

# Willard Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Willard Middle School
<b>Street</b>	2425 Stuart Street
<b>City, State, Zip</b>	Berkeley, CA 94705
<b>Phone Number</b>	(510) 644-6330
<b>Principal</b>	Chris Albeck
<b>Email Address</b>	chrisalbeck@berkeley.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	01-61143-6056865

## 2022-23 District Contact Information

<b>District Name</b>	Berkeley Unified School District
<b>Phone Number</b>	(510) 644-6150
<b>Superintendent</b>	Enikia Ford Morthel
<b>Email Address</b>	superintendent@berkeley.net
<b>District Website Address</b>	www.berkeleyschools.net

## 2022-23 School Overview

### Principal's Message

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

Willard Middle School strives to provide students with a rigorous, standards-based curriculum. Teachers are incorporating the teaching of California Common Core State Standards. Academic emphasis is placed on: literature, reading, written language development, social studies, mathematics, science, and physical education. In addition, students are exposed to 21st century media, art, foreign language, drama, nutrition, and cooking. Language and Math academy classes assist students who need extra instruction and support.

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

Our staff welcomes family input and communicates with families regularly via telephone, Internet ([willardmiddleschool.org](http://willardmiddleschool.org)), REMIND, and school newsletters.

Chris Albeck  
Principal

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	182
Grade 7	202
Grade 8	216
Total Enrollment	600

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.0
Asian	7.7
Black or African American	11.8
Filipino	0.8
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	14.7
White	44.2
English Learners	3.7
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	26.3
Students with Disabilities	14.3

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.70	80.34	417.10	82.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.80	19.66	79.00	15.67	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.10	1.21	12115.80	4.41
<b>Unknown</b>	0.00	0.00	2.20	0.45	18854.30	6.86
<b>Total Teaching Positions</b>	34.50	100.00	504.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.10	77.12	453.00	87.93	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.32	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.20	19.20	44.90	8.72	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.90	0.96	11953.10	4.28
<b>Unknown</b>	1.10	3.65	10.60	2.06	15831.90	5.67
<b>Total Teaching Positions</b>	32.60	100.00	515.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	6.80	6.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>6.80</b>	<b>6.20</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.60	14.60
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	3.10

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

**Year and month in which the data were collected** January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Inquiry By Design Adopted spring 2107	Yes	0%
<b>Mathematics</b>	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015; Desmos (Gr 7 and 8) Pilot 2020-21	Yes	0%
<b>Science</b>	FOSS Science Adopted in 2007	Yes	0%

<b>History-Social Science</b>	History Alive! California Middle Schools Program Adopted in 2006	Yes	0%
<b>Foreign Language</b>	Realidades 2000	Yes	0
<b>Health</b>	Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017	Yes	0%

### School Facility Conditions and Planned Improvements

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

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

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

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

Date of Last Inspection: November 14, 2022

<b>Year and month of the most recent FIT report</b>	November 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
<b>Interior:</b> Interior Surfaces	X			No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
<b>Electrical</b>	X			No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	73	N/A	66	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	69	N/A	57	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	599	578	96.49	3.51	73.48
<b>Female</b>	297	287	96.63	3.37	76.92
<b>Male</b>	302	291	96.36	3.64	70.10
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	47	45	95.74	4.26	80.00
<b>Black or African American</b>	74	72	97.30	2.70	38.89
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	121	119	98.35	1.65	64.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	88	83	94.32	5.68	74.70
<b>White</b>	262	252	96.18	3.82	86.51
<b>English Learners</b>	17	17	100.00	0.00	17.65
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	161	156	96.89	3.11	49.36
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	86	80	93.02	6.98	20.25

