School Year: **2026-27**

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 12, 2026	June 17, 2026

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

Year 1 Title I funding

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
- Year 1 Title I funding

Willard Middle School has 610 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 26-27 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.

Willard Middle school Dashboard results show us the following scholars were ranked in the orange category in the areas indicated: Math - English Language Learners, Attendance - African American/Black and Hispanic students, Suspensions - African America/black students, Science - Socio economically disadvantaged students. Although improvement for these groups occurred in 4 of the 5 areas, English learners scores in math declined further.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.17%	0.17%	0.50%	1	1	3
African American	10.73%	10.07%	11.63%	62	60	70
Asian	10.03%	9.56%	7.97%	58	57	48
Filipino	1.04%	1.01%	0.66%	6	6	4
Hispanic/Latino	19.38%	19.63%	20.10%	112	117	121
White	43.43%	44.97%	41.86%	251	268	252
Multiple/No Response	15.05%	14.60%	17.11%	87	87	103
			Total Enrollment	578	596	602

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	171	190	215
Grade 7	218	179	202
Grade 8	189	227	185
Total Enrollment	578	596	602

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	21	21	21	4.9%	3.6%	3.5%
Fluent English Proficient (FEP)	76	84	87	11.7%	13.1%	14.5%

Conclusions based on this data:

1. While our goal is always to reclassify students, some students have learning challenges as well as being English Language Learners. 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 wtith stduents 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	211	174	193	210	171	186	210	170	186	99.5	98.3	96.4
Grade 7	184	214	176	179	207	170	179	207	170	97.3	96.7	96.6
Grade 8	206	182	219	198	172	207	196	172	207	96.1	94.5	94.5
All Grades	601	570	588	587	550	563	585	549	563	97.7	96.5	95.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2595.	2583.	2592.	46.19	37.65	44.62	29.52	36.47	33.87	12.86	15.88	11.29	11.43	10.00	10.22
Grade 7	2605.	2630.	2633.	36.31	50.72	45.29	36.87	30.43	32.94	13.41	8.70	14.12	13.41	10.14	7.65
Grade 8	2625.	2614.	2661.	40.31	29.65	53.14	32.65	44.19	30.43	15.82	14.53	9.18	11.22	11.63	7.25
All Grades	N/A	N/A	N/A	41.20	40.07	47.96	32.82	36.61	32.33	14.02	12.75	11.37	11.97	10.56	8.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	39.52	35.88	40.32	47.62	55.29	49.46	12.86	8.82	10.22
Grade 7	31.84	43.96	41.76	58.10	46.86	53.53	10.06	9.18	4.71
Grade 8	35.71	30.81	46.86	51.53	57.56	45.89	12.76	11.63	7.25
All Grades	35.90	37.34	43.16	52.14	52.82	49.38	11.97	9.84	7.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	38.57	30.00	34.95	49.05	55.88	51.61	12.38	14.12	13.44
Grade 7	43.82	55.34	51.18	41.57	32.52	40.00	14.61	12.14	8.82
Grade 8	41.33	33.14	55.07	45.92	54.07	35.27	12.76	12.79	9.66
All Grades	41.10	40.51	47.25	45.72	46.53	42.10	13.18	12.96	10.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	27.14	23.53	26.88	68.10	71.18	67.20	4.76	5.29	5.91
Grade 7	18.99	25.60	28.82	75.98	67.63	65.88	5.03	6.76	5.29
Grade 8	28.06	20.35	35.27	64.80	73.84	60.87	7.14	5.81	3.86
All Grades	24.96	23.32	30.55	69.40	70.67	64.48	5.64	6.01	4.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	41.90	35.29	32.80	49.05	60.59	60.22	9.05	4.12	6.99
Grade 7	35.75	46.38	42.94	57.54	45.41	52.94	6.70	8.21	4.12
Grade 8	37.76	33.14	46.86	52.04	59.88	49.28	10.20	6.98	3.86
All Grades	38.63	38.80	41.03	52.65	54.64	54.00	8.72	6.56	4.97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	211	174	193	209	170	185	209	170	185	99.1	97.7	95.9
Grade 7	184	214	176	176	205	168	176	203	168	95.7	95.8	95.5
Grade 8	206	182	219	197	167	206	197	166	206	95.6	91.8	94.1
All Grades	601	570	588	582	542	559	582	539	559	96.8	95.1	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2600.	2577.	2589.	52.15	42.35	48.65	19.62	22.35	21.08	17.22	17.06	16.22	11.00	18.24	14.05
Grade 7	2604.	2624.	2615.	40.34	51.23	50.00	28.41	23.15	21.43	14.77	16.26	17.26	16.48	9.36	11.31
Grade 8	2642.	2648.	2672.	51.27	51.20	59.22	16.75	22.89	18.45	17.26	13.86	11.17	14.72	12.05	11.17
Grade 11															
All Grades	N/A	N/A	N/A	48.28	48.42	52.95	21.31	22.82	20.21	16.49	15.77	14.67	13.92	12.99	12.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	49.76	43.53	40.00	37.80	33.53	42.70	12.44	22.94	17.30
Grade 7	40.91	53.20	37.50	43.18	34.98	51.19	15.91	11.82	11.31
Grade 8	49.24	48.19	55.34	38.07	40.36	35.44	12.69	11.45	9.22
Grade 11									
All Grades	46.91	48.61	44.90	39.52	36.18	42.58	13.57	15.21	12.52

