

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------|-----------------------------------|--|---------------------------|
| Willard Middle School | 01-61143-6056865 | May 16, 2024 | June 12, 2024 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Willard Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Willard Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Willard Middle School has 596 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. 21.8% of our students live in poverty; 42%% are minority; 4.9% 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. We have also built a peer tutoring program for Math and ELA into our Thursday/Friday advisory routine which serves approximately 40 students. 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. 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, and The Fempire. 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. .

Educational Partner Involvement

How, when, and with whom did Willard Middle 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 meeting 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 Black to School in September, and a winter listening session for families. Willard's administrative team continues to partner with district officials and the AASF team looking ahead to 24-25.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Over the past nine years, Willard Middle School has grown and now declined in enrollment. Above 700 three years ago and now below 600. As we move into the 2024-2025 school year, additional district funds have been allocated for an increase in family engagement. Willard has a 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Black/African American student performance in ELA and Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Willard Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | % | % | 0% | | | 0 |
| African American | 12.0% | 11.83% | 11.58% | 76 | 71 | 69 |
| Asian | 7.7% | 7.67% | 10.23% | 49 | 46 | 61 |
| Filipino | 1.1% | 0.83% | 0.84% | 7 | 5 | 5 |
| Hispanic/Latino | 19.6% | 20.33% | 18.46% | 124 | 122 | 110 |
| Pacific Islander | 0.3% | 0.33% | 0.17% | 2 | 2 | 1 |
| White | 45.7% | 44.17% | 43.79% | 290 | 265 | 261 |
| Multiple/No Response | 13.6% | 14.67% | 14.77% | 86 | 88 | 88 |
| Total Enrollment | | | | 634 | 600 | 596 |

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 |
| Total Enrollment | 634 | 600 | 596 |

Conclusions based on this data:

1. Willard has shrunk from over 700 students to now being 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| 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 (EL) | 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 students. This year, we improved our reclassification process, continued with a reclassification ceremony to celebrate student progress, and continued using new district software to monitor ELL students named ELLevation. Our teacher is now in her second year of the progress and has expressed that she feels much more comfortable and proficient in serving our students.
2. Our EL enrollment has ebbed and flowed. However, we are getting more students who are FEP. We will continue to monitor them.
3. As students are being Reclassified, the school continues to provide academic monitoring and offers supports in reading and writing through the reading intervention classes or academic case management.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 6 | 202 | 181 | 211 | 0 | 175 | 210 | 0 | 175 | 210 | 0.0 | 96.7 | 99.5 |
| Grade 7 | 215 | 204 | 184 | 0 | 197 | 179 | 0 | 197 | 179 | 0.0 | 96.6 | 97.3 |
| Grade 8 | 218 | 209 | 206 | 0 | 201 | 198 | 0 | 200 | 196 | 0.0 | 96.2 | 96.1 |
| All Grades | 635 | 594 | 601 | 0 | 573 | 587 | 0 | 572 | 585 | 0.0 | 96.5 | 97.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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. | 2595. | | 33.14 | 46.19 | | 34.29 | 29.52 | | 20.57 | 12.86 | | 12.00 | 11.43 |
| Grade 7 | | 2611. | 2605. | | 40.61 | 36.31 | | 32.99 | 36.87 | | 17.77 | 13.41 | | 8.63 | 13.41 |
| Grade 8 | | 2647. | 2625. | | 45.50 | 40.31 | | 34.00 | 32.65 | | 12.50 | 15.82 | | 8.00 | 11.22 |
| All Grades | N/A | N/A | N/A | | 40.03 | 41.20 | | 33.74 | 32.82 | | 16.78 | 14.02 | | 9.44 | 11.97 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 39.52 | | 50.29 | 47.62 | | 14.86 | 12.86 |
| Grade 7 | | 40.61 | 31.84 | | 50.25 | 58.10 | | 9.14 | 10.06 |
| Grade 8 | | 45.00 | 35.71 | | 47.00 | 51.53 | | 8.00 | 12.76 |
| All Grades | | 40.38 | 35.90 | | 49.13 | 52.14 | | 10.49 | 11.97 |

