

# 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 3, 2023	June 7, 2023

## 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  
Additional Targeted Support and Improvement

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 618 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. 23% 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 in the areas of Math, Science, English, History, and Physical Education. Additionally, we aim to meet both the social-emotional and academic needs of our students. To support student social-emotional development, Willard has created a robust advisory program that is differentiated at each grade level. Our advisory program is created by a collection of Willard teachers, counselors, and other school stakeholders. Our program is improved and updated year over year. This year, we have integrated community circles to our advisory program each Tuesday. To support the academic development of students who are not at grade level based on our performance indicators, we offer additional academic support through several math and reading intervention programs. Some of these instructional support systems include 3 sections of math support, 1 section of math intervention, 3 sections of reading support, and 3 structured literacy classes. 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. In addition to the academic program, we have active cultural organizations operating on campus. Some of these include, our Gender and Sexuality Alliance Club, Asian Pacific islander club, Black student Union, Latin X student club. 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 annually. Students are given surveys throughout the year highlighting school safety and culture. Also, staff are surveyed. An example of this can be seen in the Site Needs Assessment survey results that has been reviewed and discussed during our SSC meetings this year. Results inform SSC and PTA funding decisions and a wide variety of interventions and activities. Examples of these surveys can be found in any of the weekly "Principal's Updates" that are sent out via Remind, or School Messenger.

## 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 school's administrative team consistently observes teaching and learning, in an environment where the students feel safe to learn and explore the curriculum. All of Willard classroom have chromebooks for students technology needs. Principal Albeck prides himself on knowing what is happening in each classroom each week. Principal Albeck monitors curriculum pacing and formative and summative assessment data.

## 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 in a variety of ways. Willard has a well developed RTI (Response to Intervention) team that includes the following: Site Administrators, RTI Coach, Literacy Coach, Grade Level Counselors. The RTI team uses a variety of sources of data to inform its decisions as it pertains to student placement. Some of this data includes: SBA Data, BUSD Writing Scores, BUSD Mathematics Assessments, Grades and ELPAC (if an ELL), HOW & SBP grades, STAR Math and Reading Assessment Results, Teacher Qualitative Observations. 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, counselors, school psychologist., and SPED support providers. 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 that is being supplemented by Desmos. Willard teachers, along with teachers from the two other middle schools, align their teaching so all students are prepared for the SBAC Assessment. 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 highly qualified within their credentialed area of expertise.

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. Additionally, teachers have been trained in "Desmos" 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. Further, Willard has been participating in an inquiry approach to professional growth. Our Lead Learner team plans and facilitates our monthly inquiry sessions.

## 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, teacher 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, Mentoring, 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). Regular family communication from administration.

## 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)

Willard has lost their Title 1 funding. 1x Restorative Re-start Money has been used to continue to support some of the programming that Title 1 money was supporting.

# Educational Partner 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. Families, 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. Further, Willard will continue to monitor and collect data on our school climate and culture. Further, Willard is looking for additional opportunities to engage families who have been historically underserved. Willard has become an "early adopter" school of the African American Success Framework (AASF). In this, we have hosted two family events to engage Willard parents and caretakers.

## Resource Inequities

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

Over the past eight years, Willard Middle School has grown and now declined in enrollment. Above 700 two years ago and now below 600. As we move into the 2023-2024 school year, additional district funds have been allocated for an increase in family engagement. Willard has a part-time literacy coach and RTI coordinator. As the school has changed sizes, 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. Additionally, Willard's "Intervention" classes including Read 180 and Math Intervention are paid out of general fund FTE. Supporting intervention classes with special FTE would substantially help our academic program for students who are academically struggling.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	202	182	209
Grade 7	213	202	182
Grade 8	219	216	205
<b>Total Enrollment</b>	634	600	596

### Conclusions based on this data:

1. Willard has shrunk from over 700 students to almost under 600 for this school year.
2. Willard's African American population has begin to increase after years of decline.
3. BUSD has adopted a new enrollment policy for the middle school level that will impact enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	30	22	29	4.70%	3.7%	4.9%
Fluent English Proficient (FEP)	70	64	70	11.00%	10.7%	11.7%
Reclassified Fluent English Proficient (RFEP)	15			50.0%		

### 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. Willard has had a lot of success in reclassifying student. This year, we improved our reclassification process, introduced a reclassification ceremony, and began using new district software to monitor ELL students named ELLevation.
2. Our EL enrollment has ebbed and flowed. However, we are getting more students who are FEP
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	202	181		0	175		0	175		0.0	96.7	
Grade 7	215	204		0	197		0	197		0.0	96.6	
Grade 8	218	209		0	201		0	200		0.0	96.2	
All Grades	635	594		0	573		0	572		0.0	96.5	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2570.			33.14			34.29			20.57			12.00	
Grade 7		2611.			40.61			32.99			17.77			8.63	
Grade 8		2647.			45.50			34.00			12.50			8.00	
All Grades	N/A	N/A	N/A		40.03			33.74			16.78			9.44	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		34.86			50.29			14.86				
Grade 7		40.61			50.25			9.14				
Grade 8		45.00			47.00			8.00				
All Grades		40.38			49.13			10.49				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.29			56.00			17.71	
Grade 7		46.19			41.62			12.18	
Grade 8		44.50			47.50			8.00	
All Grades		39.51			48.08			12.41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.71			71.43			6.86	
Grade 7		22.34			72.08			5.58	
Grade 8		37.50			58.50			4.00	
All Grades		27.45			67.13			5.42	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.86			63.43			5.71	
Grade 7		34.52			58.38			7.11	
Grade 8		42.00			55.00			3.00	
All Grades		36.01			58.74			5.24	

**Conclusions based on this data:**

1. Achievement increased in every area shows mixed results. Our 7th and 8th graders have improved. Our 6th graders last year performed lower than the other grade levels.
2. The inquiry by design curriculum has showed positive results. 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. The specific needs of each student is analyzed and placement is made based on the student's overall support needs.
3. We are seeing the impact of the Covid19 pandemic on our students who missed the end of elementary school.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	202	181		0	173		0	173		0.0	95.6	
Grade 7	215	204		0	196		0	196		0.0	96.1	
Grade 8	218	209		0	199		0	199		0.0	95.2	
All Grades	635	594		0	568		0	568		0.0	95.6	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2569.			35.26			24.28			26.59			13.87	
Grade 7		2619.			47.45			25.51			16.33			10.71	
Grade 8		2653.			53.27			21.61			14.57			10.55	
All Grades	N/A	N/A	N/A		45.77			23.77			18.84			11.62	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		27.75			57.23			15.03	
Grade 7		42.86			45.92			11.22	
Grade 8		54.27			36.68			9.05	
All Grades		42.25			46.13			11.62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.01			56.65			17.34	
Grade 7		41.84			50.51			7.65	
Grade 8		48.24			43.72			8.04	
All Grades		39.26			50.00			10.74	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.59			61.85			11.56	
Grade 7		40.82			50.51			8.67	
Grade 8		41.21			46.73			12.06	
All Grades		36.62			52.64			10.74	

**Conclusions based on this data:**

1. The students showed an overall increase of achievement in most levels. For the first time, Math outperformed ELA at the 7th grade level.
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. Further, Willard began offering Math Intervention classes during the 21/22 school year. These supports have remained in place. These classes are intended to serve our most struggling math students.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		10	7	
7	*	*		*	*		*	*		7	8	
8	*	*		*	*		*	*		4	*	
All Grades										21	17	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	10.00	52.94		45.00	23.53		45.00	23.53		0.00	0.00		20	17	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	15.00	88.24		50.00	11.76		30.00	0.00		5.00	0.00		20	17	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.00	5.88		40.00	23.53		40.00	52.94		15.00	17.65		20	17	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	20.00	29.41		60.00	70.59		20.00	0.00		20	17	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	40.00	100.00		60.00	0.00		0.00	0.00		20	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	25.00	23.53		40.00	23.53		35.00	52.94		20	17	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		100.00	88.24		0.00	11.76		20	17	

**Conclusions based on this data:**

1. Students have continued to take the ELPAC Assessment.
2. Reclassifying students continues to be an area of strength at Willard.