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	41.63	38.24	35.68	46.89	47.06	52.97	11.48	14.71	11.35
Grade 7	41.48	48.77	44.64	44.32	40.39	45.24	14.20	10.84	10.12
Grade 8	47.21	41.57	50.97	39.59	51.20	38.83	13.20	7.23	10.19
All Grades	43.47	43.23	44.01	43.64	45.83	45.44	12.89	10.95	10.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	40.19	31.76	38.38	53.59	55.88	50.81	6.22	12.35	10.81
Grade 7	34.09	45.32	40.48	53.98	48.28	48.21	11.93	6.40	11.31
Grade 8	41.12	37.95	48.06	46.19	52.41	45.15	12.69	9.64	6.80
All Grades	38.66	38.78	42.58	51.20	51.95	47.94	10.14	9.28	9.48

Conclusions based on this data:

1. The students showed an overall increase of achievement in most levels from 69% in 22 - 23 to to 72% met or exceeded standard in 24-25
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) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	9	*	8
7	*	*	*	*	*	*	*	*	*	8	9	*
8	*	*	*	*	*	*	*	*	*	4	6	8
All Grades										21	18	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	27.78	55.56	38.10	16.67	27.78	33.33	44.44	16.67	4.76	11.11	0.00	21	18	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.10	33.33	83.33	52.38	38.89	16.67	4.76	22.22	0.00	4.76	5.56	0.00	21	18	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	11.11	5.56	19.05	22.22	38.89	52.38	44.44	50.00	23.81	22.22	5.56	21	18	18

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	22.22	33.33	66.67	66.67	66.67	4.76	11.11	0.00	21	18	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	66.67	47.06	100.00	33.33	52.94	0.00	0.00	0.00	0.00	21	17	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	27.78	22.22	33.33	27.78	38.89	52.38	44.44	38.89	21	18	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	11.11	100.00	88.89	88.89	0.00	11.11	0.00	21	18	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 profess for students who have learning challenges and are also english learners.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
596	**27.5%**	**3.5%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	3.5%
Foster Youth	0	0.0%
Homeless	11	1.8%
Socioeconomically Disadvantaged	164	27.5%
Students with Disabilities	86	14.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	60	10.1%
American Indian	1	0.2%
Asian	57	9.6%
Filipino	6	1%
Hispanic	117	19.6%
Two or More Races	87	14.6%
Pacific Islander	0	0.0%
White	268	45%

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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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
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

