



Grant Funding Sources Running Balance
for 2023-2024 School Year

Line #	Plan Type	Description	LCFF (0422)	Par Inv (3008)	Title 1 (3010)	CF (0413/0437)	EL Supp (0421)	LCFF Rec (0422R)
Beg Balance			102,760	6,693	358,527	0	0	74,000
1	IN	An additional .50FTE Assistant Principal w ill: Increase student achievement by: Coordinating and monitoring intervention services; Coaching teachers to increase their effectiveness with instructional practices; and Providing professional development to enhance teachers' use of strategies to engage students. Increase a positive school climate focused on learning by: Providing targeted support to chronic behaviorally struggling students; Lead Culture Climate Committee to ensure implementation of Asst. Principal Elementary .5 FTE LCFF 50%; Title 1 50%	<46,913>	0	<46,914>	0	0	0
2	IN	The School Counselor w ill: * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-promise Grant students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (w ho provide the Tier 1 instruction to students). *Create and monitor intervention plans for chronically absent students and families *Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and rest Counselor .5 FTE Title 1 100%	0	0	<82,097>	0	0	0
3	IN	Provide Recreation Aides to supervision students during breakfast and lunch hour in the cafe and playgrounds to ensure students are safe. Additionally provide supervision before and after school. Hourly Recreation Aide (8) for 511 hours annually LCFF Rec 100%	0	0	0	0	0	<73,976>



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4	IN	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Work with administrative and support staff to identify students with significant attendance needs. Progress monitoring through attendance reports and meeting with parents to translate and address attendance/academic concerns to increase student achievement and student engagement. Intermediate Office Assistant .5 FTE LCFF 45%; Title 1 55%	<20,334>	0	<24,852>	0	0	0
5	IN	Program Facilitator will provide supplemental pull out/push-in small group reading instruction to struggling readers in grades 1 & 2 as identified by FRSA & iReady data. Additionally, the program facilitator will coach individual teachers and grade levels to increase implementation of tier 1 interventions and instructional practices that support Quality Core Instruction. Allowing for teacher collective efficacy and building capacity to ensure effective differentiated instructions for students. Program Facilitator .5 FTE Title 1 100%	0	0	<85,379>	0	0	0
6	IN	(2) Retired teachers with specialized literacy skills will provide supplemental pull out, small group reading instruction to support struggling readers in Kindergarten and 1st grade 4 days a week for 30 min sessions. Teacher Hourly P Schedule (2) for 300 hours annually Title 1 100%	0	0	<46,988>	0	0	0



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1	PD	Teachers will be released each trimester for CCSS unit planning of standards, collaboration of lessons and Core Curriculum lesson students within a collaborative cycle, classroom visits and goal setting each trimester. Teachers will discuss strategies to support students who are multilingual learners, Professional development will also support PD provided by OCIPD specific to Equity. Teachers will also be released to meet with the principal for data and progress monitoring meetings to discuss Teacher Hourly Extra Comp (35) for 3 hours annually LCFF 100% Substitute teacher full day (33) for 3 days LCFF 100%	<34,163>	0	0	0	0	0
Resource Total			<101,410>	0	<286,230>	0	0	<73,976>
Avail Balance			1,350	6,693	72,297	0	0	24