3. The SPED and ELL departments have worked together this year to coordinate the reclassification process for students who have learning challenges and are also English learners.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>600</b>	<b>26.3</b>	<b>3.7</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Willard Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	3.7
Foster Youth		
Homeless	7	1.2
Socioeconomically Disadvantaged	158	26.3
Students with Disabilities	86	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	71	11.8
American Indian		
Asian	46	7.7
Filipino	5	0.8
Hispanic	122	20.3
Two or More Races	88	14.7
Pacific Islander	2	0.3
White	265	44.2



**Conclusions based on this data:**

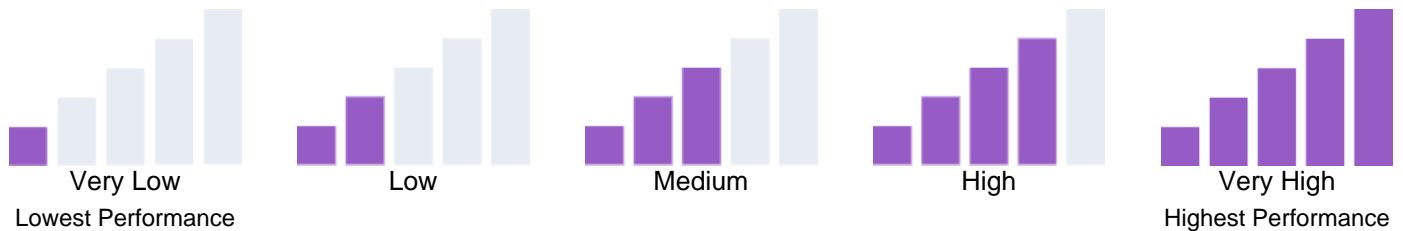
1. Our Socioeconomically Disadvantaged Students need the most resources and support.
2. Willard needs to make sure that the needs of all of these students are being addressed. Identifying the students and monitoring their social-emotional and academic needs will ensure success at Willard. Our counselors 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Willard shows steady progress in English Language Arts and Mathematics..
2. 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. An improvement in this area is around community circles in our advisory program.

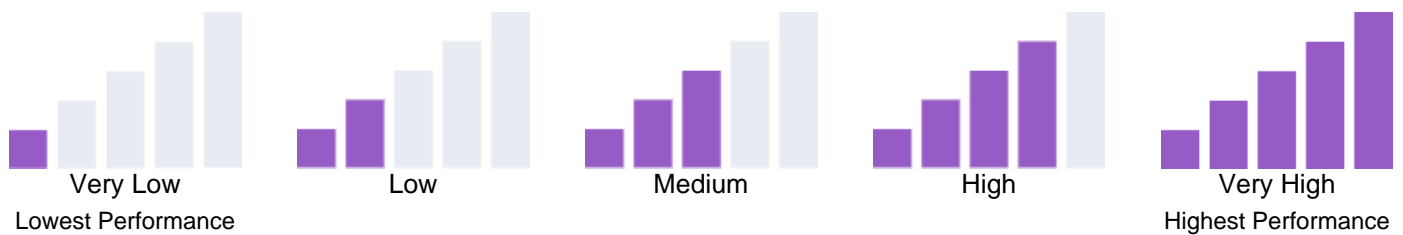
3. Willard continues to work on improving attendance and truancy policies and procedures.

# School and Student Performance Data

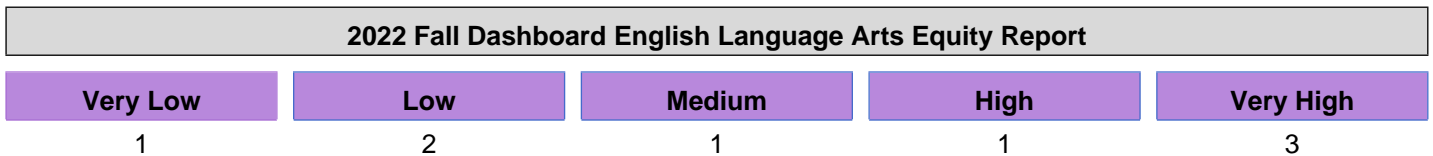
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

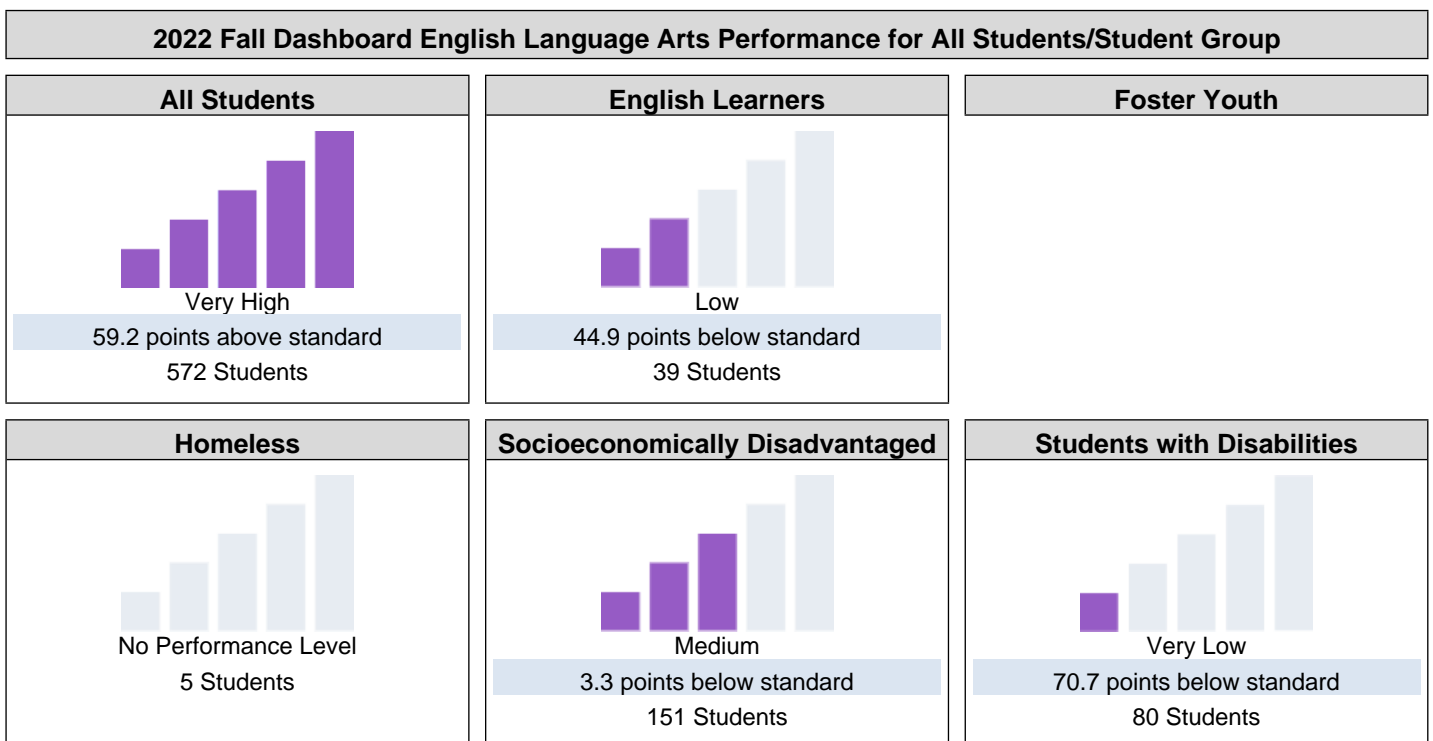
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