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	4

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Yellow	No Performance Color
80.4 points above standard	14.4 points below standard	118.4 points below standard
Increased 19.2 points	Increased 16.1 points	Declined 10.6 points
557 Students	42 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	78.3 points below standard	10.3 points above standard
2 Students	15 Students	Increased 9.9 points
		157 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
38 points below standard	40.1 points below standard	Fewer than 11 students - No Data for Privacy
Increased 16.2 points	Increased 14.2 points	1 Student
84 Students	53 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
97.9 points above standard	Fewer than 11 students - No Data for Privacy	55.3 points above standard
Increased 35.3 points	6 Students	Increased 14.5 points
56 Students		108 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
109.3 points above standard	0 Students	95.2 points above standard
Increased 24 points		Increased 9.1 points
83 Students		255 Students

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

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	3

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
60.2 points above standard	59.8 points below standard	187.9 points below standard
Increased 11.8 points	Declined 29.4 points	Declined 73.7 points
554 Students	41 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	110.1 points below standard	26.3 points below standard
2 Students	15 Students	Increased 6.8 points
		157 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
73.9 points below standard	77 points below standard	Fewer than 11 students - No Data for Privacy
Increased 14.4 points	Increased 23.4 points	1 Student
84 Students	54 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
85.6 points above standard	Fewer than 11 students - No Data for Privacy	19.8 points above standard
Increased 20.2 points	6 Students	Increased 6.5 points
55 Students		108 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
93.9 points above standard	0 Students	80.9 points above standard
Increased 26.4 points		Increased 5 points
83 Students		253 Students

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
Science

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
68.4 science points	33.1 science points	Fewer than 11 students - No Data for Privacy
Increased 6.1 points	Declined 15.2 points	9 Students
210 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	42.1 science points
	3 Students	Declined 6.4 points
		41 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
44.8 science points	30.7 science points	0 Students
Increased 7.7 points	Declined 9.9 points	
32 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
72.2 science points	Fewer than 11 students - No Data for Privacy	59.3 science points
Increased 14.5 points	2 Students	Increased 2.6 points
24 Students		37 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
75.9 science points	0 Students	72.2 science points
Increased 11.1 points		Maintained 0.7 points
33 Students		101 Students

Conclusions based on this data:

1.

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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
100 making progress.	100 making progress.
Number Students: 17 Students	Number Students: 11 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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	0%	5.9%	94.1%

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

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
8.9% Chronically Absent	8.7% Chronically Absent	14.3% Chronically Absent
Declined 2	Declined 8.7	Declined 4.5
606 Students	23 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	44.4% Chronically Absent	16.2% Chronically Absent
2 Students	0	Declined 1.9
	18 Students	179 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
16.7% Chronically Absent	18.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.5	Increased 2.1	1 Student
90 Students	64 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
3.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	15% Chronically Absent
Declined 6.7	6 Students	Increased 2.1
58 Students		120 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
8% Chronically Absent	0 Students	5.2% Chronically Absent
Declined 4.4		Declined 2.7
88 Students		269 Students

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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	3	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
3.3% suspended at least one day	4.3% suspended at least one day	7.1% suspended at least one day
Maintained 0.2%	Increased 4.3%	Increased 7.1%
608 Students	23 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	16.7% suspended at least one day	8.4% suspended at least one day
2 Students	18 Students	Declined 0.9%
		179 Students

Students with Disabilities	African American	American Indian
Green	Orange	No Performance Color
6.7% suspended at least one day	14.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.9%	Declined 2.6%	1 Student
90 Students	64 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Green
1.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.3% suspended at least one day
Maintained 0%	6 Students	Declined 1%
58 Students		121 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
1.1% suspended at least one day	0 Students	1.9% suspended at least one day
Increased 1.1%		Increased 1.5%
88 Students		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. 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
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data through targeted professional development and responsive systems.

