			2	017-2018							018-2019							2019-2020			
Action and Services	Base	Supplemental/ Concentration	Title I	Title III	Lottery	Special Education	Total	Base	Supplemental/ Concentration	Title I	Title III	Lottery	Special Education	Total	Base	Supplemental/ Concentration	Title I	Title III	Lottery	Special Education	Total
 Sufficiently staff classrooms with appropriately certificated teachers: recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the state academic content standards. Whenever possible, recruit teachers who reflect background of students. 	\$ 882,916		S	- s -		s -	\$ 882,916	\$ 933,921		\$ -		\$ -	\$ -	\$ 933,921	\$ 987,986		6		\$ -		\$ 987,986
Provide specialized instructors for the middle school in the areas of Math and Science to enhance academic performance in preparation for high school. Provide additional support and training to Transitional Kindergarten (TK) through 6th Grade classrooms and teachers.				- 3 -	,	,					3 -	, -	, -				- , -	, -	,	, -	
3. Sufficiently staff school to support core academic program implementation, support student academic and social development, and support with implementation of differentiation and multi-tiered system of support (MTSS) in classrooms. Investigate through site visits middle-school acceleration and individualized achievement programs that provide students with targeted support for academic achievement and social emotional development. Create recommendations for staff to implement by no later than 2018-19. Developed by School Leadership Team.	\$ 208,584			- \$ -	\$ -	5 -	\$ 225,584				5 -	5 -	5 -	\$ 237,992		\$ 17,000		<u> </u>	5 -	5 -	\$ 251,366
A. Improve effectiveness of instructional minutes through master scheduling and school site management that aligns the Visual and Performing Arts, world languages, fieldtrips and technology within the core academic program. Focus administrative support on creating a learning environment that supports certificated staff to accelerate academic growth for all students to achieve and/or exceed beyond individual student plans. Combines Actions 2, 14, and 15 here from the 2016-19 LCAP.	\$ 170,559		\$ 191,5		5 -	5 -	\$ 361,958			\$ 191,399	5 -	\$ -	5 -	\$ 373,896	\$ 193,856	5	- \$ 191,399	<u>, </u>	5 -	5 -	\$ 385,255
5. Implement a coordinated core academic program that includes cultural awareness, critical thinking, decision making and collaboration, prepare students for high school, college, and career. Ensure all students have access to adopted textbooks and materials such as Wonders, Everyday Math, Math Expressions and Big Ideas. Ensure field trips for all students are integrated into the core academic program that support academic achievement and life skills. Investigate middle-school achievement programs to provide students with skills to support academic achievement. Developed by School Leadership Team.	\$ -	\$ 17,000	S	- \$ - - \$ 2,189	\$ -	S -	\$ 17,000 \$ 151,772		\$ 17,000		\$ -	\$ -	\$ -	\$ 17,000 \$ 157,501	\$ - \$ 131,443	\$ 17,000		\$ -	\$ -	5 -	\$ 17,000
6. Improve strategies and support systems for English Learners to meet or exceed standards of core academic program. Monitor student achievement and growth to track progress toward reclassification, increase awareness by teachers, parents and support staff of reclassification process and requirements to achieve more students being reclassified as English language proficiency. Document strategies and support systems for evaluation by ELAC.		\$ 1,000	\$	- \$ -	\$ -	\$ -	\$ 1,000		\$ 1,000		\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ 1,000		\$ -	\$ -	\$ -	\$ 1,000