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| 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 | 38.57 | | 56.00 | 49.05 | | 17.71 | 12.38 |
| Grade 7 | | 46.19 | 43.82 | | 41.62 | 41.57 | | 12.18 | 14.61 |
| Grade 8 | | 44.50 | 41.33 | | 47.50 | 45.92 | | 8.00 | 12.76 |
| All Grades | | 39.51 | 41.10 | | 48.08 | 45.72 | | 12.41 | 13.18 |

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| 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 | 27.14 | | 71.43 | 68.10 | | 6.86 | 4.76 |
| Grade 7 | | 22.34 | 18.99 | | 72.08 | 75.98 | | 5.58 | 5.03 |
| Grade 8 | | 37.50 | 28.06 | | 58.50 | 64.80 | | 4.00 | 7.14 |
| All Grades | | 27.45 | 24.96 | | 67.13 | 69.40 | | 5.42 | 5.64 |

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| 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 | 41.90 | | 63.43 | 49.05 | | 5.71 | 9.05 |
| Grade 7 | | 34.52 | 35.75 | | 58.38 | 57.54 | | 7.11 | 6.70 |
| Grade 8 | | 42.00 | 37.76 | | 55.00 | 52.04 | | 3.00 | 10.20 |
| All Grades | | 36.01 | 38.63 | | 58.74 | 52.65 | | 5.24 | 8.72 |

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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 higher than 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. One specific data point our staff have noticed is fundamental math skills as being a challenge for this current group of 7th graders that experienced 4th grade at home during covid.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 6 | 202 | 181 | 211 | 0 | 173 | 209 | 0 | 173 | 209 | 0.0 | 95.6 | 99.1 |
| Grade 7 | 215 | 204 | 184 | 0 | 196 | 176 | 0 | 196 | 176 | 0.0 | 96.1 | 95.7 |
| Grade 8 | 218 | 209 | 206 | 0 | 199 | 197 | 0 | 199 | 197 | 0.0 | 95.2 | 95.6 |
| All Grades | 635 | 594 | 601 | 0 | 568 | 582 | 0 | 568 | 582 | 0.0 | 95.6 | 96.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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. | 2600. | | 35.26 | 52.15 | | 24.28 | 19.62 | | 26.59 | 17.22 | | 13.87 | 11.00 |
| Grade 7 | | 2619. | 2604. | | 47.45 | 40.34 | | 25.51 | 28.41 | | 16.33 | 14.77 | | 10.71 | 16.48 |
| Grade 8 | | 2653. | 2642. | | 53.27 | 51.27 | | 21.61 | 16.75 | | 14.57 | 17.26 | | 10.55 | 14.72 |
| All Grades | N/A | N/A | N/A | | 45.77 | 48.28 | | 23.77 | 21.31 | | 18.84 | 16.49 | | 11.62 | 13.92 |

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| 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 | 49.76 | | 57.23 | 37.80 | | 15.03 | 12.44 |
| Grade 7 | | 42.86 | 40.91 | | 45.92 | 43.18 | | 11.22 | 15.91 |
| Grade 8 | | 54.27 | 49.24 | | 36.68 | 38.07 | | 9.05 | 12.69 |
| All Grades | | 42.25 | 46.91 | | 46.13 | 39.52 | | 11.62 | 13.57 |

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| 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 | 41.63 | | 56.65 | 46.89 | | 17.34 | 11.48 |
| Grade 7 | | 41.84 | 41.48 | | 50.51 | 44.32 | | 7.65 | 14.20 |
| Grade 8 | | 48.24 | 47.21 | | 43.72 | 39.59 | | 8.04 | 13.20 |
| All Grades | | 39.26 | 43.47 | | 50.00 | 43.64 | | 10.74 | 12.89 |