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: ELL - Math, African American/Black - Attendance and suspension, Hispanic - attendance,Socio economically disadvantaged and ELL - Science

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
CAASPP Scores 24 - 25	24 - 25 Results ELA - 80.4 points above standard (Increased 19.2 points) Focal Scholars: Long Term English Learners (LTEL) 118.4 points below Homeless 78.3 points below Math - 60.2 points above standard (Increased 118 points) Focal Scholars: English Learners 59.8 points below, decline of 29.4 points) !00% of the EL population made progress.	We will specifically target our focal scholars to bring them closer to standard ELA - LTEL and homeless students - decrease in the points below standard by 5% Math - English Learners - decrease in the points below standard by 5%
STAR metrics	Over the course of the year, after 3 assessment rounds we saw the following outcomes for students in the "urgent intervention" ELA - Grade 6 reduced from 14% to 10% of students needing urgent intervention Grade 7 reduced from 7% to 5% of students needing urgent intervention Grade 8 reduced from 7% to 4% of students needing urgent intervention Math - Grade 6 reduced from 21% to 20% of students needing urgent intervention	Improved results for all subgroups, more than 1 years growth for students that are more than 1 year below grade level upon entering 26-27 SY.

	Grade 7 reduced from 19% - 16% of students needing urgent intervention Grade 8 reduced from 25% to 22% of students needing urgent intervention	
CHKS (California Healthy Kids Survey)	65% report feeling a connectedness to school 64% report feeling academic motivation 34% report feeling they have meaningful participation	Increased percentage in the amount of students reporting positively in each area by 4%
CAST Scores	Socio economically Disadvantaged Students in Science scored 42.1 points below standard. Overall 67.8% of students accelerated their Science scores from the year previous	CAST scores for Socio economically Disadvantaged Students will improve by 5% to bring them closer to standard.
Chronic Absenteeism	Overall 8.9% of students were chronically absent. However, African American/Black students were chronically absent 18.8% Hispanic students were chronically absent 15%	Chronic Absenteeism amongst African American/Black and Hispanic students will each decrease 3%

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 focused on instructional strategies aimed to improve outcomes for our historically underserved students.	Black / AA, LatinX, Socio Disadvantaged, ELL Students	30000 BSEP
1.2	2. Provide physical resources to get teachers, students, and families the things they need for student success including planners, AVID materials, binders and other school supplies.	All students	10000 Title I A - Basic Funding 4300 Materials and Supplies 44,100 BSEP Carryover 4300 Materials and Supplies
1.3	3. Provide access to approved software intervention tools; Accelerated Reader and Integrow Math	All students	10000 BSEP 6000 Title I A - Basic Funding
1.4	4.Establish grade level Leadership positions for up to 50 hours for each grade level	All students	14,400 BSEP 1116 Certificated Hourly
1.5	5. Provide money for materials and supplies for grade level activities	all students	900 BSEP 4300 Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

Data analysis shows that the strategies for this goal were highly successful and were instrumental in earning the school the award of California Distinguished School 2026. Specifically we increase our scores in both ELA and Math for all students and those of our target populations.

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.

The are of professional development will be adjust slightly in terms of scope and sequence to reflect the ongoing work and current needs of the staff.

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.

Interventions established to address students needs continue to yield growth in STAR and SBAC assessments. However, approximately 9% of students continue to need academic intervention and students in our focal scholars group show and even higher needs for intervention.

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 Scores	Over the course of the year, after 3 assessment rounds we saw the following outcomes for students in the "urgent intervention" ELA - Grade 6 reduced from 14% to 10% of students needing urgent intervention Grade 7 reduced from 7% to 5% of students needing urgent intervention Grade 8 reduced from 7% to 4% of students needing urgent intervention Math - Grade 6 reduced from 21% to 20% of students needing urgent intervention Grade 7 reduced from 19% - 16% of students needing urgent intervention Grade 8 reduced from 25% to 22% of students needing urgent intervention	Decrease the number of students needing urgent intervention by 3% across all grade levels
Oral reading fluency		
Smarter Balanced Assessment	African American/Black students 40 pt below standard English Language Learners 14.4 pts below standard Students with Disabilities 38 points below standard	Decrease the gap toward standard by 10 points for each focal scholar group