	1		_														_	1			
7. Monitor and adjust Special Education supports and services:																					
monitoring Special Education student achievement and																					
progress toward meeting Individualized Education Plan (IEP)																					
goals; monitor and continue the steps to ensure Special																					
Education students and families are informed about and																					
understand the process and requirements of Special Education.																					
	\$ -	\$	- \$	- \$	- \$	- \$ 1	1,216,657 \$ 1,216,65	57	\$ - \$	- \$	- \$	- \$	- \$ 1,254,723	\$ 1,254,723	\$ - \$	- \$	- \$	- \$	- \$	1,290,358 \$	1,290,358
8. Develop strategies and support systems to ensure foster																					
youth successfully transition into the school and meet state																					
standards: continue to assess student barriers to attendance																					
and determine methods to provide assistance to foster youth																					
regarding barriers to regular attendance such as transportation,																					
adequate age appropriate uniforms for school, etc. Coordinated																					
and monitored by the School Leadership Team.																					
	\$ -	\$ 500	s s	- 5	- 5	- 5	- S 50	n	\$ - \$	500 S	- 5	- 5		\$ 500	\$ - \$	500 S	- 5	- 5	- 5	- 5	500
Sustain alignment of district resources to support LCAP	Ÿ	ÿ 50.	, ,	7	, , , , , , , , , , , , , , , , , , ,	7	ÿ 30	_	,	300 Ç	Ť	,		ŷ 300	, , , , , , , , , , , , , , , , , , ,	300 Ç	7	7	Ť		500
implementation and monitoring of progress.	\$ 233,129	s	- s	- 5	- 5	- 5	- \$ 233,12	9	\$ 249,447 \$	_	\$	- S	-	\$ 249,447	\$ 266,909 \$	- s	- 5	- s	-	s	266,909
Sustain and support summer learning programs that are	·	*	*	,			7,		7, 7		*			7,	7 200,000 7		7	-			
align to core academic program, address specific LCAP																					
measurable outcomes, support continued student academic																					
growth and transitions between grade levels.	¢ .	\$ 5,000	n s	- \$	- \$	- \$	- \$ 5,00	n	e . e	5,000 \$	- Ś	- \$		\$ 5,000	s - s	5,000 \$	- s	- 5	- 5	- 6	5,000
11. Create a coordinated professional development plan to	, , , , , , , , , , , , , , , , , , ,	3,000	7	,	, , , , , , , , , , , , , , , , , , ,	7	9 3,00	_	, ,	3,000 \$	Ť		, ,	\$ 3,000	, , ,	3,000 \$, , , , , , , , , , , , , , , , , , ,	1			3,000
support ongoing and new initiatives (such as new benchmark																					
and assessment system, positive learning environment																					
programs, etc) and ongoing training and support for engaging																					
instructional practices (such as small group instruction, SLANT,																					
pair-share strategies, etc.). Provide continuation of common																					
core (CCSS) professional development. Provide professional																					
development to support English learners (such as Guided																					
Language Acquisition Design [GLAD]). Provide necessary																					
training and professional development to classified staff,																					
support staff, and volunteers. Coordinated and monitored by																					
the Site Leadership Team. Coordinated and monitored by																					
Principal.																					
	\$ -	\$ 14,000) \$	- \$	3,530 \$	- \$	- \$ 17,53	30	\$ - \$	14,000 \$	- \$ 3,	,530 \$	- \$ -	\$ 17,530	\$ - \$	14,000 \$	- \$ 3,530	0 \$	- \$	- \$	17,530
12. Superintendent - Board of Trustee sustain full-time																					
Superintendent to manage fiscal vitality of district, alignment of	•																				
district resources to LCAP and development of plans and																					
recommendations to address facilities needs, charter oversight																					
and compliance with laws.	\$ 263,321	\$	- \$	- \$	- \$	- \$	- \$ 263,32	21	\$ 281,754 \$	- \$	- \$	- \$	- \$ -	\$ 281,754	\$ 301,477 \$	- \$	- \$	- \$	- \$	- \$	301,477
13. Develop plan to support students and families successfully				-				7 [_		
transition to high school in coordination with community																					
partners and the Student Intervention Facilitator.																					
	\$ -	\$ 1,67	1 \$	- \$	- \$	- \$	- \$ 1,67	1	\$ - \$	1,788 \$	- \$	- \$	- \$ -	\$ 1,788	\$ - \$	1,913 \$	- \$	- \$	- \$	- \$	1,913
								_ '			· · · · · · · · · · · · · · · · · · ·							•			