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| 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 | 40.19 | | 61.85 | 53.59 | | 11.56 | 6.22 |
| Grade 7 | | 40.82 | 34.09 | | 50.51 | 53.98 | | 8.67 | 11.93 |
| Grade 8 | | 41.21 | 41.12 | | 46.73 | 46.19 | | 12.06 | 12.69 |
| All Grades | | 36.62 | 38.66 | | 52.64 | 51.20 | | 10.74 | 10.14 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The students showed an overall increase of achievement in most levels. The current sixth grade class improved by more than 15 total points for proficient/advanced.
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. We meet (administrators and math teachers) to review progress throughout the year and determine direct support to be provided to students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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 | 9 |
| 7 | * | * | * | * | * | * | * | * | * | 7 | 8 | 8 |
| 8 | * | * | * | * | * | * | * | * | * | 4 | * | 4 |
| All Grades | | | | | | | | | | 21 | 17 | 21 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 23.81 | 45.00 | 23.53 | 38.10 | 45.00 | 23.53 | 33.33 | 0.00 | 0.00 | 4.76 | 20 | 17 | 21 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 38.10 | 50.00 | 11.76 | 52.38 | 30.00 | 0.00 | 4.76 | 5.00 | 0.00 | 4.76 | 20 | 17 | 21 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 4.76 | 40.00 | 23.53 | 19.05 | 40.00 | 52.94 | 52.38 | 15.00 | 17.65 | 23.81 | 20 | 17 | 21 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 28.57 | 60.00 | 70.59 | 66.67 | 20.00 | 0.00 | 4.76 | 20 | 17 | 21 | |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 66.67 | 60.00 | 0.00 | 33.33 | 0.00 | 0.00 | 0.00 | 20 | 17 | 21 | |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 14.29 | 40.00 | 23.53 | 33.33 | 35.00 | 52.94 | 52.38 | 20 | 17 | 21 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | 0.00 | 100.00 | 88.24 | 100.00 | 0.00 | 11.76 | 0.00 | 20 | 17 | 21 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 596 | 21.8 | 4.9 | 0.2 |
| 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. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 29 | 4.9 |
| Foster Youth | 1 | 0.2 |
| Homeless | 7 | 1.2 |
| Socioeconomically Disadvantaged | 130 | 21.8 |
| Students with Disabilities | 85 | 14.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 69 | 11.6 |
| Asian | 61 | 10.2 |
| Filipino | 5 | 0.8 |
| Hispanic | 110 | 18.5 |
| Two or More Races | 88 | 14.8 |
| Pacific Islander | 1 | 0.2 |
| White | 261 | 43.8 |

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

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

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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.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Blue 59.5 points above standard Maintained +0.4 points 576 Students | <p>English Learners</p>  Yellow 31.5 points below standard Increased +13.3 points 43 Students | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p> |
| <p>Homeless</p> <p>44.8 points below standard</p> <p>12 Students</p> | <p>Socioeconomically Disadvantaged</p>  Orange 9.7 points below standard Decreased -6.4 points 137 Students | <p>Students with Disabilities</p>  Yellow 52.4 points below standard Increased Significantly +18.9 points 86 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  Orange 46.1 points below standard Decreased Significantly - 21.9 points 64 Students |  No Performance Color 0 Students |  Blue 64.9 points above standard Increased +5.9 points 58 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 38.8 points above standard Increased +8.2 points 107 Students |  Blue 74 points above standard Increased +9.6 points 85 Students |  No Performance Color 0 Students |  Green 89.2 points above standard Decreased -3.2 points 255 Students |

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 105.2 points below standard Decreased -13.5 points 19 Students | 26.8 points above standard Increased Significantly +35.5 points 24 Students | 66.6 points above standard Maintained -0.6 points 482 Students |

Conclusions based on this data:

- Our African American students showed improvement but these 64 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 64 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 64 students are part of the statewide challenge to close the opportunity gap and a high priority for the Willard staff. We have had a specific professional development focus on improving outcomes for Black/African American students with teachers choosing focal students and shifting teaching practices to better serve those specific students.
- All of Willard subgroups showed increased performance on state testing in English Language Arts. The teachers are teaching the Inquiry By Design Curriculum and their attention to the grade level standards appears to be a factor in the gains that students are making on this annual exam. Our department and grade level teaching partners meet regularly to plan and adapt lesson materials to best meet the needs of their students.
- 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

