Meeting Norms	
• Start on time and end on time • Carry items over if needed • Raise hands – be recognized to speak • Stay on agenda topic – put other items in "parking lot" for later • Ask questions to clarify • Encourage everyone to speak	• Assume goodwill to help set the tone of discussions –focus on what we are working towards • As a group, hold ourselves responsible for tone • Commit to using technology including tablets and website

AGENDA

6:30 – 6:45 pm   Welcome, Introductions & Agenda Review

6:45 – 6:55   Reflection on DLCAP Process, Procedure, and Membership

6:55 – 7:10   DLCAP Actions This Year

In order to ensure that we have a deeper level of understanding and engagement with our stakeholders, the advisory committee members will:

- Attend stakeholder engagement events,

- Participate in and hear the stakeholder conversations first hand,

- Help vet and synthesize gathered stakeholder input, and

- Bring forward a set of collective/prioritized recommendations from stakeholders to the Board of Education.

7:10 – 7:20   Timeline for 2016-17 Process

7:20 – 7:40   Current 2016-17 LCAP, Resources, and Evaluation Process

7:40 – 7:50   One-Time Monies Allocation Based on DLCAP Recommendations from 2015-16 school year

7:50 – 8:00 pm   Public Comment

Adjournment

Next DLCAP Meetings: January 26, 2017

DLCAP Executive Committee Members
DLCAP Chair: Xavier Abrams (Xavier_Abrams@mechanicsbank.com) DLCAP Vice Chair: Maria Resendiz (MResendiz@wccusd.net) DLCAP Member at Large: Kim Chamberlain (KChamberlain@wccusd.net)

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
2016 - 2017 LCAP OVERVIEW

DRAFT

Local Control Funding Formula (LCFF) | Local Control Accountability Plan (LCAP)

8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides three types of state funding to school districts: base, supplemental, and concentration (S&C).

LCFF base funding is calculated by student attendance. S&C funds are determined by the number of students who are English learners, low income, and/or foster youth. These are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The State Legislature developed the Local Control Accountability Plan (LCAP) for districts to show how LCFF supplemental and concentration funds will be allocated to improve student outcomes and performance for all students - especially English learners, low-income students, and foster youth.

Districts must develop LCAP goals that cover eight state priorities; each goal must align to a priority. Each LCAP goal includes actions and services, budgeted expenditures, and measurable outcomes. Actions and services are programs or processes

LCAP is a 3 year plan

Year 1 = 2016-2017
Year 2 = 2017-2018
Year 3 = 2018-2019

WCCUSD OVERVIEW

Communities Served: El Cerrito, El Sobrante, Hercules, Kensington, Pinole, Richmond, San Pablo
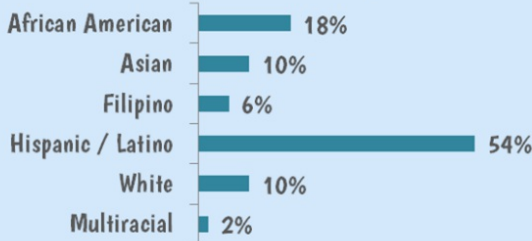
28,637 Students
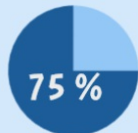
54 Schools
2 Adult Schools

3,211 Staff
2,254 Full-time
957 Part-time

Student Ethnicity

- African American 18%
- Asian 10%
- Filipino 6%
- Hispanic / Latino 54%
- White 10%
- Multiracial 2%

Student Groups

34% English Learners

69% Low Income

0.53% Foster Youth

75 % Unduplicated Students: students who are English learners, low income, and/or foster youth

NEW 2016-17 BUDGET ONE PAGERS

One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
1) LCFF Base (for all students), 2) LCFF Supplementary / Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

2016-17 WCCUSD LCAP AT-A-GLANCE

5 LCAP Goals

41 LCAP Actions & Services

44 LCAP Measures

$36,337,066 LCAP Budget

WCCUSD Funding for LCAP Goals

A total of $334,323,835 from the general fund supports the five goals detailed in the LCAP. This total includes LCFF Base Funding, LCFF Supplemental & Concentration Funding, and Restricted Grant Funding.

