



Riley 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			35,840	2,532	55,799	0	0	49,400
1	IN	Recreation aides w ill support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. Services LCFF Rec 100%	0	0	0	0	0	<49,400>
2	IN	Select certificated staff/teachers w ill provide remediation/after school tutoring classes throughout the school year. This differentiated support w ill assist EO & ELL students w ho are at tier 2. This support w ill target identified students in grades TK-5 at-risk EO & EL students. The primary focus w ill be in both ELA and Math throughout the school year during eight –ten w eek sessions. Teacher Hourly Extra Comp (6) for 12 hours annually LCFF 100%	<6,731>	0	0	0	0	0
3	IN	The PBIS comittee w ill develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school w ide student recognition to improve school w ide climate. As w ell assist in the implementation and monitoring social skills groups for students w ho are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As w ell assist w ith the development of programs in the area of college and car Services Title 1 100%	0	0	<5,000>	0	0	0
4	IN	Select certificated staff/teachers w ill provide remediation/ Saturday school intervention classes throughout the school year. This support w ill target identified students in grades TK-5 as risk EO & EL students. The primary focus w ill be on ELA and math throughout the school year. Teacher Hourly Extra Comp (6) for 12 hours annually Title 1 100% Manager Additional Assignment (2) for 12 hours annually Title 1 100%	0	0	<9,742>	0	0	0

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1	PD	TK-5 Teachers w ill have release days to collaboratively study the standards and plan for the ELA and Math unit implementation w ith a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers w ill develop differentiated lessons for ELLs and “At-Risk” students and plan for interventions for struggling learners. Teachers w ill also discuss strategies and gather resources to best meet the needs of identified students. Teach Substitute teacher full day (20) for 3 days LCFF 100%	<16,236>	0	0	0	0	0
2	PD	3 Dual Immersion Teachers and Principal w ill attend the 2025 CABA conference Services LCFF 50%; Title 1 50%	<3,308>	0	<3,308>	0	0	0
1	PI	Porjector for the designated parent center Materials Par Inv 100%	0	<1,200>	0	0	0	0
2	PI	Provide parent support through w orkshops, parent new sletter, and translations in the areas of English Language Arts and Mathematics and related best practices in support of CCSS implementation, Teacher Hourly Extra Comp (3) for 3 hours annually Par Inv 100%	0	<841>	0	0	0	0
1	SM	TK-5 teachers w ill be supported through the CCSS implementation of ELA and Math w ith the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers w ill be provided w ith professional materials, books, and w orkshops. Materials Title 1 100%	0	0	<7,000>	0	0	0
2	SM	Purchase of w alkie-talkies for rec aides Materials LCFF 100%	<3,350>	0	0	0	0	0



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Resource Total			<29,625>	<2,041>	<25,050>	0	0	<49,400>
Avail Balance			6,215	491	30,749	0	0	0