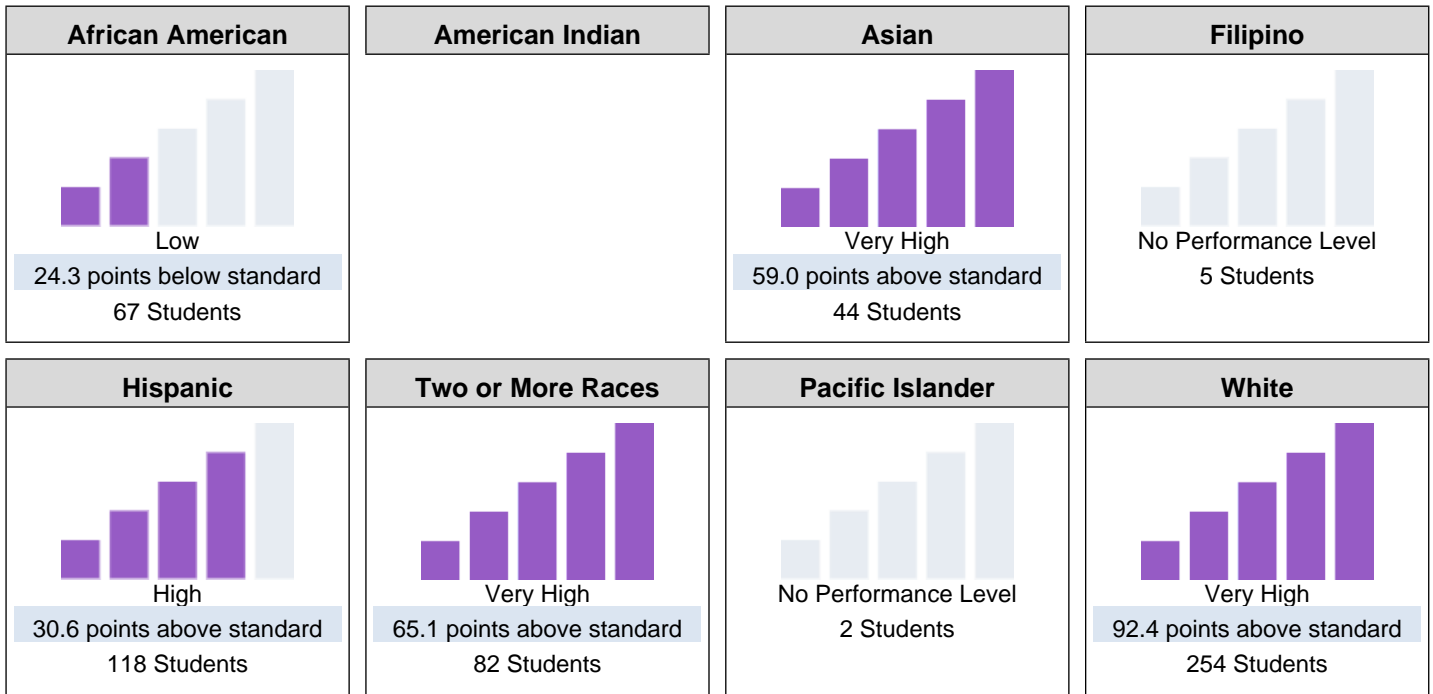
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>91.6 points below standard</p> <p>17 Students</p>	<p>8.7 points below standard</p> <p>22 Students</p>	<p>67.2 points above standard</p> <p>489 Students</p>

### Conclusions based on this data:

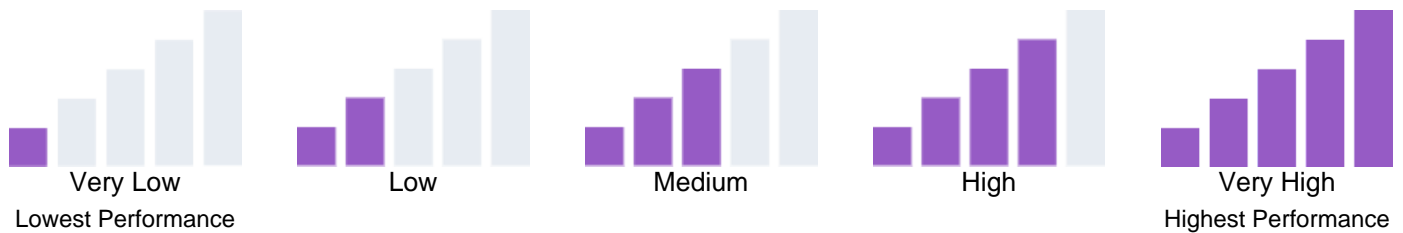
1. Our African American students showed improvement but these 67 students still are not all at grade level. This data needs to be further analyzed so that we can target specific students and create strategies for improved academic success. Of these 67 students, some also have Individual Education Plans 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 67 students are part of the statewide challenge to close the opportunity gap and a high priority for the Willard staff. .
2. 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.
3. Our English Learners maintained their current scores and are now several points above the grade level standard. Our reclassified students also showed improvement. Our English Learners will continue to received 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

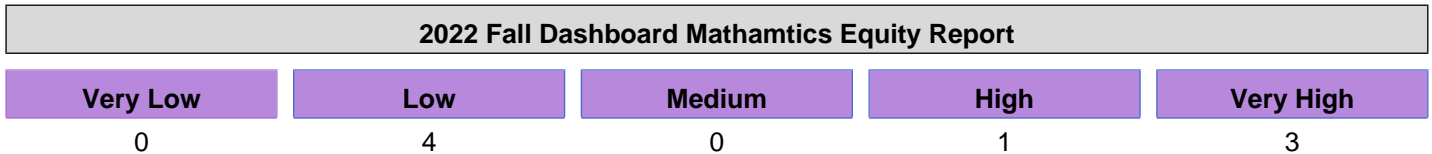
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

