



McKinley Funding Sources Running Balance  
for 2024-2025 School Year

Line #	Plan Type	Description	LCFF (0422)	Par Inv (3008 )	Title 1 (3010)	CF (0413/0437)	Prop 28 (6770)	LCFF Rec (0422R)
Beg Balance			58,660	4,131	324,751	0	0	60,000
1	IN	One additional day of a psychologist to support with: assessment plans, IEPs, SSTs, MTSS, data analysis, and social-emotional learning needs, and collaborating and supporting counselor. Psychologist .2 FTE LCFF 100%	<37,035>	0	0	0	0	0
2	IN	The librarian will support students with reading, writing, and various research skills needed to read texts and research topics effectively, support school-wide writing focus, support students' academic growth in literacy, and support in meeting school and district writing and literacy goals. The librarian will also help the school by providing opportunities for intervention and co-planning with grade-level teams. Grade levels may utilize portions of library time to provide targeted intervention Librarian .6 FTE LCFF 20%; Title 1 80%	<20,495>	0	<81,982>	0	0	0
3	IN	McKinley is lowering its class sizes by reducing the number of students assigned to each fourth and fifth grade class. While a regular class size capacity for the grades is 35 students, classes where the teachers are split-funded are capped at 29 students. The 0.167 FTE represents the difference of students reduced in each class (6 students reduced from 35 maximum regular class is a 16.7% reduction).  The 16.7% Title I fund would apply to all six 4th and 5th grade teachers to total 1.0 FTE. Teacher Elementary 1 FTE Title 1 100%	0	0	<167,451>	0	0	0
5	IN	Recreation aides will support student safety and restorative practices and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.  Hourly Recreation Aide ( 7 ) for 435 hours annually LCFF Rec 100%	0	0	0	0	0	<60,042>

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6	IN	Intervention support from substitute teacher for: first and second-grade classrooms w ith ELA and fourth and fifth-grade classrooms w ith math. Targeted students w ill be identified using iReady, FRSA, math unit exams, and teacher recommendations backed by data to be supported by substitute teacher 2 days per w eek.  Substitute teacher full day ( 1 ) for 48 days LCFF 100%	<12,989>	0	0	0	0	0
7	IN	Intervention support from substitute teacher for: first and second-grade classrooms w ith ELA and fourth and fifth-grade classrooms w ith math. Targeted students w ill be identified using iReady, FRSA, math unit exams, and teacher recommendations backed by data to be supported by substitute teacher 2 days per w eek.  Substitute teacher full day ( 1 ) for 24 days Title 1 100%	0	0	<6,494>	0	0	0
1	PD	Professional development and planning opportunities for staff to support quality core instruction and ensure students achieve one year of academic grow th and have a strong sense of belonging, identity, and agency. Staff w ill be released for collaboration, analyzing data to plan next steps, CCSS unit planning, lesson studies w ithin a collaborative PDSA cycle, CCSS and district assessments, classroom visits, goal setting, and discussing strategies to support multilingual learners and at promise st Substitute teacher full day ( 4 ) for 18 days Title 1 100% Teacher Hourly P Schedule ( 23 ) for 4 hours annually LCFF 100% Teacher Hourly Extra Comp ( 5 ) for 60 hours annually Title 1 100%	<7,808>	0	<47,527>	0	0	0
1	PI	Purchase student planners for 4th and 5th graders to help students w ith organization and help priotize time and activities and commincate w ith parents. Materials Par Inv 100%	0	<750>	0	0	0	0



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2	PI	SMORE Parent New sletter Services Par Inv 100%	0	<170>	0	0	0	0
1	SM	Supplemental materials to support instruction, intervention, and enrichment.  Materials Title 1 100%	0	0	<8,000>	0	0	0
2	SM	Plan and prepare for the school year. As a support team look at current systems and practices and align w ith data identify and any potential problems and inequitiest to steamline and refine systems and practices and plan next steps. Look at data and plan professional developement for teachers or intereventions for students. Paying for additional hourly for counselor, office staff, instructional leads to w ork outside of duty day to analyze data, plan, and prepare, including paying for substitutes Services Title 1 100%	0	0	<28,500>	0	0	0
3	SM	Supplemental materials to support instruction, intervention, and enrichment.  Materials LCFF 100%	<2,000>	0	0	0	0	0
4	SM	Plan and prepare for the school year. As a support team look at current systems and practices and align w ith data identify and any potential problems and inequitiest to steamline and refine systems and practices and plan next steps. Look at data and plan professional developement for teachers or intereventions for students. Paying for additional hourly for counselor, office staff, instructional leads to w ork outside of duty day to analyze data, plan, and prepare, including paying for substitutes Services LCFF 100%	<1,500>	0	0	0	0	0



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Resource Total			<81,827>	<920>	<339,954>	0	0	<60,042>
Avail Balance			<23,167>	3,211	<15,203>	0	0	<42>