



Riley 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			37,940	2,576	182,733	0	0	46,000
1	IN	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. Hourly Recreation Aide (7) for 350 hours annually LCFF Rec 100%	0	0	0	0	0	<44,335>
3	IN	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight-ten week sessions. Teacher Hourly P Schedule (5) for 5 hours annually Title 1 100%	0	0	<1,958>	0	0	0
4	IN	The Bi IOA will orders interventions materials for students; completes requisitions for materials, supplies and equipment for categorical programs. Provides direct services to students and parents regarding outside resources to help increase student achievement Provides supplemental monitoring of daily attendance of at-risk students and contacts the families of those at-risk students regarding chronic attendance issues that impede students' achievement. Provides translations/interpretations for Intermediate Office Assistant .5 FTE LCFF 50%; Title 1 50%	<22,593>	0	<22,593>	0	0	0
5	IN	VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores. Teacher Elementary .5 FTE Title 1 100%	0	0	<78,694>	0	0	0



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6	IN	The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the Counselor .5 FTE Title 1 100%	0	0	<82,097>	0	0	0
1	PD	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastl Teacher Hourly Extra Comp (11) for 5 hours annually Title 1 100% Substitute teacher half day (11) for 1 days Title 1 100%	0	0	<6,270>	0	0	0
1	SM	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops. Materials LCFF 100%	<2,000>	0	0	0	0	0
2	SM	Provide identified select "at-risk" students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS. Materials Title 1 100%	0	0	<1,000>	0	0	0



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Resource Total			<24,593>	0	<192,612>	0	0	<44,335>
Avail Balance			13,347	2,576	<9,879>	0	0	1,665