Ва	ise	Supplemental/ Concentration	Title I	Title III	Lottery	Special Education	Total	Base	Supplemental/ Concentration	Title I	Title III	Lottery	Special Education	Total	Base	Supplemental/ Concentration	Title I	Title III	Lottery	Special Education	Total
\$ 1,8	378,092	\$ 56,171	\$ 191,399	\$ 5,719	\$ 30,000	\$ 1,216,657	\$ 3,378,038	\$ 1,993,923 \$	56,2	88 \$ 191,399	\$ 5,719	\$ 30,000	\$ 1,254,723 \$	3,532,052	\$ 2,116,037	\$ 56,413	\$ 191,399	\$ 5,719	\$ 30,000	\$ 1,290,358	\$ 3,689,926

Sausalito Marin City School District 2017-20 LCAP Goal 2 Final Summary June 20, 2017

			2017-2018				2018-2	019			2019-2	020	
Action and Services	Base	Supplemental/ Concentration	CCEE Donation	ASES	Total	Base	Supplemental/ Concentration	ASES	Total	Base	Supplemental/ Concentration	ASES	Total
1. Develop the community school design framework that serves students and families in and outside the school day with outstanding instruction for students, support services for students and families, engages families in meaningful ways beyond academics and creates a welcoming and respectful school environment for all families and family backgrounds.	\$ -	\$ 500	\$ -	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 500
2. Recruit, hire, train and retain a Community School Coordinator to work in collaboration with the families, partners and the Superintendent to implement a sustainable community school model and sustainable funding.	\$ -	\$ 30,000	\$ 81,500		\$ 111,500	\$ -	\$ 117,075		\$ 117,075	\$ -	\$ 123,000	\$ -	\$ 123,000
3. Support Community School Coordinator to assess, develop, refine and strengthen partnerships, identify support service gaps and establish formal onboarding that includes partnership agreements with each organization to align all student and family supports to LCAP annual measurable outcomes in 2017-18 school year. Partner with community organizations to offer parenting classes and workshops for families. Developed by School Leadership Team.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Support the development of world language instruction at all levels: investigate the most efficient and effective integration of world language instruction into the core academic program, including Community Organizations, Digital Software Supplements and textbooks for adoption. Create a plan that would secure required funding to support for full Implementation in 2018-19.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

5. Integrate the instruction of technology skills into the core academic program through professional development, research on the best practices for sequence of technology skills at each grade level and adoption of a scope and sequence for 18-19																			
that includes purchase of necessary technology upgrades.	-	Ś	- s	- S	_	\$	_	Ś	- S	-	\$ -	Ś	_	S -	s -	Ś	- s	5	_
6. Provide nutritious meals for all students. Improve student nutrition experience (taste of food, cultural relevance). Increase completion of free and reduced lunch applications. Explore collection of fees for families and staff that do not qualify for free and reduced lunch.		\$ 77,83	1 5	- \$	_	¢	77,834	¢	- 6	65,000	¢ .	¢	65,000	¢	\$ 65,000	¢	_ 6		65,000
7. After School Program (ASES) - This is an on-going partnership	<u> </u>	7 / / / / / / / / / / / / / / / / / / /	+ ->	- Ş	-	ې	77,034	7	- 3	03,000	<u>-</u>	γ	03,000	-	3 03,000	٦	- 2	•	03,000
with the Boys and Girls Club to provide after-school programming to more than 80 Bayside MLK students per day.	\$0	\$25,00	00 \$	-	\$64,834	\$	89,834		\$0	\$25,000	\$64,834	\$	89,834	\$c	\$25,00		\$64,834 \$		89,834
8. Principal - Hire a Principal to develop and manage Site Leadership Team (includes Community School Coordinator, Parent Liaison and Counselor), oversee development and implementation of new core academic program and provide the necessary supports to ensure that certificated and classified staff receive effective Professional Development. Superintendent supports Principal with ongoing monitoring of progress toward LCAP Goals, Actions and Annual Measurable					. ,					. ,	. ,			6404.445					
Outcomes.	\$169,551	\$	- \$	- \$	-	\$	169,551	\$178,6	42 \$	-	\$ -	\$ 1	78,642	\$191,147	' \$-	\$	- \$	S :	191,147