Goal 1: Student Achievement for All Students is supported by 15 percent of the general fund.

Goal 2: Professional Development and Recruitment of High Quality Staff is supported by 4 percent.

Goal 3: Parent and Community Engagement is slated to receive 1 percent of the general fund.

Goal 4: Student Engagement and Climate is supported by 28 percent.

Goal 5: Basic Services is supported by 52 percent of the general fund.

In 2016-17, WCCUSD will receive LCFF Base Funding of $211,042,834 and Supplemental and Concentration (S&C) Funding of $45,718,403 for a total of $256,761,237 LCFF Funding.

2016-17 Total LCFF Funding

$45,718,403
$211,042,834

Base(82.19%) S & C(17.81%)
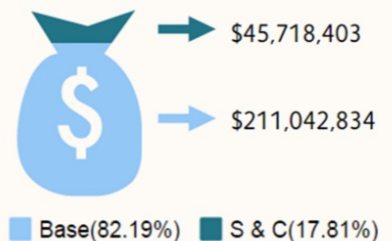
2016-17 S&C Funds by LCAP Goal

Supplemental & Concentration (S&C) are the only funds that are targeted to improve student outcomes for all students - especially English learner, foster youth, and low income students. The chart below shows how S&C funding is distributed by LCAP goal.

- Goal 1 $17,775,847
- Goal 2 $8,894,950
- Goal 3 $2,806,689
- Goal 4 $14,899,977
- Goal 5 $1,340,940
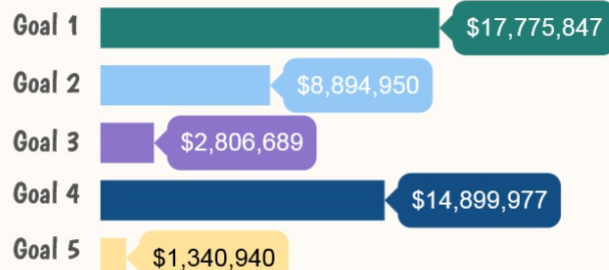
What is in WCCUSD's LCAP Package?

West Contra Costa Unified School District
2016-17 Local Control Accountability Plan

Access additional LCAP information online at www.wccusd.net/lcap
Questions? Superintendent to 510.307.4542

Cover Page/Table of Contents

Executive Summary: Quick overview of the complete LCAP

LCAP Template: State mandated template

Appendix A: Revisions - Major changes to the LCAP since last year

Appendix B: School Services Matrix - List of LCAP actions and services by school

Appendix C: Budget Summaries - One page budget summaries of Supplemental & Concentration, Base, and Restricted Grant funding

Appendix D: Acronyms & Glossary - Key definitions and acronyms

MAJOR CHANGES FOR 2016-2017 LCAP

Major changes were made because of the changing guidance from state and county officials, as well as significant input from local stakeholders. Major changes are detailed in Appendix A, and include:

1) LCFF base unrestricted (general fund) and restricted grant funding for each goal is included in this Executive Summary, and as additional line items in Section 2 of the LCAP template.

2) Budget summaries for each program and service were developed and included as Appendix C.

3) New or increased actions and services include:

- Practices for African American Student Support and Success for students, parents, and teachers (Goal 1, Action 15; Goal 2, Action 6; Goal 3, Action 3)
- Evaluation services to help evaluate and and monitor progress of LCAP actions and services (Goal 5, Action 3)
- Increase services for foster youth including providing trainings, and adding a Social Work Specialist (Goal 4, Action 12)

Please view other major changes to the 2016-17 LCAP in Appendix A.

