School Year:

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

## Student Enrollment
## Enrollment By Grade Level

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

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

**Conclusions based on this data:**

1. While our goal is always to reclassify students, some students have learning challenges as well as being English Language Learners. Willard has had a lot of success in reclassifying student. This year, we improved our reclassification process, introduced a reclassification ceremony, and began using new district software to monitor ELL students named ELLevation.
2. Our EL enrollment has ebbed and flowed. However, we are getting more students who are FEP
3. As students are being Reclassified, the school continues to provide academic monitoring and offers supports in reading and writing through the R180 program or academic case management.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | 202 | 181 | | 0 | 175 | | 0 | 175 | | 0.0 | 96.7 | |
| Grade 7 | 215 | 204 | | 0 | 197 | | 0 | 197 | | 0.0 | 96.6 | |
| Grade 8 | 218 | 209 | | 0 | 201 | | 0 | 200 | | 0.0 | 96.2 | |
| All Grades | 635 | 594 | | 0 | 573 | | 0 | 572 | | 0.0 | 96.5 | |

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

| Overall Achievement for All Students | | | | | |
|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | % Standard | % Standard Met | % Standard Nearly | % Standard Not |
| | 20-21 | | | | |

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | 202 | 181 | | 0 | 173 | | 0 | 173 | | 0.0 | 95.6 | |
| Grade 7 | 215 | 204 | | 0 | 196 | | 0 | 196 | | 0.0 | 96.1 | |
| Grade 8 | 218 | 209 | | 0 | 199 | | 0 | 199 | | 0.0 | 95.2 | |
| All Grades | 635 | 594 | | 0 | 568 | | 0 | 568 | | 0.0 | 95.6 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 |

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | * | * | | * | * | | * | * | | 10 | 7 | |
| 7 | * | * | | * | * | | * | * | | 7 | 8 | |
| 8 | * | * | | * | * | | * | * | | 4 | * | |
| All Grades | | | | | | | | | | 21 | 17 | |

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

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

* * * * * * 7 * * * * * * * * 8 * * * * * * * * All Grades 0.00 0.00 100.00 88.24 0.00 11.76 11.76 11.76 * 11.76

**Reading Domain**

**Percentage of Students by Domain Performance Level for All Students**

# School and Student Performance Data

## Student Population

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

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

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

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 22 | 3.7 |

**Conclusions based on this data:**

1. Our Socioeconomically Disadvantaged Students need the most resources and support.

2. Willard needs to make sure that the needs of all of these students are being addressed. Identifying the students and monitoring their social-emotional and academic needs will ensure success at Willard. Our counselors and Special Education Case Managers oversee the monitoring of students. As there are fewer students in each of the subgroups it is of utmost importance to monitor the progress of students in these subgroups. With fewer students, it is important that their needs are still recognized and interventions and supports are available to these students.

3. While the number of socioeconomically disadvantaged students is decreasing, the affluence in Berkeley increasing. The range of students based on socioeconomic status is increasing and Willard has to anticipate ways to meet the needs of this wider range of students. Sometimes this disparity is observed in the classrooms when students are sharing experiences. Staff training on sensitivity to this changing demographic is important for student success.

# School and Student Performance Data

## Overall Performance

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

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

**2022 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement |
|---|---|
| **English Language Arts**<br>Very High | |
| **Mathematics**<br>Very High | |
| **English Learner Progress**<br>No Performance Level | |

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Low<br>50.3 points below standard<br>65 Students | | Very High<br>68.0 points above standard<br>44 Students | No Performance Level<br>5 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| High<br>11.4 points above standard<br>116 Students | Very High<br>49.3 points above standard<br>82 Students | No Performance Level<br>2 Students | Very High |

# School and Student Performance Data

## Academic Performance
## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic

# School and Student Performance Data

## Academic Performance
## College/Career Report

# School and Student Performance Data

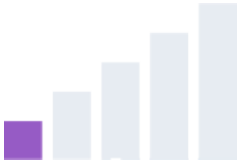
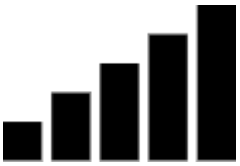
## Academic Engagement
## Graduation Rate

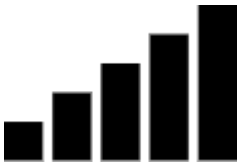
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  | | |  |
| Very High | | Very Low | No Performance Level |
| 14.5% suspended at least one day | | 0% suspended at least one day | Less than 11 Students |
| 76 Students | | 47 Students | 5 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| | |  | |
| Medium | Low | No Performance Level | Low |
| 2.4% suspended at least one day | 1.1% suspended at least one day | Less than 11 Students | 1.5% suspended at least one day |
| 124 Students | 91 Students | 2 Students | 266 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.
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.

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

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 50,000 | BSEP Carryover |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Students who are behind by 1-2 years academically

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 15000 | BSEP |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 15000 | BSEP Carryover |

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

7th grade students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 2000 | BSEP Carryover |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

# Goals, Strategies, & Proposed Expenditures

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

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

## Identified Need

Identify proper metrics for student progress in intervention learning spaces.

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

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

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

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

| | |
|---|---|
| 0 | |

## Strategy/Activity 2

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

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 0 | |

## Strategy/Activity 3

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

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

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

Share student assessment data through family communications.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

# Goals, Strategies, & Proposed Expenditures

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

# Goal 5

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

## Identified Need

Improving access and attendance.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Attendance Rate | 21-22 Avg | Improvement by subgroups |

| Amount(s) | Source(s) |
| --- | --- |
| 0 | |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

New Goal for 2023-2024

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

New Goal for 2023-2024

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal for 2023-2024

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|

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

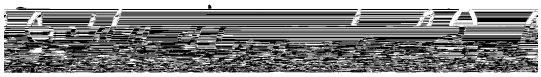
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/3/23.

Attested:

Principal, Chris Albeck on 5/3/23

SSC Chairperson, Adekunle Owodunni on 5/3/23



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