			2017-2018				2018-2	2019] !		2019-2	.020	
В	ase	Supplemental/ Concentration	CCEE Donation	ASES	Total	Base	Supplemental/ Concentration	ASES	Total		Base	Supplemental/ Concentration	ASES	Total
\$	169,551	\$ 133,334	\$ 81,500	\$ 64,834	\$ 449,219	\$ 178,642	\$ 207,575	\$ 64,834	\$ 451,051		\$ 191,147	\$ 213,500	\$ 64,834	\$ 469,481

Sausalito Marin City School District 2017-20 LCAP Goal 3 Final Summary June 20, 2017

		2017-2018					2018-2	019			20	19-2020	
Action and Services	Base	Supplemental/ Concentration	Pre K-3	Total	Base		Supplemental/ Concentration	Pre K-3	Total	Base		lemental/ entration	Total
Support the Parent Liaison to recruit, hire, train and retain													
two Parent Ambassadors positions to engage parents and													
guardians of students in grades P-3 to increase parent													
engagement in academics, services and resources.	\$ -	\$ -	\$ 60,000	\$ 60,000	\$ -	- 9	\$ 44,900	\$ 15,100	\$ 60,000	\$ -	\$	60,000	\$ 60,000
2. Strengthen the School Site Council, LCAP English Learner													
Committee and LCAP Parent Advisory Committee to make													
effective decisions and recommendations on student growth													
and support for student progress.	\$ -	\$ 35,000	\$ -	\$ 35,000	\$ -	- 9	\$ 35,000	\$ -	\$ 35,000	\$ -	\$	35,000	\$ 35,000
3. Engage Parents and Community in the redesign of the core													
academic program to have a foundation of cultural awareness,													
recognition, appreciation and infusion through initiatives like													
the Freedom School model. Community School Coordinator													
develops community partnership alignment with core academic													
program to ensure wrap around support for cultural infusion.													
	\$ -	\$ -	\$ -	\$ -	\$ -	- (\$ -	\$ -	\$ -	\$ -	\$	-	\$ -
4. Engage the family and community in the development,													
implementation and evaluation of an annual family and													
community engagement plan. Facilitate a variety of culturally													
relevant events each year. Continue and expand English classes													
for families. Implement academic support classes and													
workshops for families to support student learning at home.													
	\$ -	\$ 6,250	\$ -	\$ 6,250	\$ -	- 9	\$ 6,250	\$ -	\$ 6,250	\$ -	\$	6,250	\$ 6,250

5. Develop effective communication plan including a regular update of district and school websites, regular communications with parents on academic, school and district developments, and engagements (progress reports, calendar, schedules, events, etc.). Explore marketing plan that promotes core academic program, access to support services, programs, clubs, sports, etc. to improve perceptions of school and district.																	
	\$ 3,000	\$ -	\$	-	\$	3,000	\$	3,000 \$	-	\$	-	\$ 3,000	\$ 3,000	\$	-	\$	3,000
6. Provide language translation and interpretation for all district and school communications, student progress reports, and parent/family conferences (CTS LanguageLink).	\$ 500	\$ -	\$	-	\$	500	\$	500 \$	-	\$	-	\$ 500	\$ 500	\$	-	\$	500
7. Increased emphasis on school level displays of student work, performances, and recognition events. Promote use of student portfolios in classrooms to engage parents in student achievement.	\$ _	\$ 500	Ś	_	Ś	500		\$	500	5	_	\$ 500		5	500	ς.	500
8. Continue walking bus in partnership with Community Service District. Work with Parent Liaison to target students with tardy and chronic absences. Managed by Community School Coordinator with Principal.	\$ _	\$ -	\$	-	\$	-	\$	- s	-	\$	-	\$ -	\$ -	Ś	-	\$	
9. Cultivate leadership development program and opportunities for parents and families. Development by the School Leadership Team.	-	\$ -	\$	-	\$	-	\$	- \$	-	\$	-	\$ -	· \$ -	\$	-	\$	_