LCAP GOAL 1: Improve Student Achievement

Goal 1 Budget = $17,775,847
Related State Priorities: 4, 7, 8

$ BUDGET	ACTIONS & SERVICES	SCHOOLS SERVED
$95,534	1) Efficacy Framework to help adults improve student performance	Peres Elementary
$1,400,000	2) Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA)	Helms Middle & De Anza High
$340,657	3) Library Books, Science/Arts Materials, Renaissance Learning	All schools
$2,671,410	4) College counseling & support for college going culture	All schools
$1,067,293	5) Linked Learning and Career Pathways	All secondary schools
$372,839	6) Expand Innovative STEM Opportunity – Fab Lab	All schools
$2,297,086	7) Full Day Kindergarten	All schools (except Madera & Fairmont due to lack of space)
$914,522	8) Whole School Intervention Model	Stege and Dover
$1,465,517	9) English Language Learner Assessment and Reclassification	All schools
$1,577,226	10) English Language Learner Master Plan	All schools
$1,864,458	11) Secondary Class Size Reduction	DeJean, Crespi, Kennedy, Pinole Valley, Richmond, Greenwood
$748,002	12) Summer Out-of-School Time Services	All schools
$1,917,251	13) Grad Tutor Intervention Service	All schools
$484,052	14) Read 180 Secondary Intervention Program	All middle schools and selected high schools (De Anza, El Cerrito, Hercules, Kennedy, Pinole, Richmond)
$400,000	15) Practices for African American Student Support and Success (PASSS) Student Programs	All schools
$60,000	16) Puente Counseling Program to Support English Learners	High school to be determined

LCAP GOAL 2: Improve Instructional Practice

Goal 2 Budget = $8,894,950
Related State Priorities: 2

$ BUDGET	ACTIONS & SERVICES	SCHOOLS SERVED
$3,781,822	1) Teacher Professional Development (4 days)	All schools
$461,317	2) District-wide Staff Development Day & Targeted Training	All schools
$3,800,000	3) Site Funding for Single Plan for Student Achievement (SPSA)	All schools
$524,776	4) Best Practices Conference, Summer of Innovation, and Response to Intervention/Universal Design for Learning	All schools
$152,035	5) Support Implementation of Common Core State Standards (CCSS)	All schools
$175,000	6) Practices for African American Student Support and Success (PASSS) Professional Development for Teachers, Administrators & Support Staff	All schools

LCAP GOAL 3: Increase Parent & Community Engagement

Goal 3 Budget = $2,806,689

Related State Priorities: 3

BUDGET	ACTIONS & SERVICES	SCHOOLS SERVED
$2,134,651	1) Full-Time School Community Outreach Workers	* Select Schools
$497,038	2) Full Services Community Schools & Parent Volunteers	All schools
$175,000	3) Practices for African American Student Support and Success (PASSS) Parent Education and Training	All schools

* Full-Time School Community Outreach Workers serve schools with 60% or more low income, English Learner, and/or foster youth: Bayview, Chavez, Collins, Coronado, Crespi MS, De Anza HS, De Jean MS, Dover, Downer, Fairmont, Ford, Grant, Helms MS, Highland, Kennedy HS, King, Lake, Lincoln, Mira Vista K-8, Montalvin, Murphy, Nystrom, Peres, Pinole MS, Pinole Valley HS, Richmond HS, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson

