

**Henry 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			24,640	0	0	0	0	78,600
1	IN	Teachers w ill provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher w ill support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments. Teacher Hourly P Schedule (2) for 20 hours annually LCFF 100%	<3,395>	0	0	0	0	0
2	IN	Teachers w ill provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher w ill support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluencey and comprehension. Teacher Hourly P Schedule (2) for 20 hours annually LCFF 100%	<3,395>	0	0	0	0	0
3	IN	Teachers w ill provide before/afterschool intervention (tutoring) in English FRSA and Comprehenesion in the ELPAC assessments to the 4th and 5th grade w ho have not moved ELPAC levels. Teachers w ill focus on early intervention in English by supporting At-Promise ELL to decode, build fluence and comprehension skills in target language. Teacher Hourly P Schedule (1) for 10 hours annually LCFF 100%	<849>	0	0	0	0	0
1	PI	In Henry's DI program, students in TK and kindergarten w ill receive 90% of daily instruction in Spanish and 10% in English. Parents must have an overview of the different components and strategies that w ill support the students in the process-Spanish FRSA/Benchmarks and comprehension. Elementary reding- FRSA and ASR. Teachers w ill be given an opportunity to prep their classrooms and presentations for this meet and greet. Teacher Hourly Extra Comp (7) for 4 hours annually LCFF 100%	<2,617>	0	0	0	0	0



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Resource Total			<10,256>	0	0	0	0	0
Avail Balance			14,384	0	0	0	0	78,600