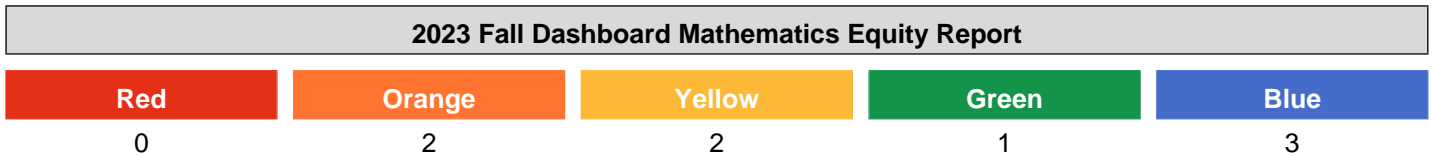
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| All Students  Blue 49.5 points above standard Maintained +2.5 points 573 Students | English Learners  Orange 40.7 points below standard Decreased -4.8 points 43 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless 84.9 points below standard 12 Students | Socioeconomically Disadvantaged  Yellow 25 points below standard Maintained +1 points 135 Students | Students with Disabilities  Yellow 72.8 points below standard Increased Significantly +28.9 points 86 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
|  Orange 75 points below standard Decreased Significantly - 24.7 points 64 Students |  No Performance Color 0 Students |  Blue 74.2 points above standard Increased +6.2 points 58 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 23.6 points above standard Increased +12.2 points 107 Students |  Blue 57.5 points above standard Increased +10.7 points 86 Students |  No Performance Color 0 Students |  Blue 81 points above standard Maintained -1.9 points 253 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 131.9 points below standard Decreased Significantly -37.5 points 19 Students | 31.5 points above standard Increased Significantly +36.4 points 24 Students | 55.9 points above standard Maintained +1.9 points 479 Students |

Conclusions based on this data:

1. In 2023 students in all subgroups except English Learners and Black/African American students 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 English Learners 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 and targeted instruction 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

| English Learner Progress |
|--|
| 35.3% making progress towards English language proficiency |
| Number of EL Students: 17 Students |
| Performance Level: No Performance Level |

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.

2023 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 4 | 6 | 1 | 5 |

Conclusions based on this data:

1. The ELPAC is a 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. Our site ELD coordinator monitors progress and partners with district personnel.
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. 76% of willard EL's are making progress towards proficiency.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

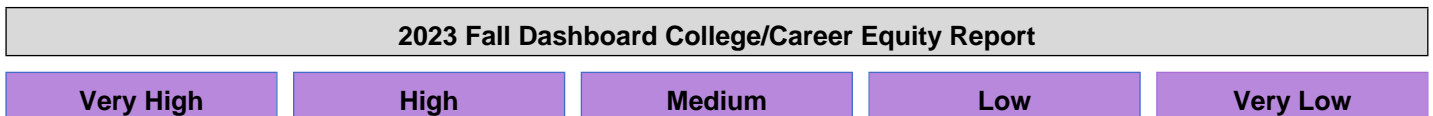
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

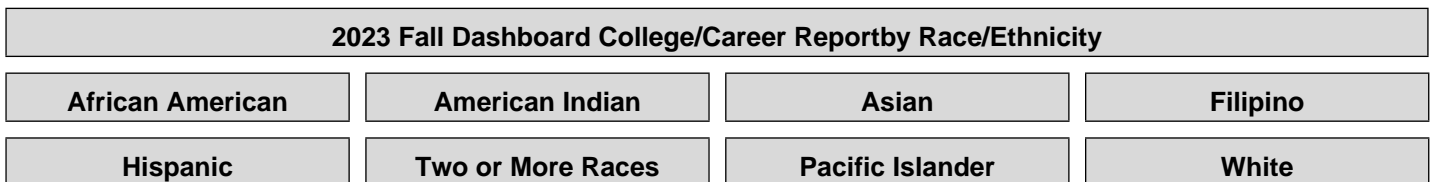
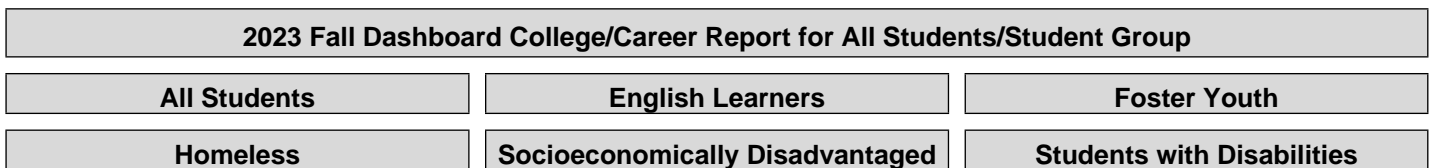
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

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.