	2017-	2018			2018-	2019		_		2019-2020	
Base	Supplemental/ Concentration	Pre K-3	Total	Base	Supplemental/ Concentration	Pre K-3	Total		Base	Supplemental/ Concentration	Total
\$ 3,500	\$ 41,750	\$ 60,000	\$ 105,250	\$ 3,500	\$ 86,650	\$ 15,100	\$ 105,250	-	\$ 3,500	\$ 101,750	\$ 105,250

			2017-2018					2018-201	.9			2019-202)	
Action and Services	Base	Supplemental/ Concentration	Educator Effectiveness	Title II	Total		Base	Supplemental/ Concentration	Title II	Total	Base	Supplemental/ Concentration	Title II	Total
Implement the Children's Defense Fund Freedom School model into the core school day structure to create a culturally relevant school day that integrates youth development principles that boosts student motivation to read, generates more positive attitude toward learning, increases self-esteem and connects the needs of children and families to the resources of our community.														
community.	\$ -	\$ 12,300	\$ 24,931	\$ 22,063	\$ 59,294			\$ 13,900	\$ -	\$ 13,900	\$ -	\$ 13,900	\$ -	\$ 13,900
Improve the sports program and clubs for all students based on student feedback and engagement; focus on identifying barriers to student participation to increase participation.	\$ 16,400	\$ -	\$ -	\$ -	\$ 16,400	\$	16,800	\$ -	\$ -	\$ 16,800	\$ 17,100	\$ -	\$ -	\$ 17,100
Implement new Discipline Policy that includes Positive Behavior Intervention and Supports that set behavior expectations from students, teachers, administrators, families and community as partners in social, emotional and academic development and management of a safe and welcoming school environment. Managed by School Leadership Team.														
Implement new Discipline Policy that includes restorative	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	\$	-	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
issuite program that supports teachers and students to agree to a set of principles and practices that build community, respond to harm/conflict and provide individual circles of support for students as alternatives to suspension where possible. Managed by School Leadership Team.														
by school Leadership Team.	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	\$	-	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
S. Support social and emotional development of children and families through counseling services by School Counselor (1.0 FTE).	\$ -	\$ 103,293	\$ -	s -	\$ 103,293	Ś	_	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Provide ongoing professional development supports to improve cultural competency and reduce implicit bias. This will be accomplished through on-going discussion at staff meetings and at in-service professional development days.						Ś		·			\$ -			
7. Investigate and implement program to support students struggling with trauma. Development by Site Leadership Team.	<u> </u>	\$ -	\$ -	s -	\$ -	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Provide ongoing, open dialogue and facilitate discussions between school staff and teachers, families, and community about race, ethnicity, culture and equity. Development by School Leadership Team and PLAN.	\$ -	\$ ·	\$ -	\$ -	\$ -	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
 Implement a schoolwide plan that clearly communicates the school's policies and practices regarding conduct, safety, attendance and academic performance. 	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
 Maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational, campus supervision, etc.) to provide students and staff with a safe, clean and productive environment. 	\$ 282,876	\$ -	\$ -	\$ -	\$ 282,876	\$:	297,861	\$ -	\$ -	\$ 297,861	\$ 313,804	\$ -	\$ -	\$ 313,804
,			2017-2018	•	. '	_		2018-201				2019-2020		

		2017-2018				2018-201	9			2019-202	0	
Base	Supplemental/ Concentration	Educator Effectiveness	Title II	Total	Base	Supplemental/ Concentration	Title II	Total	Base	Supplemental/ Concentration	Title II	Total
\$ 299,276	\$ 125,593	\$ 24,931	\$ 22,063	\$ 471,863	\$ 314,661	\$ 23,900	\$ -	\$ 338,561	\$ 330,904	\$ 23,900	\$ -	\$ 354,804