

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 14, 2025	June 4, 2025

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, the Watermelon Society, 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 the 25-26 SY, with a focus on staff professional development in that partnership.

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 four years ago and now hovering around 600. As we move into the 2025-2026 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 reading 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 and Hispanic/Latino student performance in ELA and Math, Schoolwide Suspension data

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.

N/A

Other Needs

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

STAR assessment data, classroom based measures, oral reading fluency

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.17%		0	1
African American	11.83%	11.58%	10.73%	71	69	62
Asian	7.67%	10.23%	10.03%	46	61	58
Filipino	0.83%	0.84%	1.04%	5	5	6
Hispanic/Latino	20.33%	18.46%	19.38%	122	110	112
Pacific Islander	0.33%	0.17%	%	2	1	
White	44.17%	43.79%	43.43%	265	261	251
Two or More Races	14.67%	14.77%	15.05%	88	88	87
Not Reported	0.17%	0.17%	0.17%	1	1	
Total Enrollment				600	596	578

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	182	209	171
Grade 7	202	182	218
Grade 8	216	205	189
Total Enrollment	600	596	578

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	22	29	21	4.70%	3.7%	3.6%
Fluent English Proficient (FEP)	64	70	76	11.00%	10.7%	13.1%
Reclassified Fluent English Proficient (RFEP)				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. Willard has hired a new ELD teacher with a lot of experience. She has been able to build community with students and families while working through ELPAC testing, reclassification, and the monitoring process.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	181	211	174	175	210	171	175	210	170	96.7	99.5	98.3
Grade 7	204	184	214	197	179	207	197	179	207	96.6	97.3	96.7
Grade 8	209	206	182	201	198	172	200	196	172	96.2	96.1	94.5
All Grades	594	601	570	573	587	550	572	585	549	96.5	97.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2570.	2595.	2583.	33.14	46.19	37.65	34.29	29.52	36.47	20.57	12.86	15.88	12.00	11.43	10.00
Grade 7	2611.	2605.	2630.	40.61	36.31	50.72	32.99	36.87	30.43	17.77	13.41	8.70	8.63	13.41	10.14
Grade 8	2647.	2625.	2614.	45.50	40.31	29.65	34.00	32.65	44.19	12.50	15.82	14.53	8.00	11.22	11.63
All Grades	N/A	N/A	N/A	40.03	41.20	40.07	33.74	32.82	36.61	16.78	14.02	12.75	9.44	11.97	10.56

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	34.86	39.52	35.88	50.29	47.62	55.29	14.86	12.86	8.82	
Grade 7	40.61	31.84	43.96	50.25	58.10	46.86	9.14	10.06	9.18	
Grade 8	45.00	35.71	30.81	47.00	51.53	57.56	8.00	12.76	11.63	
All Grades	40.38	35.90	37.34	49.13	52.14	52.82	10.49	11.97	9.84	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.29	38.57	30.00	56.00	49.05	55.88	17.71	12.38	14.12
Grade 7	46.19	43.82	55.34	41.62	41.57	32.52	12.18	14.61	12.14
Grade 8	44.50	41.33	33.14	47.50	45.92	54.07	8.00	12.76	12.79
All Grades	39.51	41.10	40.51	48.08	45.72	46.53	12.41	13.18	12.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	21.71	27.14	23.53	71.43	68.10	71.18	6.86	4.76	5.29
Grade 7	22.34	18.99	25.60	72.08	75.98	67.63	5.58	5.03	6.76
Grade 8	37.50	28.06	20.35	58.50	64.80	73.84	4.00	7.14	5.81
All Grades	27.45	24.96	23.32	67.13	69.40	70.67	5.42	5.64	6.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.86	41.90	35.29	63.43	49.05	60.59	5.71	9.05	4.12
Grade 7	34.52	35.75	46.38	58.38	57.54	45.41	7.11	6.70	8.21
Grade 8	42.00	37.76	33.14	55.00	52.04	59.88	3.00	10.20	6.98
All Grades	36.01	38.63	38.80	58.74	52.65	54.64	5.24	8.72	6.56

Conclusions based on this data:

1. Achievement increased in every area shows mixed results. While the percentage of students performing above or at the standard is very similar, it did increase by ~ two percent. For reference, two percent of students moving from below to at or near the standard is approximately 12 students. Our 7th 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 8th 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	181	211	174	173	209	170	173	209	170	95.6	99.1	97.7
Grade 7	204	184	214	196	176	205	196	176	203	96.1	95.7	95.8
Grade 8	209	206	182	199	197	167	199	197	166	95.2	95.6	91.8
All Grades	594	601	570	568	582	542	568	582	539	95.6	96.8	95.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2569.	2600.	2577.	35.26	52.15	42.35	24.28	19.62	22.35	26.59	17.22	17.06	13.87	11.00	18.24
Grade 7	2619.	2604.	2624.	47.45	40.34	51.23	25.51	28.41	23.15	16.33	14.77	16.26	10.71	16.48	9.36
Grade 8	2653.	2642.	2648.	53.27	51.27	51.20	21.61	16.75	22.89	14.57	17.26	13.86	10.55	14.72	12.05
Grade 11															
All Grades	N/A	N/A	N/A	45.77	48.28	48.42	23.77	21.31	22.82	18.84	16.49	15.77	11.62	13.92	12.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	27.75	49.76	43.53	57.23	37.80	33.53	15.03	12.44	22.94
Grade 7	42.86	40.91	53.20	45.92	43.18	34.98	11.22	15.91	11.82
Grade 8	54.27	49.24	48.19	36.68	38.07	40.36	9.05	12.69	11.45
Grade 11									
All Grades	42.25	46.91	48.61	46.13	39.52	36.18	11.62	13.57	15.21

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.01	41.63	38.24	56.65	46.89	47.06	17.34	11.48	14.71
Grade 7	41.84	41.48	48.77	50.51	44.32	40.39	7.65	14.20	10.84
Grade 8	48.24	47.21	41.57	43.72	39.59	51.20	8.04	13.20	7.23
All Grades	39.26	43.47	43.23	50.00	43.64	45.83	10.74	12.89	10.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.59	40.19	31.76	61.85	53.59	55.88	11.56	6.22	12.35
Grade 7	40.82	34.09	45.32	50.51	53.98	48.28	8.67	11.93	6.40
Grade 8	41.21	41.12	37.95	46.73	46.19	52.41	12.06	12.69	9.64
All Grades	36.62	38.66	38.78	52.64	51.20	51.95	10.74	10.14	9.28

Conclusions based on this data:

1. The students showed an overall increase of achievement in most levels.
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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	7	9	*
7	*	*	*	*	*	*	*	*	*	8	8	9
8	*	*	*	*	*	*	*	*	*	*	4	6
All Grades										17	21	18

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.94	23.81	27.78	23.53	38.10	16.67	23.53	33.33	44.44	0.00	4.76	11.11	17	21	18

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	88.24	38.10	33.33	11.76	52.38	38.89	0.00	4.76	22.22	0.00	4.76	5.56	17	21	18

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	4.76	11.11	23.53	19.05	22.22	52.94	52.38	44.44	17.65	23.81	22.22	17	21	18

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	28.57	22.22	70.59	66.67	66.67	0.00	4.76	11.11	17	21	18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	100.00	66.67	47.06	0.00	33.33	52.94	0.00	0.00	0.00	17	21	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	14.29	27.78	23.53	33.33	27.78	52.94	52.38	44.44	17	21	18	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	88.24	100.00	88.89	11.76	0.00	11.11	17	21	18

Conclusions based on this data:

1. Students have continued to take the ELPAC Assessment and receive supports within the general education setting.
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

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
578	24.9%	3.6%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	3.6%
Foster Youth	0	0.0%
Homeless	8	1.4%
Socioeconomically Disadvantaged	144	24.9%
Students with Disabilities	88	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	10.7%
American Indian	1	0.2%
Asian	58	10%
Filipino	6	1%
Hispanic	112	19.4%
Two or More Races	87	15.1%
Pacific Islander	0	0.0%
White	251	43.4%

Conclusions based on this data:

1. Close to one in four students in every classroom is socioeconomically disadvantaged and our staff must provide supports for those students while maintaining high expectations.

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Blue

English Learner Progress



No Performance Color

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, now utilizing third party systems through the office of student services.