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	Continue to utilize LCAP funds for an RTI/Literacy teacher who will examine the assessment data, determine intervention needs and monitor progress as interventions are applied.	All students performing below grade level.	0 Other 1102 Certificated Monthly LCAP Funds
2.2	Provide intervention classes for students with sub standard Math Skills	Math students below standard on STAR or SBAC	25,427 Title I A - Basic Funding 1102 Certificated Monthly .2 FTE 0 Other 1102 Certificated Monthly .6 FTE - LCAP and RTI 0 Other 1102 Certificated Monthly .2 FTE BSEP - District Funds
2.3	Purchase and provide training for district adopted Math curriculum supplement Integrow to be used in Math intervention	Students whose Math scores are sub standard	10000 BSEP Carryover 5800 Contracted Services (inc software subscriptions PD and materials
2.4	Provide Reading classes for students with sub standard Reading skills	Students with sub standard Reading skills	0 Other 1102 Certificated Monthly .8 RTI/ LCAP
2.5	Teacher collaboration with RTI/lit coach and administrators to provide specific support for students that are performing below grade level through tutoring and office hours after contract time and curriculum development, and professional development	All students below grade level in Reading and Math	22018 Title I A - Basic Funding 1116 Certificated Hourly 3000 BSEP 2116 Classified Hourly 40000 BSEP Carryover 1116 Certificated Hourly
2.6	Indirect costs and Unallocated Reserve	Personnel Variance/Indirect Costs	12060 BSEP 4380 Other/Reserve Indirect Costs 7840 BSEP 4380 Other/Reserve Unallocated Reserve 11,885 BSEP Carryover 4380 Other/Reserve Indirect Costs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1526 Title I A - Basic Funding 4380 Other/Reserve Unallocated Reserve
2.7	Conduct Intervention hours outside of the school day with corresponding professional development to improve the services and systems related to intervention.	Students below standard in ELA and Math	20210 BSEP 1116 Certificated Hourly

Annual Review

SPSA Year Reviewed: 2025-26

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	Improve school connectedness by 5%
Participation in activities/extracurricular activities	2025-2026 participation 80 STEM, 60 robotics	Higher participation rates (75% or greater) in athletics, lunch activities, and field trip opportuntities for subgroups
Suspension rate of African American/Black Students	7 of 136 African American/Black students have been suspended at least one day this year However, 21 of 32 total suspensions have involved at least one African American/Black student. Compared to 24 - 25 where 14% of African American/Black students were suspended at least one day out of 64 students.	Decrease by 5% the number of AA/B students being suspended at least 1 day Decrease by 50% the number of AA/B students suspended overall.

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.Contribute FTE for a School Counselor to support the increased social emotional needs at the middle school level as well as traditional school counseling.	All students	40928 BSEP 1102 Certificated Monthly .3 FTE
3.2	2. Assign a Teacher on Special Assignment position to organize and manage student activities,	All students	34078 BSEP 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	supports grade team organization, school-wide events and field trips		.2 FTE
3.3	3. Contribute to Growing Leaders staffing by paying for a portion of the FTE of an instructional staff member.	All 6th graders. 90 7th and 8th graders	35412 BSEP 1102 Certificated Monthly .24 FTE 35000 PTA 1102 Certificated Monthly
3.4	4. Continue to provide additional lunch time programming to keep all students engaged during unstructured activity time by contributing to fund .2 FTE for the Instructional Specialist	All students	20243 BSEP 2102 Classified Monthly 10226 PTA 2102 Classified Monthly
3.5	5. Provide Field Trip Admissions and Transportation for all grade level and content area field trips	All students.	80000 BSEP Carryover 5711 Field Trips 5751 Admissions and Transportation 10000 BSEP 5711 Field Trips 5751 Admissions and Transportation
3.6	6. Provide physical resources to get teachers, students, and families the things they need for student success.	All students	31,786 BSEP 4300 Materials and Supplies
3.7	7. Establish an affinity group for African American/Black students who identify as female during lunches for all grades through contracted services with Black Girl Legacy, Inc.	African American/Black females	18000 BSEP Carryover 5800 Contracted Services (inc software subscriptions
3.8	8.Establish/maintain up to 20 high interest clubs including affinity groups to include staffing, supplies and materials	Chronic Absentees	13250 BSEP Carryover 1116 Certificated Hourly 5000 BSEP Carryover 4300 Materials and Supplies
3.9	9. Purchase safety and recognition supplies for PE program including walkie talkies	All students	5000 BSEP Carryover 4400 Equipment $500 to $5,000 4500 Materials and supplies
3.10	10. Establish a fund for the Promotion Ceremony goods and services	8th grade students	20000 BSEP Carryover 4300 Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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.