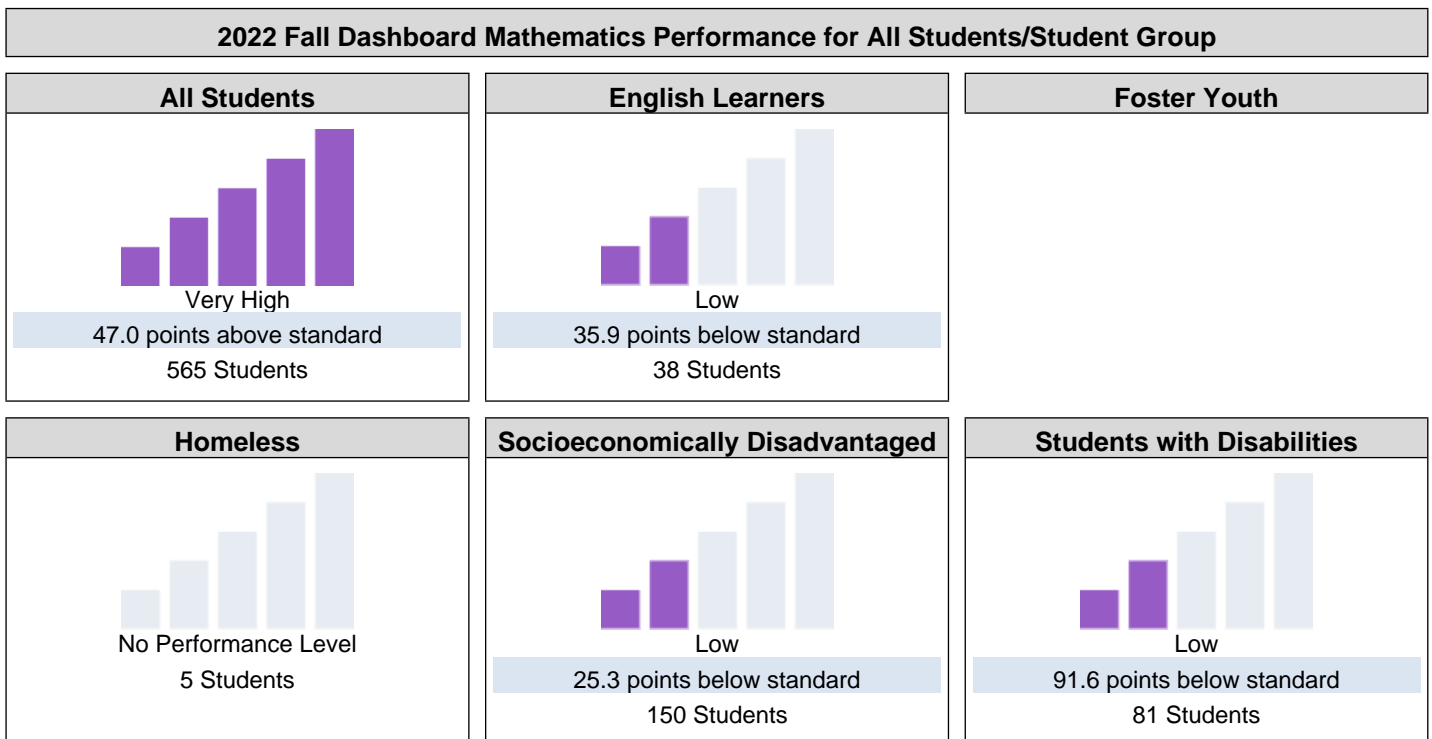
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



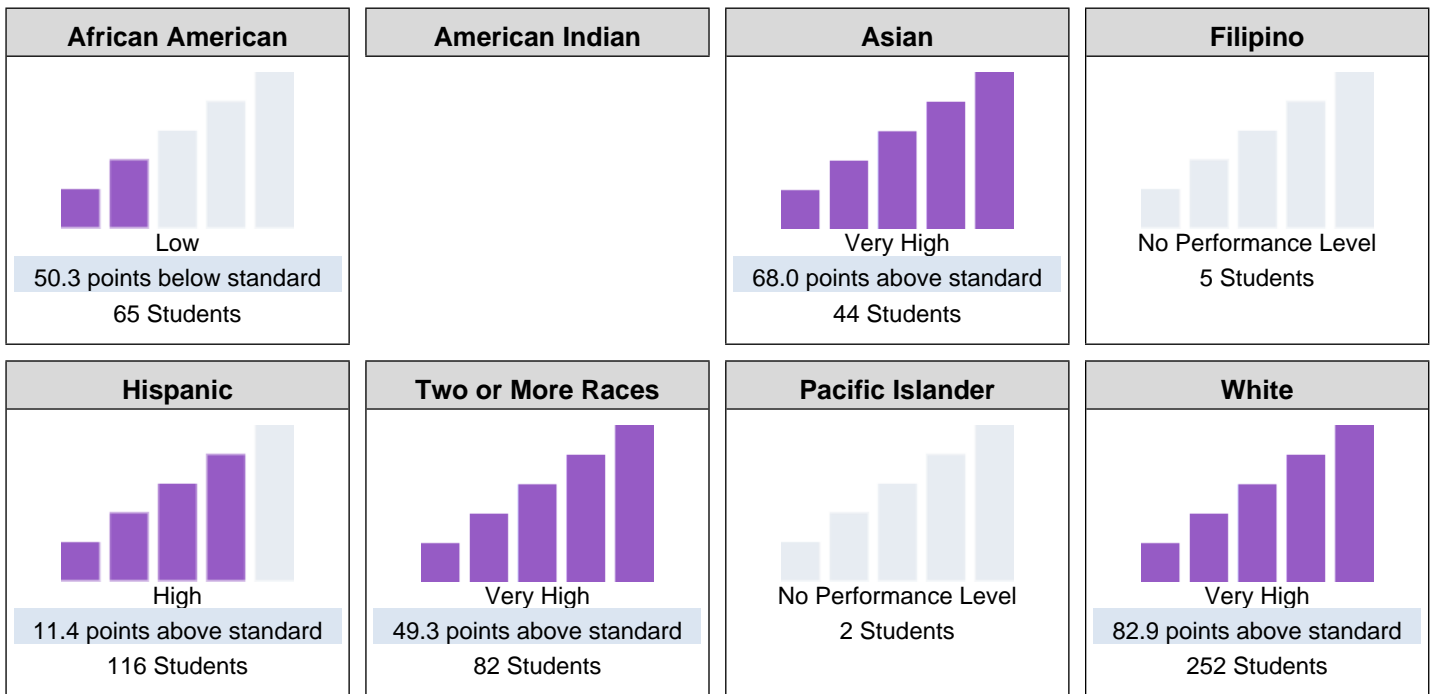
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>94.4 points below standard 17 Students</p>	<p>0.3 points below standard 22 Students</p>	<p>54.0 points above standard 483 Students</p>

### Conclusions based on this data:

1. In 2022 students in all subgroups showed gains on their state math test. While our Asian, LatinX, Two or more races, and white students are all performing above standard, there are still areas of growth.
2. 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.
3. 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.

