



Willard 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			65,800	4,349	299,081	0	0	60,000
1	IN	Counselor (FTE.50- Title 1) w ill continue to be a valuable asset to the students, teachers, and parents of Willard by monitoring attendance; maintaining documents for services provided to students such as academic interventions for at-risk students; assist w ith additional support to EL Learners; Improve redesignation rates; Provide additional support on the playground to maintain a safe school environment; provide individual and group counseling ; Attend meetings w ith the District Attorney to Counselor .5 FTE Title 1 100%	0	0	<82,097>	0	0	0
2	IN	Intervention Teacher (.60 FTE) w ill w ork specifically w ith at-risk subgroups (African American and Hispanic) in grades 4th and 5th to provide small group instruction in a pull out model using specific strategies to increase academic acheivementin math and reading. The specialist w ill w ork on Close reading using DOK question stems w ith the goal of creating good reader habits that w ill provide students the skills to prepare and perform on both math and reading task required at their respective gr Teacher on Special Assignment (TOSA) .6 FTE Title 1 100%	0	0	<98,194>	0	0	0
3	IN	School Facilitator- Support SEL, Math. ELA, and Parent Involvement. Program Facilitator .5 FTE Title 1 100%	0	0	<85,379>	0	0	0
4	IN	Additional FTE School Psycholoist Psychologist .2 FTE LCFF 100%	<33,409>	0	0	0	0	0
5	IN	Field Trips w ill be provided to all students TK-5 in order to supplement all of the curriculum and provide social emotional learning and language development. The goal is to increase curricular efficacy and provide learning opportunities that w ill increase social emotional learning and language development. Services Title 1 100%	0	0	<5,000>	0	0	0



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1	PD	2 1/2 Release day's for both data analysis and professional development aligned to the performance gaps in ELA and Math. The goal is to increase instructional efficacy with intentional targets based on data analysis. As a result, the expected outcome is to increase proficiency rates in both ELA and Math according to State measures. Manager Additional Assignment (2) for 30 hours annually LCFF 100% Teacher Hourly PD Stipend (24) for 15 hours annually LCFF 100%	<23,995>	0	0	0	0	0
Resource Total			<u><57,404></u>	<u>0</u>	<u><270,670></u>	<u>0</u>	<u>0</u>	<u>0</u>
Avail Balance			<u><u>8,396</u></u>	<u><u>4,349</u></u>	<u><u>28,411</u></u>	<u><u>0</u></u>	<u><u>0</u></u>	<u><u>60,000</u></u>