Focal Scholar families report feeling disconnected and have requested targeted activities for transitions into and out of middle school

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 at Black to School in the Fall	Approximately 35 - 40% of families who attended this year were Willard famlies.	Increase participation of Willard Families by 5%
Attendance at Transition Fairs	50 Rising 6th grade families from feeder schools 67 Rising 9th grade families	Increase participation of Willard Families by 3%
Attendance at Welcome Coffee hosted by the PTA	50 people	Increase participation by 50%
CHKS - Parents feel welcome to participate	67% a 25% increase from year previous	Increase the number of parents who feel welcome to participate by 6%

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	Organize and support various family events; Back to School Night, Open House, Night Market, Battle of Books etc.	All	300 Title I A - Parent Involvement 4300 Materials and Supplies
4.2	Create a parent event for African American/Black families hosted by Black Student Union students	African American/Black Students	579 Title I A - Parent Involvement 4300 Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			300 BSEP Carryover 1116 Certificated Hourly
4.3	Host a 5th Grade parent/caregiver event at the start of the school year to support successful transitions and create connections to the PTA	Incoming 6th grade parents/caregivers	300 BSEP Carryover 1116 Certificated Hourly 200 PTA 4300 Materials and Supplies
4.4	Host a Welcome Coffee for all parents in the fall of the new school year	All	150 PTA 4300 Materials and Supplies
4.5	Continue the partnership with UC. Berkeley program Be A Scientist	7th grade students	2100 BSEP Carryover 5800 Contracted Services (inc software subscriptions

Annual Review

SPSA Year Reviewed: 2025-26

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.

Led by the RTI/Literacy Teacher, data dives were conducted and shared within department groups. Additionally, student outcomes were shared with families following each Star assessment three times a year.

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

This goal was not implemented as planned but did occur in department meetings and one to one session conducted by the RTI/Literacy Teacher.

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.

This goal will be changed to focus more intently on opportunities for families to engage in the school community to increase involvement of our focal scholar families

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.

College and Career Readiness
Create a scope and sequence of college and career readiness activities that spans grades 6 - 8 that systematizes these activities throughout the year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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.

Currently only 30 students participate in AVID where a focused college and career centered curriculum is accessed. There is a lack of a school wide effort to promote college and career readiness and awareness.

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
Chronic Absentee Rate - CA Dashboard	S/Y 24 - 25 = 8.9% African American/Black 18.8% and Latinex (hispanic) 15%	Decrease of each rate by 3%
CAASPP Scores	24 - 25 Results ELA - 80.4 points above standard (Increased 19.2 points) Focal Scholars: Long Term English Learners (LTEL) 118.4 points below Homeless 78.3 points below Math - 60.2 points above standard (Increased 118 points) Focal Scholars: English Learners 59.8 points below, decline of 29.4 points) !00% of the EL population made progress.	We will specifically target our focal scholars to bring them closer to standard ELA - LTEL and homeless students - decrease in the points below standard by 5% Math - English Learners - decrease in the points below standard by 5%
CHKS Survey Data - Academic Motivation	2025 survey found 68% of students reported feeling academic motivation. This was a 4% increase from the previous year	Increase in this area by 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	Develop a scope and sequence with in each department which includes college and career readiness activities	All	0
5.2	Continue to support college and career aligned field trips	All	0 See previous goal 2
5.3	Establish a committee in each grade level to develop, plan and implement college and career ready lessons.	All students	5000 BSEP Carryover 1116 Certificated Hourly
5.4	Provide new microscopes for Science department	All Students	10,000 BSEP Carryover 4300 Materials and Supplies 4400 equipment
5.5	Provide materials and Supplies for Maker Space/STEM lab	All students	2000 BSEP Carryover 4300 Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