LCAP GOAL 4: Improve Student Engagement & School Climate

Goal 4 Budget = $14,899,977

Related State Priorities: 5,6

BUDGET	ACTIONS & SERVICES	SCHOOLS SERVED
$690,801	1) Restorative Justice, BEST, Toolbox, Mindful Life, and Super Achievement	All schools
$2,528,500	2) Student Safety and Campus Safety Officers	All schools
$1,493,466	3) Social Emotional Support	All schools
$1,200,215	4) Increase Visual and Performing Arts (VAPA) Services	All schools
$564,959	5) Add Extracurricular Programs at Secondary Schools	All middle and high schools
$1,461,819	6) Playworks for Organized Recess, Lunch, and Breaks	All schools
$269,409	7) Two Roving Technology Coaches	All schools
$960,426	8) Full Service Community Schools Coordination (Health Centers and Staffing)	All schools
$4,872,937	9) Special Education Services	All schools
$441,554	10) Psychological Services	Verde, Lincoln, Dover, Lake, Downer, Nystrom, Grant, King, Chavez, Stege, Crespi MS, Pinole MS, Richmond HS, Kennedy HS
$70,000	11) Social work services	De Jean MS, Helms MS
$248,294	12) Foster and Homeless Youth Services	All schools
$97,597	13) Improve student welfare and physical fitness	All schools

LCAP GOAL 5: Provide Basic Services to All Students

Goal 5 Budget = $1,340,940

Related State Priorities: 1

BUDGET	ACTIONS & SERVICES	SCHOOLS SERVED
$690,801	1) Extend Workday for Elementary Clerk Typists, Data Collection and Entry Support	All schools
$200,469	2) Adaptive Curriculum for Special Needs Students, Digital Resources, Teaching Carts, and Technology Curriculum	All schools
$380,000	3) LCAP Evaluations and Program Monitoring	All schools

Check the WCCUSD LCAP Website for complete LCAP plan and other LCAP resources including meeting dates and presentations: www.wccusd.net/lcap

3

LCAP MEASURES

We want to increase:

SBAC Proficiency Rates
PSAT Selection Index
UC/CSU Completion Rate
CTE Program Completers
Number of AP Exams & AP Pass Rates
EAP College Ready Rates
CELDT Proficiency
3rd Grade Reading Growth
4th and 6th Grade Math Benchmark Growth
API Score
EL Reclassification Rates
New Teacher and Principal Retention
Implementation of Common Core
Parent Survey Participation Rates
Parent University Graduates
Parent/Community Engagement & Satisfaction
Home Visits
New Volunteers
Attendance Rates
Graduation Rates
Facilities with Good Ratings

We want to decrease:

Chronic Absenteeism
Middle School Dropout Rates
High School Dropout Rates
Suspensions

We want to maintain:

Low Level of Expulsions
0% Misassignment Rates
0% Misassignment Rates of English Learners
100% Course Access

For a complete list of measures and most up-to-date data:

Visit our LCAP Dashboard:
www.wccusd.net/Page/5395

Check out our LCAP Scorecard:
www._____

STAKEHOLDER ENGAGEMENT

Visit our Interactive LCAP at:
www.wccusd.net/Page/6712

2015-16 Stakeholder Involvement

462 Townhall Participants

30+ Meetings

524 Survey Responses

1306 Feedback Suggestions

The LCAP is completed with input from various stakeholders including parents and guardians, community members, students, local bargaining units, and educators.

The stakeholder engagement process is highly focused on informing stakeholders about the LCAP, reporting district and site-level strategies for LCAP funds, and collecting input and feedback

Changes to the LCAP based on stakeholder feedback are outlined in Section 1 of the LCAP. In addition, changes made to the LCAP based on formal recommendations are highlighted throughout Section 2 of the LCAP template: DLCAP Committee recommendations in blue, MDAC orange, and Youth Commission green.

The District also developed a variety of additional resources available at www.wccusd.net/lcap and in the District office to help stakeholders understand the LCAP and the process: Data Dashboard, District Infographics, Site Infographics, Interactive LCAP, and 8 Steps to Mastering the LCAP.

DISTRICT LCAP (DLCAP) PARENT COMMITTEE

The District LCAP Committee consists of WCCUSD parents or legal guardians and current high school students. Parent and student members represent the school families, bargaining units, district committees, and community organizations.

The DLCAP Committee meets throughout the year to provide. feedback on the LCAP and progress updates, in addition to advising the school board. All DLCAP meetings are open to the public, and take place from 6:30-8:00 pm at Kennedy High School Library: September 29, 2016, January 26, 2017, March 21, 2017, April 27, 2017, and May 11, 2017.