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. One area that we will focus on in 2024-2025 is a "career day" type event for our students to spark their interests and continued discussion around their next steps in life after school.
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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










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.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| All Students | English Learners | Foster Youth |
|  Yellow 10.5% Chronically Absent Declined -1.7 609 Students | 16.1% Chronically Absent Increased 7 31 Students | Less than 11 Students 2 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 53.8% Chronically Absent Declined -18.9 13 Students |  Red 22.6% Chronically Absent Maintained -0.2 146 Students |  Yellow 16.3% Chronically Absent Declined -9.8 92 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|---|
|  Orange 23% Chronically Absent Declined -10.4 74 Students |  No Performance Color 0 Students |  Orange 8.5% Chronically Absent Increased 2.1 59 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 11.7% Chronically Absent Declined -2.8 111 Students |  Orange 12.9% Chronically Absent Maintained -0.4 93 Students |  No Performance Color 0 Students |  Orange 6.4% Chronically Absent Increased 0.7 266 Students |

Conclusions based on this data:

- Overall, Willard needs to improve our systems for monitoring attendance. Absenteeism went up for the subgroups of Asian and English learners. Regardless, we need to improve in this area and continue improving on communication and supports for families to support with attendance.
- It is interesting to see that chronic absenteeism declined for African American students and at the same time, improvement in ELA scores for African American students declined. This goes to show that we have more work to do in the academic interventions that we provide for students.
- Willard is seeking to add an Office of Family Engagement Specialist to keep families informed and act as another touchpoint and liaison between the school and the community.

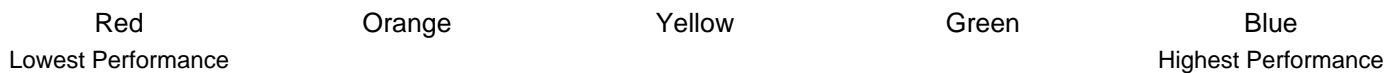
School and Student Performance Data

Academic Engagement Graduation Rate

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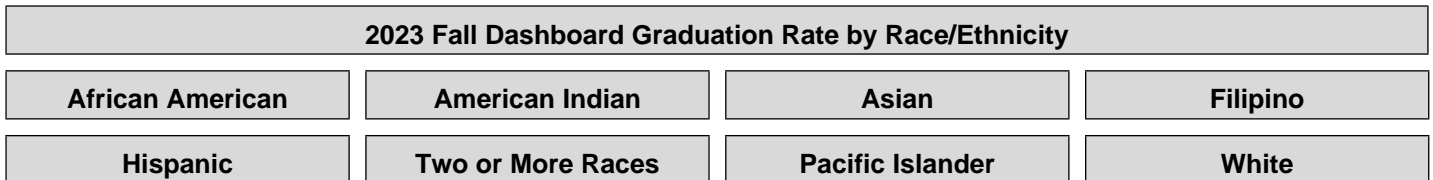
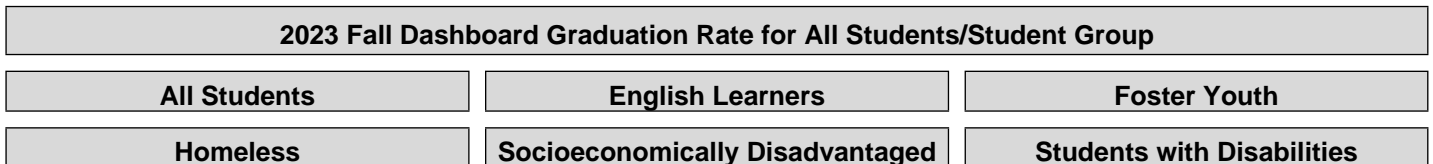
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. All of our students promote to Berkeley High School at the end of their 8th grade year. Willard staff work with counselors at BHS to ensure necessary supports are provided for students.