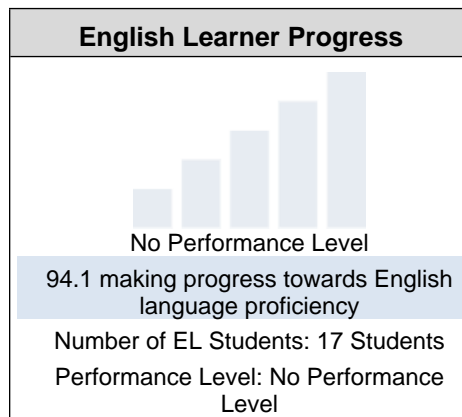
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
0.0%	5.9%	5.9%	88.2%

#### 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. We have added the use of ELlevation to help progress monitor our 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.
3. 94.1% of willard EL's are making progress towards proficiency.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

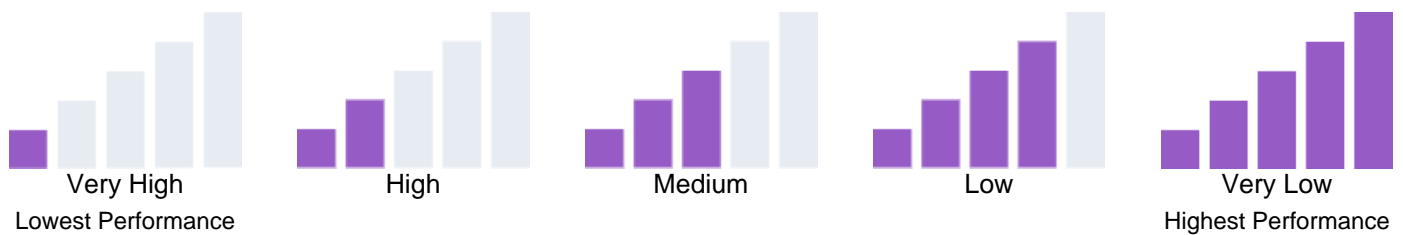
1. Willard is committed to preparing students for high school and beyond. We conducted advisory lessons associated with college and career. We also gained momentum around a "Futures Day", but we were not successful in fully implementing this. We hope to get this further off of the ground next year.
2. 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.
3. Willard has expanded other CTE offerings such as STEM. Willard now provides 2 6th grade elective STEM wheels, 2 7/8th grade STEM electives, and 1 Advanced STEM elective. Further, this year we continued a very successful after school makers space program. Our goal of this program is to diversify the enrollment of STEM pathways at BHS.

# School and Student Performance Data

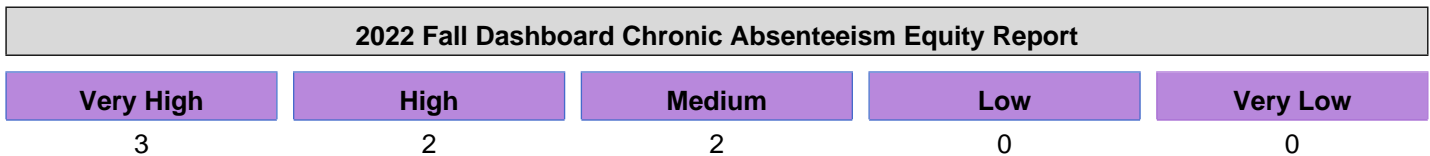
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

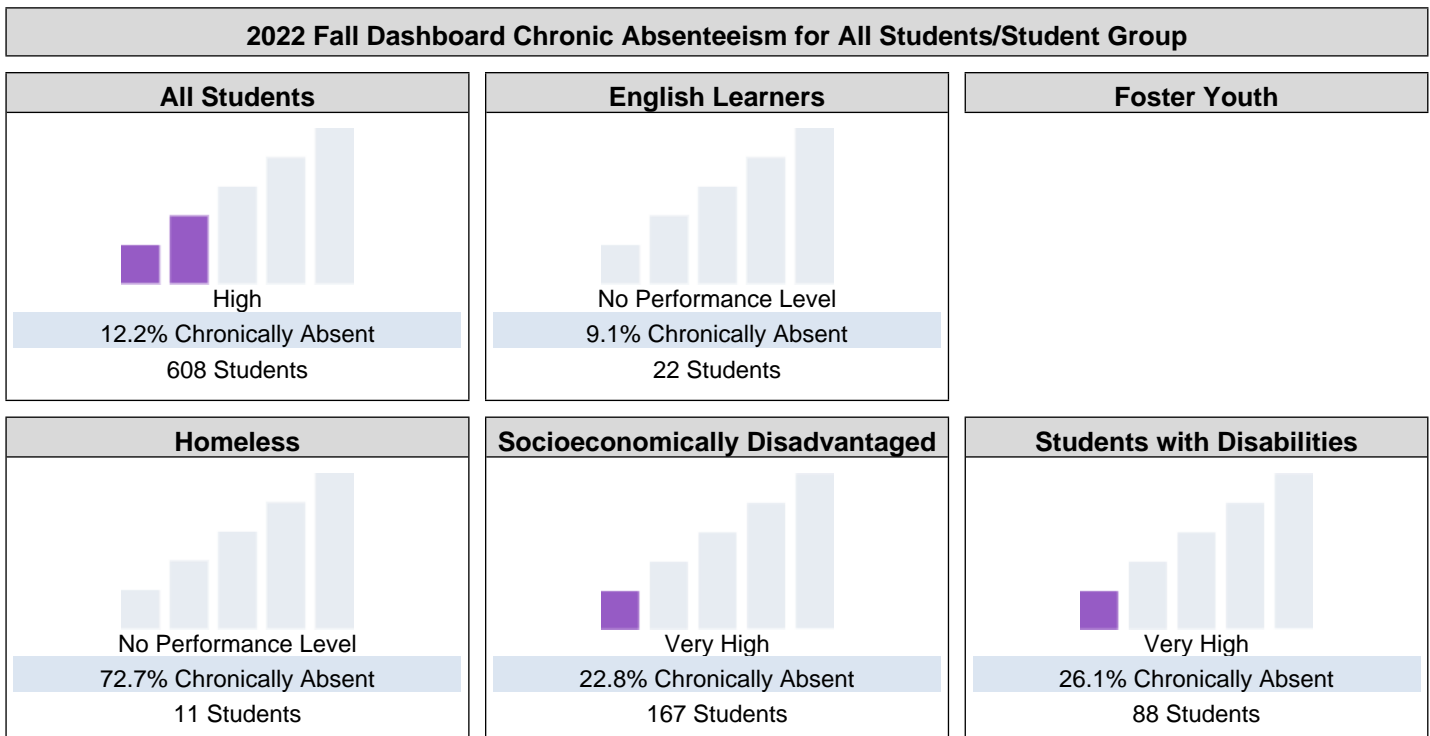
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