This goal prevoiusly was

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	$649,218.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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	$270,857.00
BSEP Carryover	$266,935.00
Other	$0.00
PTA	$45,576.00
Title I A - Basic Funding	$64,971.00
Title I A - Parent Involvement	$879.00

Subtotal of state or local funds included for this school: $649,218.00

Total of federal, state, and/or local funds for this school: $649,218.00

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	270,857.00
BSEP Carryover	266,935.00
Other	0.00
PTA	45,576.00
Title I A - Basic Funding	64,971.00
Title I A - Parent Involvement	879.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,000.00
1102 Certificated Monthly	170,845.00
1116 Certificated Hourly	115,478.00
2102 Classified Monthly	30,469.00
2116 Classified Hourly	3,000.00
4300 Materials and Supplies	125,015.00
4380 Other/Reserve	33,311.00
4400 Equipment $500 to $5,000	5,000.00
5711 Field Trips	90,000.00
5800 Contracted Services (inc software subscriptions	30,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	40,000.00

1102 Certificated Monthly	BSEP	110,418.00
1116 Certificated Hourly	BSEP	34,610.00
2102 Classified Monthly	BSEP	20,243.00
2116 Classified Hourly	BSEP	3,000.00
4300 Materials and Supplies	BSEP	32,686.00
4380 Other/Reserve	BSEP	19,900.00
5711 Field Trips	BSEP	10,000.00
1116 Certificated Hourly	BSEP Carryover	58,850.00
4300 Materials and Supplies	BSEP Carryover	81,100.00
4380 Other/Reserve	BSEP Carryover	11,885.00
4400 Equipment $500 to $5,000	BSEP Carryover	5,000.00
5711 Field Trips	BSEP Carryover	80,000.00
5800 Contracted Services (inc software subscriptions	BSEP Carryover	30,100.00
1102 Certificated Monthly	Other	0.00
1102 Certificated Monthly	PTA	35,000.00
2102 Classified Monthly	PTA	10,226.00
4300 Materials and Supplies	PTA	350.00
	Title I A - Basic Funding	6,000.00
1102 Certificated Monthly	Title I A - Basic Funding	25,427.00
1116 Certificated Hourly	Title I A - Basic Funding	22,018.00
4300 Materials and Supplies	Title I A - Basic Funding	10,000.00
4380 Other/Reserve	Title I A - Basic Funding	1,526.00
4300 Materials and Supplies	Title I A - Parent Involvement	879.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,400.00
Goal 2	153,966.00
Goal 3	358,923.00
Goal 4	3,929.00

Goal 5	17,000.00

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

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Laurie Clark	Principal
Bob Chamberlin	Classroom Teacher
Joemi Byrd	Other School Staff
Joel Turner	Classroom Teacher
Scott Hofmeister	Parent or Community Member
Denise Milner	Classroom Teacher
Samara Jones	Other School Staff
Jolene Robinson	Parent or Community Member
Reyna Villanueva Rodriguez	Parent or Community Member
Alisa Martin Clay	Parent or Community Member
Allison Krasnow	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 12, 2026.