School and Student Performance Data

Conditions & Climate Suspension Rate

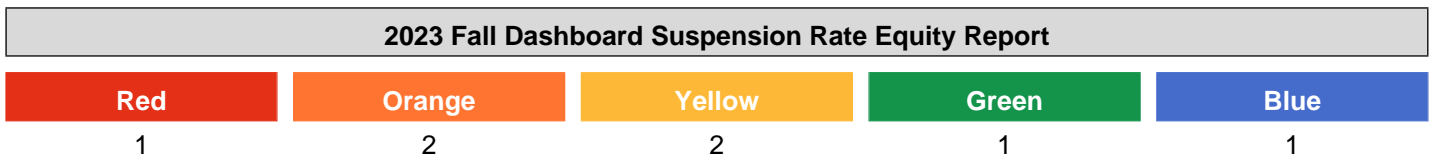
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.










Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | | | | | | | | | | | | |
|---|--------------|---|---------------------------------|---|---|---|---------------------------------|-------------------------------|--|----------------------------|---|---------------------------------|------------------------------|
| <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.6% suspended at least one day</td> </tr> <tr> <td>Increased 0.4 619 Students</td> </tr> </tbody> </table> | All Students |  Orange | 3.6% suspended at least one day | Increased 0.4 619 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>Increased 6.3 32 Students</td> </tr> </tbody> </table> | English Learners | 6.3% suspended at least one day | Increased 6.3 32 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table> | Foster Youth | Less than 11 Students 2 Students | | |
| All Students | | | | | | | | | | | | | |
|  Orange | | | | | | | | | | | | | |
| 3.6% suspended at least one day | | | | | | | | | | | | | |
| Increased 0.4 619 Students | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | |
| 6.3% suspended at least one day | | | | | | | | | | | | | |
| Increased 6.3 32 Students | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | |
| Less than 11 Students 2 Students | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">14.3% suspended at least one day</td> </tr> <tr> <td>Declined -3.9 14 Students</td> </tr> </tbody> </table> | Homeless | 14.3% suspended at least one day | Declined -3.9 14 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">10% suspended at least one day</td> </tr> <tr> <td>Increased 2.9 150 Students</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged |  Orange | 10% suspended at least one day | Increased 2.9 150 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.5% suspended at least one day</td> </tr> <tr> <td>Declined -2.9 95 Students</td> </tr> </tbody> </table> | Students with Disabilities |  Yellow | 9.5% suspended at least one day | Declined -2.9 95 Students |
| Homeless | | | | | | | | | | | | | |
| 14.3% suspended at least one day | | | | | | | | | | | | | |
| Declined -3.9 14 Students | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | |
|  Orange | | | | | | | | | | | | | |
| 10% suspended at least one day | | | | | | | | | | | | | |
| Increased 2.9 150 Students | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | |
|  Yellow | | | | | | | | | | | | | |
| 9.5% suspended at least one day | | | | | | | | | | | | | |
| Declined -2.9 95 Students | | | | | | | | | | | | | |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  Red 18.4% suspended at least one day Increased 3.9 76 Students |  No Performance Color 0 Students |  Yellow 1.7% suspended at least one day Increased 1.7 60 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 3.6% suspended at least one day Increased 1.2 112 Students |  Blue 0% suspended at least one day Declined -1.1 95 Students |  No Performance Color 0 Students |  Green 1.1% suspended at least one day Declined -0.4 270 Students |

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. Willard strives to utilize a progress approach to discipline with restorative practices.
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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction and Curriculum

