard creates a school climate that is positive and welcoming for all students and families.

Identified Need

We address the social-emotional needs of our students through weekly Advisory lessons, PBIS, counseling, and restorative justice practices. These practices teach students to be more inclusive of all students. Parents are invited to an annual meeting to learn more about the goals for the school year. This includes a presentation on the social emotional development of middle school students and ways that the school address student needs in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Data Student surveys Counseling Data	Review referrals and get the baseline number that are related to student conflict or harassment among students. Review student surveys with a particular interest in student comments around school climate. Tally and monitor their responses and compare data one year later. Survey students who utilize the counseling office for indicators of improved attitudes toward school and the school climate.	Fewer harassment and student conflict referrals. Student surveys will demonstrate that students are positive about the school climate at Willard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The activities of this goal will be implemented throughout the 2020-20 school year. The counselors, teachers, and students will be supported through lessons and professional development to continue to have a school culture that is inclusive and safe.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Increase the capacity of our student leaders.
 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.

Identified Need

Students will improve their school success in both the areas of academics and social-emotional development if they feel ownership and school pride.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys Student feedback through Advisory classes	Compare surveys from 2018-19 and 2019-20	Students will view the school in as a positive place for students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Allocation

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The leadership class will develop skills to lead the school and bring their new skills to be leaders among their classmates. Students will lead the school events and be present at Open House and Back to School Night so they can show our parents and families throughout the night. Our activities director will run student council so students can learn more about the governing procedures of a school and learn how to make changes through parliamentary procedures.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Personnel Variance

Goal 5

Allow enough funds for all of the personnel.

Identified Need

5% variance for personnel positions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Required reserve for personnel variance: \$4325

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4325	BSEP
	Title I A - Basic Funding

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,898.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
BSEP	\$206,050.00
PTA	\$8,848.00
Title I A - Basic Funding	\$0.00

Subtotal of state or local funds included for this school: \$214,898.00

Total of federal, state, and/or local funds for this school: \$214,898.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Chris Albeck	Principal
Benjamin Jackson	Classroom Teacher
Rayna Steffl	Classroom Teacher
Melissa Corrigan	Classroom Teacher
Amanda Robinson	Other School Staff
Kemal Stewart	Other School Staff
Andrew Mendoza	Parent or Community Member
Eric Sloan	Parent or Community Member
Sarah Jackson	Parent or Community Member
Robert Grimes	Parent or Community Member
Amanda Eppley	Parent or Community Member
Scott Stauffer	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2021.

Attested:


A. E.

Principal, Chris Albeck on 05/19/21

SSC Chairperson, Amanda Eppley on 05/19/21



Natasha Beery, Director of BSEP and Community Relations



Dr. Brent Stephens, Superintendent of Schools

BUDGET SUMMARY 2021-22

Willard (131) 5/7/21	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Budget Item											
ELD Teacher		1102				0.40					0.40
ALD Teacher		1102				0.20				0.20	0.40
RTI Teacher	1/2	1202	22,087	0.30		0.50				0.20	1.00
Math Teacher		1102				0.20				0.80	1.00
Math Teacher		1102				0.20				0.60	0.80
Lit Coach		1102								1.00	1.00
RTI Math Intervention Teacher		1102				0.20				0.80	1.00
RJ Counselor		1102				1.00					1.00
Drama Teacher		1102								0.20	0.20
Jazz Band Teacher										0.20	0.20
Art Teacher		1102								1.00	1.00
Counselor	1/2	1202	42,671	0.30						0.70	1.00
Growing Leaders TSA	1/7	1102	21,741	0.20						0.60	0.80
Instructional Specialist - PE		2182					8,427	0.10		0.70	0.80
Classified Houly - Intervention & PD	1/1		5,000								
Certificated Houly - Intervention & PD	1/1	1116	25,000								
Extended Day After-School Intervention		1116							4,681		
Materials & Supplies - General	1/3	4300	22,726								
Contract (Americorps-BACR)	1/7	5800	35,000								
Contract (Lead By Learning)	1/1	5800	26,000								
Contract (Be A Scientist)	1/4	5800	1,500								
Unallocated Reserve	5/1		4,325				421				
Total Expenditures			206,050			0	2.70	8,848			
Revenue Allocation			206,050								
			<u>0</u>								

Carryover Priorities