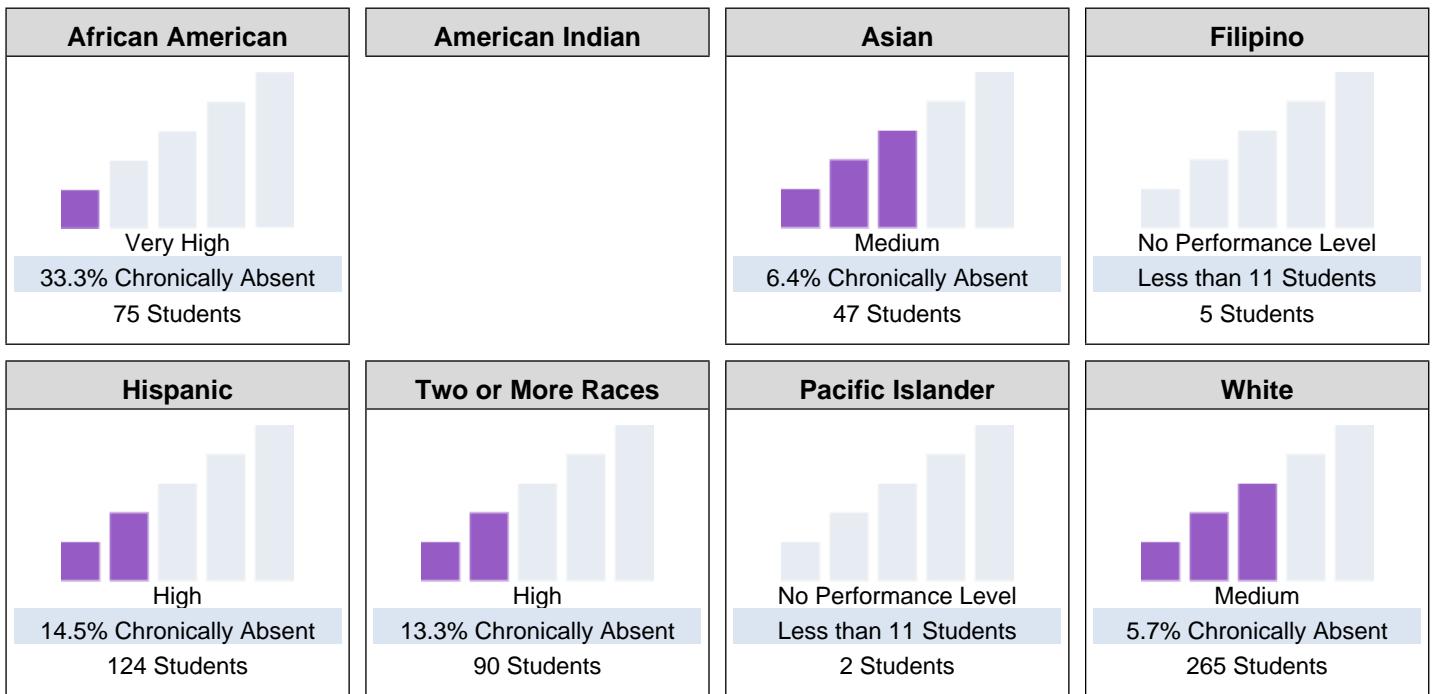
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**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.
- Willard is looking to bring on a Family Engagement Specialist from the OFEE department to support our efforts around attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low  
Lowest Performance      
 Low      
 Medium      
 High      
 Very High  
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

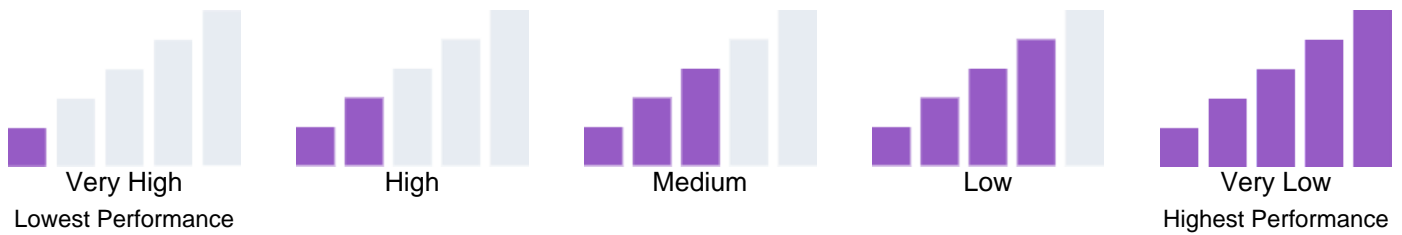
1. All of our students promote to Berkeley High School at the end of their 8th grade year.

# School and Student Performance Data

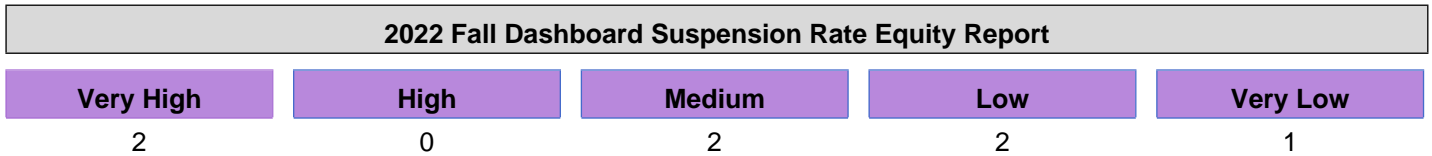
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

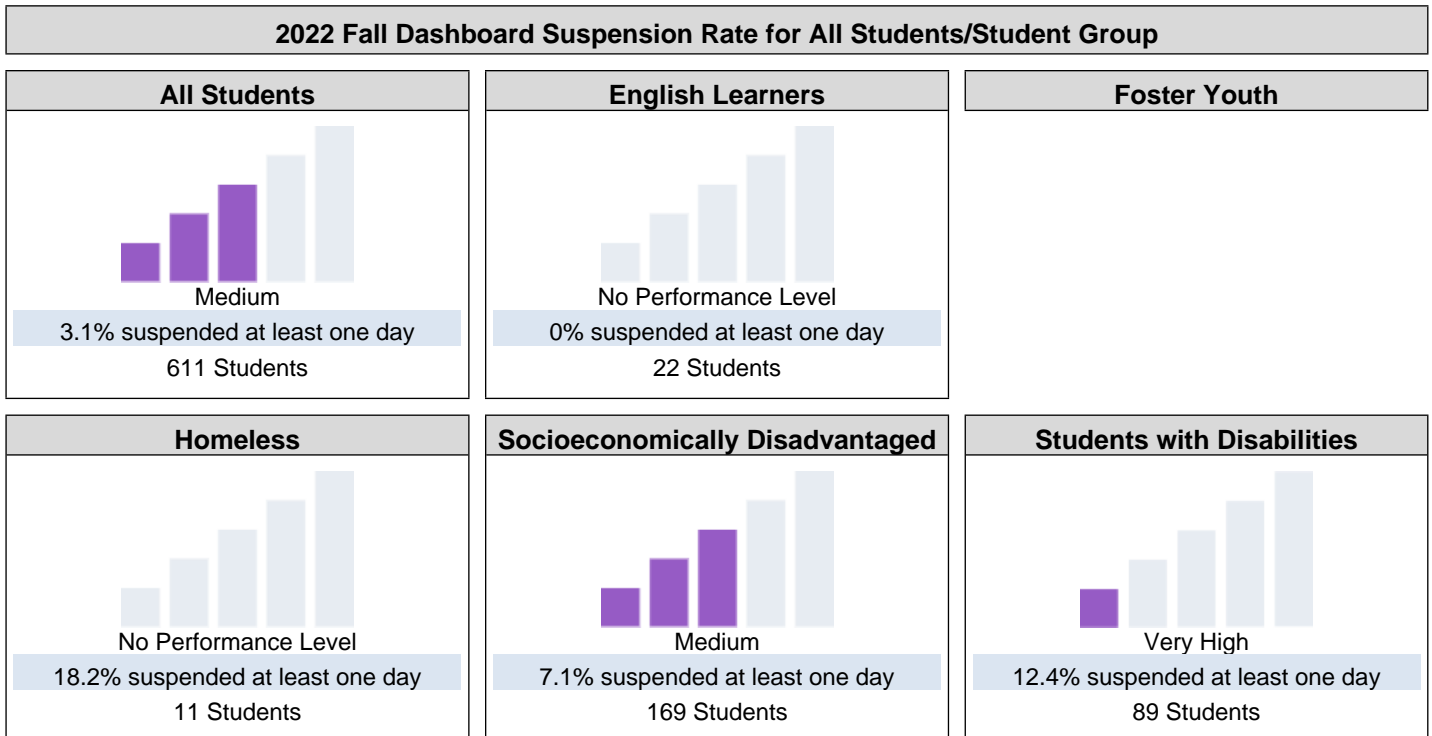
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