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| 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 |
| STAR Math metrics | 1 year growth | Improved results for all subgroups, more than 1 years growth for students that are more than 1 year below grade level upon entering 24-25 SY. |
| CHKS (California Healthy Kids Survey) | Connectedness to school | Increased percentage in the amount of kids expressing connectedness to the school community and adults on campus as well as peers. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|---|-----------------------|
| 1.1 | 1) Mentoring Contract (Affinity Based) - \$12,000 - Supporting students access school and curriculum at increased levels. | Black / AA + LatinX + Non-Binary + Student's who identify as female | 12,000 BSEP Carryover |

| | | | |
|-----|---|---|--------------------------|
| 1.2 | 2) Materials / Supplies - \$50,000 - Used to gather the physical resources to get teachers, students, and families the things they need for student success. | All students | 50,000 BSEP Carryover |
| 1.3 | 3) Software Subscriptions - \$13,500 - Used to provide Math Intervention Curriculum used to support our most struggling students and access to targeted skills work for all students. | Students who are behind by 1-2 years academically for intervention and access to targeted skills work for all students in math classes. | 13500 BSEP |
| 1.4 | 4) Professional Development - \$18,000 - Used to support Willard staff grow in effort to provide high quality teaching and instruction to all students. | All students | 18000 BSEP Carryover |
| 1.5 | 5) Be a Scientist - \$2,300 - Used to provide a hands on science experience for all 7th grade students. | 7th grade students | 2300 BSEP Carryover |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Willard began a mentoring program on campus this year for boys of color in sixth grade in addition to Black Girls United which continued. For next year, the aim is to expand Young Men of Color (affinity group) to all three grade levels and incorporate more of that into the school day.

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

There were no major differences in the expenditures spent vs budgeted.

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 working to shift the mentoring program to more time during school to get a higher % of student involvement.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|--|-----------------------|
| 2.1 | Strategic collaboration to support individual student success plans. Willard will use \$14482 of BSEP site funds to pay for teacher FTE to bolster our RTI and literacy coach work. This work will include collaboration with General education teachers to support student outcomes and targeted support for students based on data. | All students performing below grade level. | 14482 BSEP |
| 2.2 | Teacher collaboration with RTI/lit coach and administrators to provide specific support for students that are performing below grade level. | All students below grade level. | |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our RTI staff person will now be able to be full time 1.0, securing more time to review data and provide strategic support within classrooms. This individual will review data with teachers and determine strategic actions and support for targeted groups of students.

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

There are not any major differences at this time.

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 make changes at the semester mark as we review data to determine which students need support, etc.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Welcoming and Inclusive School Climate

Goal 3: Ensure that Willard is a safe, welcoming, and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|---|
| California Healthy Kids Survey Results | Winter 2024 Results | Identify areas for improvement in the Fall and Winter |
| Participation in activities/extracurricular activities | 2023-2024 participation | Higher participation rates (75% or greater) in EC's and athletics for subgroups |
| Decrease in suspension rate | 2023-2024 data | Decrease by 25% for B/AA students being at least 1 day suspended. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|---|-----------------------|
| 3.1 | 1) Counselor 0.3FTE - \$37273 - Used to support the increased social emotional needs at the middle school level. | All students | 37273 BSEP |
| 3.2 | 2) TSA Student Activities 0.4FTE - \$31258 per 0.2 - Used to create more time by offloading much of the special events and activities Willard does to a designated position. | All students | 62516 BSEP |
| 3.3 | 3) IT /GL - \$32814 - Used to support the instructional staff in Willard's Growing Leaders | All 6th graders. 90 7th and 8th graders | 32814 BSEP |

| | | | |
|-----|---|---------------|--|
| | program which serves over 320 students each year. | | |
| 3.4 | 4) Certificated Hourly - \$47500 - Used to support the the work done that goes over and beyond the contractual limits. \$17500 from BSEP and \$30,000 from BSEP Carryover | All students | 17500 BSEP 30000 BSEP Carryover |
| 3.5 | 5) Classified Hourly - \$10500 - Used to support the the work done that goes over and beyond the contractual limits. \$3,000 from BSEP and \$7,500 from BSEP Carryover | All students | 3000 BSEP 7500 BSEP Carryover |
| 3.6 | 6) Field Trip Admissions \$12000 + Transportation \$12,000 totaling \$24,000. | All students. | 24000 BSEP Carryover |
| 3.7 | 7) Athletic Director- Instructional Specialist - 0.2FTE - \$17951 - Used to provide additional lunch time programming to keep all students engaged during unstructured activity time. | All students | 17951 BSEP |
| 3.8 | 8) materials and supplies - \$15243 - ensuring that staff are able to have the materials and supplies needed for their classes. | All students | 15243 BSEP |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

These activities will be implemented across the site by various staff in order to create a safe, welcoming climate for all students.