School and Student Performance Data

Academic Performance English Language Arts

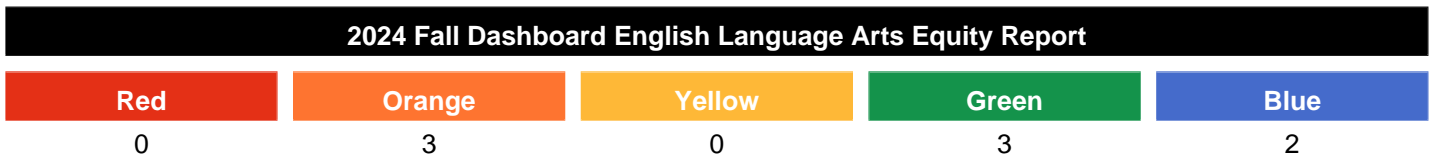
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>61.2 points above standard</p> <p>Maintained 1.7 points</p> <p>544 Students</p>	<p>English Learners</p> <p> Orange</p> <p>30.5 points below standard</p> <p>Maintained 1.0 points</p> <p>41 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>107.9 points below standard</p> <p>Declined 26.3 points</p> <p>15 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>0.5 points above standard</p> <p>Increased 10.2 points</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>54.2 points below standard</p> <p>Maintained 1.8 points</p> <p>84 Students</p>	<p>African American</p>  <p>Orange</p> <p>54.3 points below standard</p> <p>Declined 8.2 points</p> <p>55 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>62.6 points above standard</p> <p>Maintained 2.3 points</p> <p>55 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>40.8 points above standard</p> <p>Maintained 2.1 points</p> <p>103 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>85.4 points above standard</p> <p>Increased 11.4 points</p> <p>85 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>86.1 points above standard</p> <p>Declined 3.2 points</p> <p>240 Students</p>

Conclusions based on this data:

1. Our African American students showed improvement but these 55 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.
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. Our department and grade level teaching partners meet regularly to plan and adapt lesson materials to best meet the needs of their students.
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

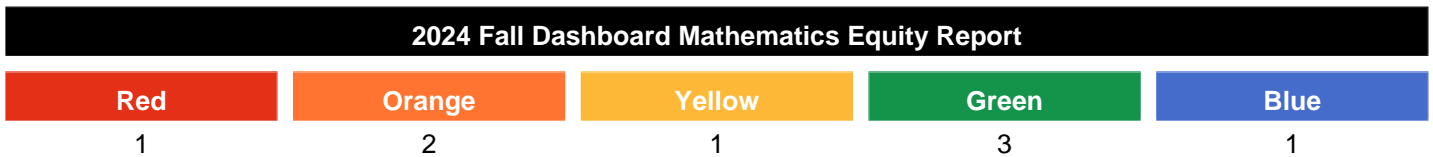
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>48.3 points above standard</p> <p>Maintained 1.2 points</p> <p>537 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>30.4 points below standard</p> <p>Increased 10.3 points</p> <p>43 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>114.2 points below standard</p> <p>Maintained 1.9 points</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>33.1 points below standard</p> <p>Declined 8.1 points</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>88.3 points below standard</p> <p>Declined 15.6 points</p> <p>84 Students</p>	<p>African American</p>  <p>Red</p> <p>100.4 points below standard</p> <p>Declined 25.4 points</p> <p>56 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>65.4 points above standard</p> <p>Declined 8.8 points</p> <p>55 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>13.3 points above standard</p> <p>Declined 10.3 points</p> <p>103 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>67.5 points above standard</p> <p>Increased 10.0 points</p> <p>83 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>75.9 points above standard</p> <p>Declined 5.1 points</p> <p>240 Students</p>

Conclusions based on this data:

1. In 2024 students in the following subgroups improved: Two or More Races and English Learners. All other subgroups did not improve and continue to be a focal point for staff.
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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 26.7% making progress. Number Students: 15 Students	Long-Term English Learner Progress  No Performance Color 25% making progress. Number Students: 12 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 13.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 60%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 20%

Conclusions based on this data:

- 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.
- 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.
- 80% of willard EL's are making progress towards proficiency.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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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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
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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 and specific departments often highlight career paths for students in the future (Science, Math, etc.).
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 2024 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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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>10.9% Chronically Absent</p> <p>Maintained 0.4</p> <p>589 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>17.4% Chronically Absent</p> <p>Increased 1.3</p> <p>23 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>18.8% Chronically Absent</p> <p>Increased 3.4</p> <p>16 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>18.1% Chronically Absent</p> <p>Declined 4.5</p> <p>160 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>20.2% Chronically Absent</p> <p>Increased 3.9</p> <p>94 Students</p>	<p>African American</p>  <p>Yellow</p> <p>16.7% Chronically Absent</p> <p>Declined 6.3</p> <p>66 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>10.2% Chronically Absent</p> <p>Increased 1.7</p> <p>59 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>12.9% Chronically Absent</p> <p>Increased 1.2</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>12.4% Chronically Absent</p> <p>Declined 0.5</p> <p>89 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>7.9% Chronically Absent</p> <p>Increased 1.5</p> <p>252 Students</p>

Conclusions based on this data:

1. Overall, Willard needs to improve our systems for monitoring attendance. Absenteeism went up for the subgroups of Asian, Hispanic, English Learners, and Students with Disabilities. Regardless, we need to improve in this area and continue improving on communication and supports for families to support with attendance.
2. 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.
3. Willard has been afforded a part time Office of Family Engagement Specialist to keep families informed and act as another touchpoint and liaison between the school and the community, with that individual working three days per week.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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. Willard staff work with counselors at BHS to ensure necessary supports are provided for students.