Please check www.wccusd.net/lcap or call 510-307-4502 to confirm meeting dates, as dates may change.

WCCUSD Online LCAP Resources

http://www.wccusd.net/lcap

• LCAP Data Dashboard
• LCAP District Infographic (Spanish / English)
• LCAP School Site Infographics (Spanish / English)
• Interactive LCAP (Spanish and English)
• 5 Steps to Master the LCAP (Spanish / English)
• LCAP website

KEY ACRONYMS

A-G - A-G Course Requirements for College Entrance
AP - Advanced Placement
API - Academic Performance Index
BEST - Building Effective Schools Together
CAASPP - California Assessment of Student Performance and Progress
CBO - Community Based Organization
CCSS - Common Core State Standards
CDE - California Department of Education
CELDT - CA English Language Development Test
CHKS - CA Healthy Kids Survey
CSO - Campus Safety Officer
CSU - California State University
CTE - Career Technical Education

DDI - Data Driven Instruction
EAP - Early Assessment Program
ELA - English Language Arts
EL or ELL - English Language Learner
FTE - Full-Time Equivalent
FY - Foster Youth
IEP - Individualized Education Program
K - Kindergarten
LCAP - Local Control Accountability Plan
LCFF - Local Control Funding Formula
LEP - Limited English Proficient
LI - Low Income
NGSS - Next Generation Science Standards
PD - Professional Development
PFT - Physical Fitness Test

PI - Program Improvement
PSAT - Preliminary Scholastic Assessment Test
PTA - Parent Teacher Association
S3 - Safe, Supportive Schools Program
S&C - Supplementary & Concentration Funds
SARC - School Accountability Report Card
SAT - Scholastic Assessment Test
SBAC - Smarter Balanced Assessment Consortium
SRO - School Resource Officer
SST - Student Study Team
STEM - Science, Technology, Engineering, Math
TK - Transitional Kindergarten
UC - University of California

DLCAP Meeting

September 29, 2016/6:30 - 8:00p.m.

Welcome and Introductions

Maria Resendiz and Kim Chamberlain - DLCAP Co-Chairs

Reflecting on the past year

What worked well last year?

What needed some improvement?

What is the LCAP?

❖ The LCAP is our local plan that describes our goals as a district. The plan shows how we came to those goals and how we plan to meet and evaluate those goals. The plan shows what we specifically plan to do and how much it will cost.

❖ Through the LCAP process, we distribute money to sites so they can meet the goals of the district as well as the goals of their local SPSA. We work to align the SPSA and the LCAP.

❖ We also make decisions centrally about how to meet our goals district wide.

The role of the DLCAP is to support the district as we think about our goals and actions and help staff make recommendations to the Board of Education for the coming school year.

LCAP and SPSA Development

Our Guiding Principle for the 17-18 SPSA, LCAP and Budget Development Process:

In order to more deeply personalize our support for schools, we aim to share more funding with schools and provide greater flexibility around choice of site based resources

Some changes for the coming year

Matt's Thinking:

The purpose of the DLCAP is to help facilitate and synthesize the thoughts, hopes, needs and desires of multiple stakeholders across the district.

The DLCAP is charged with helping district leadership understand those hopes and desires.

DLCAP members will help understand the current thinking of our stakeholders by attending and facilitating gatherings where we ask for input and feedback.

Through this process the DLCAP will successfully articulate the shared needs and reflections of our community.

The DLCAP is NOT simply a vehicle to decide on where money should be spent.

Questions from the group

So what's next for the group?

Members should determine if this is the right work for them.