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

There should be no major differences in this area.

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.

No changes will be made.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Include students in planning and implementing academic and non-academic activities and obtain student feedback while ensuring that staff have access to high quality professional development and time to collaborate to serve students during and outside of the school day.
 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identify proper metrics for student progress in intervention learning spaces.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| 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 |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|-----------------------|
| 4.1 | <p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> | All | 0 |

| | | | |
|-----|--|-----|---|
| | On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data. | | |
| 4.2 | <p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p> | All | 0 |
| 4.3 | <p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p> | All | 0 |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The site leadership team will meet each month to review progress in these areas.

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

There are no major differences anticipated in this area.

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.

The site leadership team will meet each month to determine any necessary changes.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Willard will focus on increasing attendance outcomes for students.

Goal 5: Increase access to school for our Socioeconomically Disadvantaged students by decreasing chronic absentee and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Personnel Variance

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improving access and attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--------------------------------------|--------------------------|
| Attendance Rate | 22-23 Avg - 22.6% chronically absent | Improvement by subgroups |
| Suspension Rate | 22-23 Avg - 10% suspension rate | Improvement by subgroups |
| Percent of students who are socioeconomically disadvantaged who meet/exceed CAASPP standards in the district. | 22-23 Scores - ELA - Math - | ELA - Math - |
| Chronic Absentee Rate (CDE Dataquest) | 10.5% for all students. | 6% |
| Suspension Rate (CDE Dataquest) | 10% for SED students | 5% |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|---|-----------------------|
| 5.1 | Supports for Students that are socioeconomically disadvantaged: Collaborate with the district to provide direct services and support to our McKinney-Vento students. | Students Experiencing Homelessness/Socioeconomically disadvantaged students | 0 |
| 5.2 | Family Engagement - Office of Family Engagement and Equity (OFEE): | Students Experiencing Homelessness/Socioeco | 0 |

| | | | |
|-----|--|--|--------------|
| | <p>Site Staff to provide support in three main focal areas:</p> <ol style="list-style-type: none"> 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 | <p>nomically disadvantaged students</p> | |
| 5.3 | <p>Intervention Services for Students Experiencing Homelessness and Socioeconomically disadvantaged students:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance in collaboration with district personnel.</p> <p>Ongoing review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p> | <p>Students Experiencing Homelessness/Socioeconomically disadvantaged students</p> | 0 |
| 5.4 | <p>Personnel Variance - \$8252</p> | <p>Personnel Variance</p> | 8252 BSEP |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Willard will work across departments and in site leadership to support student attendance.

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

There are no major differences at this point in time.

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.

There are no foreseen changes at this time.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$217,450 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$366,331.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 | \$222,531.00 |
| BSEP Carryover | \$143,800.00 |

Subtotal of state or local funds included for this school: \$366,331.00

Total of federal, state, and/or local funds for this school: \$366,331.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|------------|
| | 0.00 |
| BSEP | 222,531.00 |
| BSEP Carryover | 143,800.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|------------|
| | 242,885.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|------------|
| | | 0.00 |
| | BSEP | 222,531.00 |
| | BSEP Carryover | 143,800.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 95,800.00 |
| Goal 2 | 14,482.00 |
| Goal 3 | 247,797.00 |
| Goal 4 | 0.00 |
| Goal 5 | 8,252.00 |

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 |
|--------------------|----------------------------|
| Alexander Billotte | Principal |
| Susan Rafert | Classroom Teacher |
| Karen Zapata | Other School Staff |
| Ryan Chinn | Classroom Teacher |
| Scott Hofmeister | Parent or Community Member |
| Tami Capone | Parent or Community Member |
| Jase Turner | Parent or Community Member |
| Nick St. Mary | Parent or Community Member |
| Kimberly Wright | Other School Staff |
| Nicola Mcclung | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2024.

Attested:



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| Principal, Alexander Billotte on 5/16/24 |
| SSC Chairperson, Tami Capone on 5/16/24 |

Kathy Fleming
Director of Local Resources

Kathy Fleming 6-4-24
Signature Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk 6-6-24
Signature Date