Attested:

	Principal, Laurie M Clark on 5/29/26
	SSC Chairperson, Allison Krasnow on 5/29/26

Kathy Fleming
Director of Local Resources

Signature

6-9-26

Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Signature

6/10/26

Date

SITE BUDGET SUMMARY 2026-27

Willard (131) June 2, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Site Funds Resource 3010		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**RES.**	**BGT**	**FTE**	
RTI Teacher		1102							RTI	0.20					0000	GF	0.10	0.30
RTI Teacher		1102							RTI	0.20								
RTI Teacher		1202							RTI	0.40								0.40
ELD Teacher		1102							ELD	0.60								0.60
ALD Teacher AVID EXCEL		1102							ALD	0.20					0000	GF	0.60	0.80
Lit Coach		1102											0841-019	0.60				0.60
Math Teacher (LCAP Math Support)		1102							0500-522	0.20					0000	GF	0.80	1.00
Math Teacher (Math Intervention)	2/2	1102			25,427	0.20									0000	GF	0.40	0.40
Math Teacher (BSEP Math Support)		1102											0841-068	0.20	0000	GF	0.80	1.00
TSA Activities / Student Govt	3/2	1102	34,078	0.20											0000	GF	0.80	1.00
Counselor	3/1	1202	40,928	0.30									0864	0.70				1.00
RJ Counselor		1202								0.87			0864	0.13				1.00
Dance Teacher		1102					50,314	0.40										0.40
Growing Leaders Teacher	3/3	1102	35,412	0.24											0000/9114	112,139	0.76	1.00
ECO 0/7 period Drama Teacher		1102											0841-067	0.20				0.20
ECO 0/7 period STEM		1102											0841-067	0.20				0.20
Instructional Specialist - PE	3/4	2182	20,243	0.20							10,226	0.10			9130	Aft. Sch.	0.70	1.00
Classified Extra Hourly	2/5	2116	3,000															
Certificated Hourly - Math/ELA Intervention	2/5	1116			22,018										Title IV			
Certificated Hourly - Intervention & PD	2/7	1116	20,210															
Certificated Hourly - Team Leads & Field Trip Coordination	1/4	1116	14,400															
Materials and Supplies - Grade Level Activities	1/5	4300	900															
Field Trips - Admissions and Transportation	3/5	5800	10,000															
Contract - Professional Development	1/1	5800	30,000															
Materials and Supplies	1/2, 3/6	4300	31,786		10,000										0000			
Software Subscriptions	1/3	5800	10,000		6,000													
Parent Involvement	4/1, 4/2				879													
Unallocated Reserve	2/6	4380	7,840		1,526		3,019				614							
Indirect Costs (0852 only)	2/6	7340	12,060															
Total Expenditures			270,857	0.94	65,849	0.20	53,333	0.40	0	2.67	10,840	0.10		2.03				
Revenue Allocation			**270,900**		**65,849**		**87,853**											
			43		(0)		34,520											

BSEP Site Fund Carryover Priorities:			
Available BSEP site fund carryover: TBD Fall 2026			
Contract - Field Trip Transportation	3/5	5800/5751	60,000
Field Trip Admissions	3/5	5800	20,000
Contract - Integrow - Math Supplemental	2/3	5800	10,000
Contract - Be a Scientist	4/5	5800	2,100
Materials and supplies for Science	5/4	4300	10,000
Materials and Supplies for Maker Space	5/5	4300	2,000
Promotion	3/10	4350/5800	20,000
Certificated Hourly - Intervention and PD	2/5	1116	40,000
Contract - Black Girl Legacy	3/7	5800	18,000
Certificated Hourly - Multi-purpose	3/8, 4/2, 4/3	1116	13,850
Certificated Hourly - College/Career Readiness Committee	5/3	1116	5,000
Materials & Supplies - General	1/2	4300	44,100
Materials & Supplies - PE including walkie talkies	3/9	4300	5,000
Materials & Supplies - Clubs	3/8	4300	5,000
Indirect Cost	2/6	7340	11,885
Total BSEP Site Fund Carryover Priorities:			**266,935**

In case of unspent Title I Funds:
Tchr Hourly