Members should sign up for a coming "input session" to join and support

Members should continue to get to know the current year LCAP

Timeline for 2016-17 Process

October - December 2016 - Gather Input/Feedback From Our Stakeholders

January 26, 2016 - DLCAP Meeting to Summarize Input/Feedback and Make Recommendations

March 8, 2017 - Board Update on 2017 - 18 LCAP Priorities and Goals (List Format Only)

March 21, 2017-DLCAP Meeting to Review 1st Draft of 2017-18 LCAP Template

Timeline for 2016-17 Process Continued

April 12, 2017 - First Draft of LCAP 2017-18 Template to Board for Review

April 27, 2017 - DLCAP Meeting to Review Final Draft of LCAP 2017-18

May 10, 2017 - Present Final Draft of 2017-18 LCAP to Board

May 11, 2017 - DLCAP Meeting to Prepare for Public Hearing

May 24, 2017 - Public Hearing on LCAP at Board Meeting

June 2017 - Board Adoption of LCAP and Budget

2016 - 17 LCAP Review and Resources

Nicole Joyner and April Hawkins

Evaluating our current work

Introducing Michael Kwan

One time allocation

Thank you!

Public Comment

Thank You and Goodnight!

2016-17 LCAP SCORE CARD

	Met/Exceeded Goal	Did Not Meet Goal	15-16 Goal	15-16 Actual	16-17 Goal	16-17 Actual
GOAL 1						
Maintain course access at 100%			100%	100%	100%	
Increase SBAC ELA proficiency by 10%			42%	35%	52%	
Increase SBAC Math proficiency by 10%			33%	24%	43%	
PSAT Selection Index will increase 3%			Baseline	127	131	
PSAT Selection Index will increase 6% for EL			Baseline	109	115	
PSAT Selection Index will increase 6% for LI			Baseline	118	125	
UC/CSU completion rate will increase 2%			46%	Pending CDE release	48%	
UC/CSU completion rate will increase 4% for EL			19%		23%	
UC/CSU completion rate will increase 4% for LI			48%		52%	
# of Students completing CTE program will increase by 3%			313	265	322	
# of AP exams taken will increase by 2%			1993	3011	3071	
% passing AP exams will increase by 2%			37%	26%	39%	
% passing AP exams will increase by 4% for EL			31%	45%	49%	
% passing AP exams will increase by 4% for LI			28%	28%	32%	
% students Ready for College in EAP English will increase by 2%			42%	40%	44%	
% EL students Ready for College in EAP English will increase by 4%			9%	4%	13%	
% LI students Ready for College in EAP English will increase by 4%			38%	33%	42%	
% students Ready for College in EAP math will increase by 2%			18%	17%	20%	
% EL students Ready for College in EAP math will increase by 4%			6%	2%	10%	
% LI students Ready for College in EAP math will increase by 4%			15%	11%	19%	
% of students scoring Early Adv/Adv on the CELDT will increase by 3%			37%	32%	40%	
EL reclassification rate will increase by 2%			13%	9%	15%	
56% of 3rd grade students will have growth of 9 months or more on the STAR Reading grade level equivalent assessment			NEW	NEW	Baseline	
48% of 3rd grade students will grow by 1 point or more in writing on the Writing Benchmark Assessment			NEW	NEW	Baseline	
45% (+4.5%) of Grade 4 students will score 70% or higher on the standards-aligned mathematics benchmark			NEW	NEW	Baseline	
35% (+5.9%) of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark			NEW	NEW	Baseline	
GOAL 2						
Developed observational tool to measure CCSS implementation – baseline data collected in 2015-16 (% of sites advancing one level on rubric)			Baseline	76%	80%	
Increase Student Survey response of 'often' by 3% (Discussion where used evidence to defend opinion/ideas)			45%	39%	48%	
Increase Student Survey response of 'often' by 3% (Math task that required you to explain your thinking)			57%	53%	60%	
Increase Student Survey response of 'often' by 3% (Writing assignment/research project where used more than one source of information)			46%	42%	49%	
Increase Student Survey response of 'often' by 3% (Writing assignment/research project where you used evidence to defend opinion/ideas)			50%	45%	53%	
Increase Student Survey response of 'often' by 3% (Use computers at school to complete assignment)			37%	46%	49%	
% of new teachers who stay into their 4th year will increase by 3%			54%	48%	57%	
% of principals who stay into their 4th year will increase by 5%			43%	36%	48%	