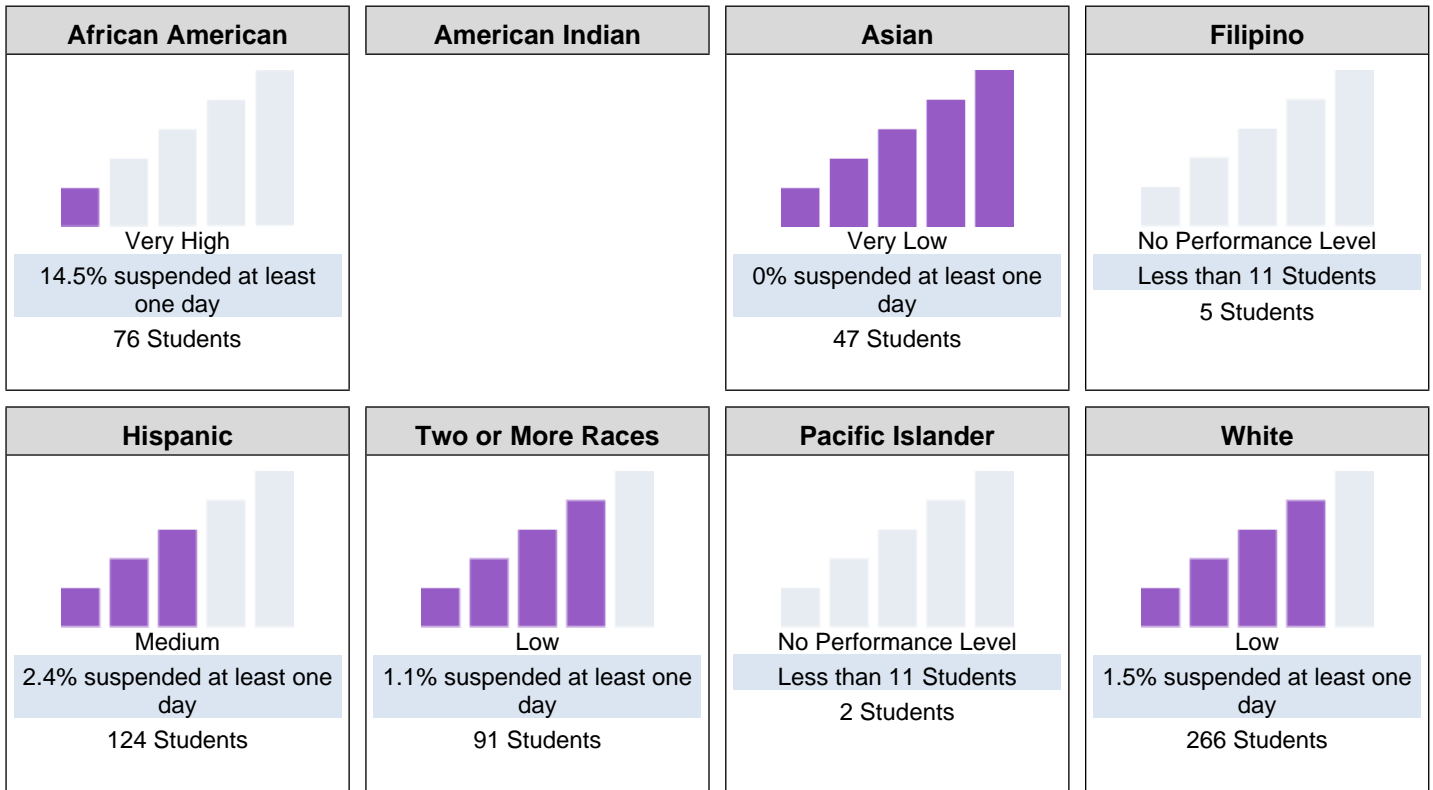
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**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.

## Goal 1

Goal 1: Willard strives to have all students achieving at high level. If our students who have been historically underserved are not performing at grade level we create opportunities for students to access school and class with wrap around services.

### Identified Need

Improvement along the following subgroups: socioeconomically disadvantaged, students of color, students with learning differences.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Math & ELA scores	1 year growth = Equivalent to same as previous year	Improved results for all subgroups

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)

Black / AA + LatinX + Non-Binary + Student's who identify as female

#### Strategy/Activity

1) Mentoring Contract (Affinity Based) - \$10,000 - Supporting students access school and curriculum at increased levels.

#### 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)
10,000	BSEP Carryover

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

2) Materials / Supplies - \$50,000 - Used to gather the physical resources to get teachers, students, and families the things they need for student success.

**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)

50,000

Source(s)

BSEP Carryover

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Students who are behind by 1-2 years academically

Strategy/Activity

3) Software Subscriptions - \$15,000 - Used to provide the Math Intervention Curriculum used to support our most struggling students.

**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)

15000

Source(s)

BSEP

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

4) Professional Development - \$15,000 - Used to support Willard staff grow in effort to provide high quality teaching and instruction to all students.

**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)

15000

Source(s)

BSEP Carryover

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

7th grade students



### Strategy/Activity

5) Be a Scientist - \$2,000 - Used to provide a hands on science experience for all 7th grade students.

### 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)

2000

Source(s)

BSEP Carryover

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Willard's 7th grade math scores were significant in regard to the progress of our African American students. For the first time, a grade level's math scores outperformed an ELA counterpart.

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

We have a need to improve collaboration opportunities among teachers and SPED resource specialists. Most of our unsuccessful academic achieving students need intensive plans. We need to provide the time for our educators to make these plans.