School and Student Performance Data

Conditions & Climate Suspension Rate

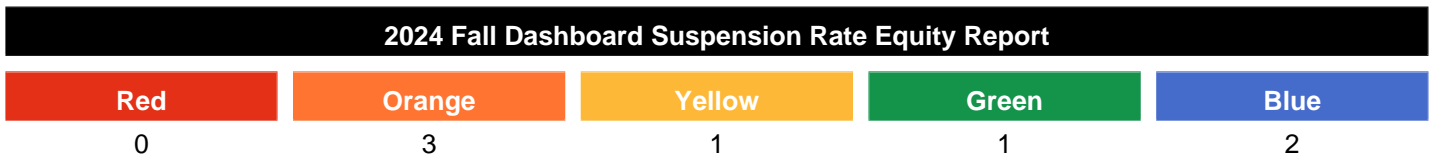
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.1% suspended at least one day</p> <p>Declined 0.5%</p> <p>590 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.3%</p> <p>23 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 7.1%</p> <p>16 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.3% suspended at least one day</p> <p>Declined 0.7%</p> <p>161 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>10.5% suspended at least one day</p> <p>Increased 1.1%</p> <p>95 Students</p>	<p>African American</p>  <p>Orange</p> <p>16.7% suspended at least one day</p> <p>Declined 1.8%</p> <p>66 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>1.7% suspended at least one day</p> <p>Maintained 0%</p> <p>59 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 0.7%</p> <p>117 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>89 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 0.7%</p> <p>252 Students</p>

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. The suspension rate declined by 1/2 of a percentage point, which equates to approximately three fewer students not being suspended from school.
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.

Academic Excellence & Equitable Outcomes

Academic Excellence & Equitable Outcomes

Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes

Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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) Professional Development Contract - Staff Professional development contract focused on instructional strategies aimed to improve access to the curriculum for historically underserved student groups.	Black / AA + LatinX Students	35000 BSEP

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 - \$10,000 - 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.	10000 BSEP
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: 2024-25

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.

TBD

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 will make changes as needed, especially with regard to staff development.

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.

Academic Excellence & Equitable Outcomes

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Willard has worked towards determining metrics for intervention program success. Professional development within BUSD has focused on oral reading fluency, STAR assessment data, and classroom assessment data as metrics to be considered when measuring success for students placed within intervention classes. Attendance continues to be a concern for a high percentage of students enrolled in intervention classes.

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, Oral reading fluency	Fall scores, Winter Scores, Spring Scores (2-3 week progress monitoring for students in reading intervention classes)	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 \$20914 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.	20914 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: 2024-25

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.

In addition to an RTI Staff person, Willard will now have a specific teacher working 0.2 on RTI work with targeted students. This individual will review data with teachers and administration to 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.

Wellness & Belonging

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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 2025 Results	Identify areas for improvement in the Fall and Winter
Participation in activities/extracurricular activities	2024-2025 participation	Higher participation rates (75% or greater) in EC's and athletics for subgroups
Decrease in suspension rate	2024-2025 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 - \$28158 - Used to support the increased social emotional needs at the middle school level as well as traditional school counseling.	All students	28158 BSEP
3.2	2) TSA Student Activities 0.2FTE - \$32317 per 0.2 - Used to create more time by offloading much of the special events and activities Willard does to a designated position. This person also supports grade team organization and schoolwide events.	All students	32317 BSEP
3.3	3) GL - \$33471 - Used to support the instructional staff in Willard's Growing Leaders program which serves over 320 students each year.	All 6th graders. 90 7th and 8th graders	33471 BSEP

3.4	4) Certificated Hourly - \$60000 - Used to support the the work done that goes over and beyond the contractual limits. \$20000 from BSEP and \$40,000 from BSEP Carryover. These funds support school culture through clubs, activities, student support, and certificated hourly utilized for curriculum development, professional development planning, etc.	All students	20000 BSEP 40000 BSEP Carryover
3.5	5) Classified Hourly - \$13455 - Used to support the the work done that goes over and beyond the contractual limits. \$3,455from BSEP and \$10,000 from BSEP Carryover.	All students	3455 BSEP 10000 BSEP Carryover
3.6	6) Field Trip Admissions \$80000 + Transportation \$40,000 totaling \$120000	All students.	120000 BSEP Carryover
3.7	7) Athletic Director- Instructional Specialist - 0.2FTE - \$19259 - Used to provide additional lunch time programming to keep all students engaged during unstructured activity time.	All students	19259 BSEP
3.8	8) Materials and supplies - \$12000 - ensuring that staff are able to have the materials and supplies needed for their classes.	All students	12000 BSEP
3.9	9) School Mural Project - \$35,000 - Mural project with administration, art teacher, and independent contractor to gather schoolwide involvement and input (gym wall facing garden)	All students	35000 BSEP

Annual Review

SPSA Year Reviewed: 2024-25

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.