2016-17 LCAP SCORE CARD

	Met/Exceeded Goal	Did Not Meet Goal	15-16 Goal	15-16 Actual	16-17 Goal	16-17 Actual

GOAL 3

	15-16 Goal	15-16 Actual	16-17 Goal	16-17 Actual
California School Parent Survey (CSPS) response rate will increase by 10%	2717	2835	3118	
Increase CSPS response of 'strongly agree/agree' by 3% (This school actively seeks the input of parents before making important decisions)	77%	78%	81%	
Increase CSPS response of 'strongly agree/agree' by 3% (This school allows input and welcomes parents' contributions)	89%	86%	92%	
Increase CSPS response of 'strongly agree/agree' by 3% (This school encourages me to be an active partner with the school in educating my child)	88%	87%	91%	
Increase CSPS response of 'strongly agree/agree' by 3% (This school has a supportive learning environment for my child)	91%	89%	94%	
Increase CSPS response of 'strongly agree/agree' by 3% (This school has adults that really care about students)	92%	89%	95%	
Increase CSPS response of 'strongly agree/agree' by 3% (This school is a safe place for my child)	88%	87%	91%	
Number of Parent University graduates will increase to 500 graduates in 2016-17	500	397	500	
School Community Outreach Workers will collect baseline data measuring parent capacity building programs, two way communication, supporting learning at home, and volunteerism at school sites and districtwide	NEW	NEW	Baseline	
Increase number of new volunteers by 2% from baseline established in 2015-16	NEW	1771	1806	
Implement 300 home visits districtwide	NEW	NEW	300	

GOAL 4

	15-16 Goal	15-16 Actual	16-17 Goal	16-17 Actual
School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	VARIES	VARIES	VARIES	
EL attendance rate will increase by 2%	98%	Pending	100%	
LI attendance rate will increase by 2%	98%	Pending	100%	
FY attendance rate will increase by 2%	96%	Pending	98%	
% students chronically absent will decrease by 3%	9%	12%	6%	
# of middle school dropouts will decrease by 5%	4	Pending CDE release in April 2017	4	
Annual adjusted dropout rate will decrease by 0.5%	2%		1.5%	
Number of EL dropouts will decrease by 5%	52		49	
Number of LI dropouts will decrease by 5%	116		110	
Graduate rate will increase by 2%	82%		84%	
EL graduate rate will increase by 3%	74%		77%	
LI graduate rate will increase by 3%	81%		84%	
# of out-of-school suspensions will decrease by 3%	3929	4176	3811	
% out-of-school suspensions of EL will decrease by 5%	17%	27%	12%	
% out-of-school suspensions of LI will decrease by 5%	78%	88%	73%	
Maintain low level of expulsions	N/A	0	N/A	
Increase Student Survey response of 'often' by 2% (Most students at my school treat adults with respect.)	32%	27%	34%	
Increase Student Survey response of 'often' by 2% (Most students at my school treat each other with respect.)	26%	22%	28%	
Increase Student Survey response of 'often' by 2% (My school is calm and in control.)	26%	22%	28%	
Increase Student Survey response of 'often' by 2% (My school is kept clean.)	28%	24%	30%	

GOAL 5

	15-16 Goal	15-16 Actual	16-17 Goal	16-17 Actual
Ensure Williams' certification finds that 100% students have access to standards aligned materials	100%	100%	100%	
Ensure 100% appropriately assigned and fully credentialed teachers	0%	0%	0%	
Ensure 100% appropriately assigned and fully credentialed teachers for Els	0%	0%	0%	
Increase % facilities with Good / Exemplary rating by 3%	93%	90%	96%	