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.

We are looking to bring on a full time teacher to support collaborative opportunities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

### Identified Need

We need to determine our metric for intervention program success. Also, we need to work toward reducing attendance barriers.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR / SBA / SRI - Lexile scores	Fall scores	Improvement towards grade level as per the measure provided.

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 performing below grade level.

#### Strategy/Activity

Strategic collaboration to support individual student success plans. Willard will use \$60092 of BSEP site funds to pay for teacher FTE to strategically create collaborative opportunities to for student centered planning.

#### 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)
60092	BSEP

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

This year we continued our intervention programs. We continue to be very strategic in intervention program choice. However, we need to broaden our understanding of how we measure progress in these learning spaces.

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

Continued programming. Addition of OFEE staff to improve attendance and reduce barriers towards school attendance.

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.

We will be thinking creatively how to assess and determine efficacy of these intervention programs. These changes can be found in the allocation for teacher and classified hourly to do this planning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

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.

### Identified Need

Increase student's social/emotional wellbeing by providing additional services and support to develop the whole student.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Inventory	Fall Results	Identify areas for improvement in the Winter and Spring

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

1) Counselor 0.3FTE - \$33528 - Used to support the increased social emotional needs at the middle school level.

#### 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)
33528	BSEP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

2) TSA Student Activities 0.4FTE - \$36,419 - Used to create more time by offloading much of the special events and activities Willard does to a designated position.

**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)

36419

Source(s)

BSEP

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All 6th graders. 90 7th and 8th graders

Strategy/Activity

3) IT /GL - \$36990 - Used to support the instructional staff in Willard's Growing Leaders program which serves over 320 students each year.

**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)

36990

Source(s)

BSEP

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

4) Certificated Hourly - \$30,000 - Used to support the the work done that goes over and beyond the contractual limits. \$5,000 from BSEP and \$25,000 from BSEP Carryover

**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)

5000

Source(s)

BSEP

25000

BSEP Carryover

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

5) Classified Hourly - \$10,000 (Increased by \$2,500) Used to support the the work done that goes over and beyond the contractual limits. \$2,000 from BSEP and \$8,000 from BSEP Carryover

### 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)

2000

BSEP

8000

BSEP Carryover

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

350 students. All 6th graders. 90 7th/8th graders.

Strategy/Activity

6) Mural Project - \$35,000 - Used to support a school wide art integration project (contract)

### 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)

35000

BSEP Carryover

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

7) Athletic Director 0.2FTE - \$16,983 - Used to provide additional lunch time programming to keep all students engaged during unstructured activity time.

### 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)

16983

BSEP

## Annual Review

### **SPSA Year Reviewed: 2022-23**

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.

Willard's advisory program continues to provide the space for students to progress social emotionally. Advisory lessons have been modified, updated, and scaffolded to meet the needs of the current students.

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.

Support in funding of school wide student facing projects to help build community, purpose, and sense of belonging: Mural Projects, Library furniture renovation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

### Identified Need

Identify proper metrics for student progress in intervention learning spaces.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All Funds Expended	All Funds Expended

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

#### Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

#### 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)



0

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

### 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)

0

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

### 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)

0

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

### Identified Need

Improving access and attendance.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	21-22 Avg	Improvement by subgroups
Suspension Rate	21-22 Avg	Improvement by subgroups
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students Experiencing Homelessness

#### Strategy/Activity

Supports for Students Experiencing Homelessness:  
  
Collaborate with the district to provide direct services and support to our McKinney-Vento students.

#### 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)

0

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

#### Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

### 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)

0

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

#### Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

### 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)

0

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

# 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	\$217,450
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$351,012.00

## 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 (\$)
------------------	-----------------

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 (\$)
	\$0.00
BSEP	\$206,012.00
BSEP Carryover	\$145,000.00

Subtotal of state or local funds included for this school: \$351,012.00

Total of federal, state, and/or local funds for this school: \$351,012.00

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Chris Albeck	Principal
Deborah Lenz	Classroom Teacher
Alex Billotte	Other School Staff
Robert Chamberlin	Classroom Teacher Other School Staff
Sarah Jackson	Parent or Community Member
Sarah Herbelin	Parent or Community Member
Monique Allen	Parent or Community Member
Daniel Frydman	Parent or Community Member
Ade Owodunni	Parent or Community Member
Kimberly Wright	Other School Staff

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 5/3/23.

Attested:

Principal, Chris Albeck on 5/3/23

SSC Chairperson, Adekunle Owodunni on 5/3/23

Kathy Fleming  
Director of Local Resources

*Kathy Fleming*  
Signature

5/25/23  
Date

Jill Hoogendyk  
Associate Superintendent, Educational Services

*Jill Hoogendyk*  
Signature

5/25/23  
Date



**BUDGET SUMMARY 2023-24**

Willard (131) 5/12/23 <b>Budget Item</b>	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	RES.	FTE	RES.	BGT	FTE	
ELD & RTI Teacher		1102			.20	RTI/.60 ELD					0000	GF	0.20	0.80
ALD & RTI Teacher AVID EXCEL		1102			.20	ALD/.20 RTI					0000	GF	0.60	0.60
RTI Teacher		1202				0.20					0000	GF	0.80	1.00
Math Teacher (LCAP Math)		1102				0.20					0000	GF	0.80	1.00
Math Teacher (LCAP Math)		1102				0.20					0000	GF	0.60	0.80
Math Teacher (BSEP Math Support)		1102							0741-068	0.20	0000	GF	0.80	1.00
TSA Activities / Student Govt	3/2	1102	36,419	0.40							0000	GF	0.60	1.00
Teacher FTE	2/1	1102	60,092	0.66										0.66
Counselor	3/1	1202	33,528	0.30					0764	0.70				1.00
Lit Coach		1102							0741-000	0.60	0000	GF	0.40	1.00
RJ Counselor		1102				1.00								1.00
7th period Drama Teacher		1102							0741-067	0.20				0.20
Instructional Specialist - PE	3/7	2182	16,983	0.20			8,492	0.10			9130	Aft. Sch.	0.70	1.00
IT Cooking and Gardening	3/3	2102	36,990	0.51										0.51
Classified Hourly - Intervention & PD	3/5	2116	2,000											
Certificated Hourly - Intervention & PD	3/4	1116	5,000								Title IV	3,356	58 hrs	
Software Subscriptions	1/3	5800	15,000											
<b>Unallocated Reserve</b>		4380	5,520				255							

<b>Total Expenditures</b>			211,533	2.07	0	1.60	8,746	0.10		1.70				
<b>Revenue Allocation</b>			<u>217,540</u>											
			6,007											

**BSEP Carryover Priorities**

Contract - Mentoring	1/1	5800	10,000
Contract - Illuminaries	3/6	5800	35,000
Contract - Be a Scientist	1/5	5800	2,000
Contract - Professional Development	1/4	5800	15,000
Classified Hourly - Intervention & PD	3/5	2116	8,000
Certificated Hourly - Intervention & PD	3/4	1116	25,000
Materials & Supplies - General	1/2	4300	50,000
<b>Total</b>			<b>145,000</b>