Partnership & Engagement

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

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> <p>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.</p>	All	0

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: 2024-25

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.

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	\$480,126.00
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	\$257,826.00
BSEP Carryover	\$222,300.00

Subtotal of state or local funds included for this school: \$480,126.00

Total of federal, state, and/or local funds for this school: \$480,126.00

Review of Title I Activities			
SPSA Goal	Title I Expenditure	Metric Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	257,826.00
BSEP Carryover	222,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	212,160.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	257,826.00
	BSEP Carryover	222,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,300.00
Goal 2	20,914.00
Goal 3	353,660.00
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 (Joseph Ianora, interim)	Principal
Chloe Smith	Classroom Teacher
Joemi Byrd	Other School Staff
Benjamin Jackson	Classroom Teacher
Scott Hofmeister	Parent or Community Member
Clara Bjil	Parent or Community Member
Juliana Fredman	Parent or Community Member
Max Sell	Parent or Community Member
Kimberly Wright	Other School Staff
Erin Holland	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2025.

Attested:



Principal, Alexander Billotte on 5/14/25

SSC Chairperson, Erin Holland on 5/14/25

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

5/22/25
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

5/27/25
Date

SITE BUDGET SUMMARY 2025-26

Willard (131) May 16, 2025 Budget Item	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	RES.	FTE	RES.	BGT	FTE	
RTI Teacher		1102					RTI	0.20					0000	GF	0.10	0.70
ELD Teacher		1102					ELD	0.60								0.20
ALD Teacher AVID EXCEL		1102					ALD	0.20					0000	GF	0.60	1.00
RTI Teacher AVID EXCEL		1102					RTI	0.20								
RTI Teacher		1202					RTI	0.40								0.40
Lit Coach		1102									0741-019	0.60				0.60
Math Teacher (LCAP Math)		1102					0500-522	0.20					0000	GF	0.80	1.00
Math Teacher (LCAP Math)		1102					0500-522	0.20					0000	GF	0.20	0.40
Math Teacher (BSEP Math Support)		1102									0741-068	0.20	0000	GF	0.80	1.00
TSA Activities / Student Govt	3/2	1102	32,317	0.20									0000	GF	0.80	1.00
TSA RTI	2/1	1102	20,914	0.20									0000	GF	0.80	1.00
Counselor	3/1	1202	13,095	0.10							0764	0.70				0.80
Counselor	3/1	1202	15,063	0.20												
RJ Counselor		1202						0.87			0763	0.13				1.00
Dance Teacher		1102			45,775	0.40										
Growing Leaders Teacher	3/3	1102	33,471	0.24									0000/9114		0.76	1.00
7th period Drama Teacher		1102									0741-067	0.20				0.20
ECO 0/7 period		1102									0741-067	0.20				0.20
Instructional Specialist - PE	3/7	2182	19,259	0.20					9,630	0.10			9130	Aft. Sch.	0.70	1.00
Classified Extra Hourly	3/5	2116	3,455													
Certificated Hourly - Intervention & PD	3/4	1116	20,000										Title IV	55 hrs.		
Contract - Professional Development	1/1	5800	35,000													
Contract - Mural (Illuminaries)	3/9	5800	35,000													
Materials and Supplies	3/8	4300	12,000										0000			
Software Subscriptions	1/3	5800	10,000													
Unallocated Reserve		4380	6,706		2,289				481							
Indirect Costs (0852 only)		7340	17,453													
Total Expenditures			256,280	1.14	48,064	0.40	0	2.87	10,111	0.10		2.03				
Revenue Allocation			256,280		72,520											
			0		24,456											
BSEP Carryover Priorities																
Contract - Field Trip Transportation	3/6	5800/5751	40,000													
Field Trip Admissions	3/6	5800	80,000													
Contract - Be a Scientist	1/5	5800	2,300													
Classified Extra Hourly	3/5	2116	10,000													
Certificated Hourly - Intervention & PD	3/4	1116	40,000													
Materials & Supplies - General	1/2	4300	50,000													
Indirect Costs		7340	15,139													
Total			237,439													

Details

Trips across all 3 grades
Trips across all 3 grades and 8th capstone trip/experience