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	599	572	95.49	4.51	69.23
<b>Female</b>	297	285	95.96	4.04	67.37
<b>Male</b>	302	287	95.03	4.97	71.08
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	47	45	95.74	4.26	77.78
<b>Black or African American</b>	74	69	93.24	6.76	37.68
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	121	117	96.69	3.31	58.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	88	82	93.18	6.82	69.51
<b>White</b>	262	252	96.18	3.82	81.75
<b>English Learners</b>	17	17	100.00	0.00	5.88
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	161	153	95.03	4.97	45.10
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	86	74	86.05	13.95	28.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	64.32	--	49.8	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	209	199	95.22	4.78	64.32
<b>Female</b>	109	105	96.33	3.67	60
<b>Male</b>	100	94	94	6	69.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100	0	63.64
<b>Black or African American</b>	18	17	94.44	5.56	11.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	45	43	95.56	4.44	46.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	29	26	89.66	10.34	73.08
<b>White</b>	105	101	96.19	3.81	78.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	50	47	94	6	36.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	19	79.17	20.83	15.79

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93	93	93	92	93

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Families and the community are very supportive of the educational program at Willard Middle School. Willard welcomes family volunteers back on campus for the 22-23 school year. Families contribute time in a variety of ways on the Willard Middle School campus, including participating in the PTA's fundraising and/or committees, volunteering for Spring Day, and attending field trips. Families are active members in the governance of the school through our School Governance Committee. Families are also key fundraisers for the school's cooking and gardening program and providing mini-grants to classroom teachers.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	611	608	74	12.2
Female	304	303	33	10.9
Male	307	305	41	13.4
American Indian or Alaska Native	0	0	0	0.0
Asian	47	47	3	6.4
Black or African American	76	75	25	33.3
Filipino	5	5	0	0.0
Hispanic or Latino	124	124	18	14.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	89	88	11	12.5
White	266	265	15	5.7
English Learners	22	22	2	9.1
Foster Youth	0	0	0	0.0
Homeless	11	11	8	72.7
Socioeconomically Disadvantaged	169	167	38	22.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	88	23	26.1

### C. Engagement

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.54	1.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.11	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.11	0.00
Female	2.30	0.00
Male	3.91	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.47	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.12	0.00
White	1.50	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	7.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.36	0.00

## 2022-23 School Safety Plan

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

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

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff at a virtual SSC meeting in Spring 2021.

Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	3	17	
Mathematics	26	3	17	
Science	28	1	16	
Social Science	26	2	15	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	54	2	1	16
Mathematics	51		1	18
Science	54			16
Social Science	53			15



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	15	
Mathematics	25	4	15	
Science	28		15	
Social Science	26	2	12	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	600

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,459.88	\$ 2,075.04	\$8,384.84	\$82,870.98
District	N/A	N/A	\$12,087.09	\$87,269
Percent Difference - School Site and District	N/A	N/A	-36.2	-5.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	23.9	-0.3

## 2021-22 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,125	\$52,478
Mid-Range Teacher Salary	\$82,294	\$80,810
Highest Teacher Salary	\$102,115	\$101,276
Average Principal Salary (Elementary)	\$135,396	\$127,080
Average Principal Salary (Middle)	\$139,707	\$134,264
Average Principal Salary (High)	\$154,309	\$147,200
Superintendent Salary	\$244,975	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

During the 2022-23 school year all new teachers to BUSD engaged in two days of professional development on curriculum and effective pedagogical practices to empower students on 8/9 and 8/10 2022. On 10/10/22 all 6-8th grade staff (certificated and classified) engaged in districtwide professional development. Staff were able to pick their sessions. The Choice Sessions were around the theme of neurodiversity with some of the topics being: Incorporating SEL, Accommodations for Executive Function, Dyslexia and Inclusion, Executive Functioning and the Brain, Culturally Responsive PBIS Practices, Neurodiversity Affirming Practices in the classroom, and Maximizing Partnerships with IAs in Middle School. Additionally, all 6-8th grade teachers engaged in 5 two hour sessions which were dedicated collaboration time to continue to deepen their learning . Every TK-8 site has a Literacy Coach Equity Lead, and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	8