

**Grant Funding Sources Running Balance  
for 2025-2026 School Year**

Line #	Plan Type	Description	LCFF (0422)	Par Inv (3008 )	Title 1 (3010)	CF (0413/0437)	Prop 28 (6770)	LCFF Rec (0422R)
<b>Beg Balance</b>			<b>116,060</b>	<b>7,976</b>	<b>310,247</b>	<b>0</b>	<b>228,166</b>	<b>84,500</b>
1	IN	The School Counselor will: * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-promise Grant students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (w ho provide the Tier 1 instruction to students). *Create and monitor intervention plans for chronically absent students and families *Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and rest Counselor .5 FTE Title 1 100%	0	0	<93,588>	0	0	0
2	IN	Program Facilitator w ill provide supplemental pull out/push-in small group reading instruction to readers in need of supplemental support as identified by FRSA & i-Ready data. Additionally, the program facilitator w ill coach individual teachers and grade levels to increase implementation of tier 1 interventions and instructional practices that support Quality Core Instruction allow ing for teacher collective efficacy and building capacity to ensure effective differentiated instruction for stude Program Facilitator .5 FTE Title 1 100%	0	0	<95,844>	0	0	0
3	IN	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Work w ith administrative and support staff to identify students w ith significant attendance needs. Progress monitoring through attendance reports and meeting w ith parents to translate and address attendance/academic concerns to increase student achievement and student engagement. Intermediate Office Assistant .5 FTE Title 1 100%	0	0	<49,888>	0	0	0

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4	IN	(2) Retired teachers w ith specialized literacy skills w ill provide supplemental pull out, small group reading instruction to support struggling readers in Kindergarten and 1st grade 4 days a w eek for 30 min sessions. Teacher Hourly P Schedule ( 2 ) for 200 hours annually LCFF 100%	<35,424>	0	0	0	0	0
5	IN	Provide additional Recreation Aides to supervise students before, during, and afterschool, and during breakfast and lunch meal service in the cafeteria and on the playground to ensure students are safe. Hourly Recreation Aide ( 9 ) for 458 hours annually LCFF Rec 100%	0	0	0	0	0	<84,537>
6	IN	As part of Proposition 28, students w ill receive visual and performing arts lessons during the w eek. Teacher on Special Assignment (TOSA) .6 FTE Prop 28 100%	0	0	0	0	<112,666>	0
8	IN	The Registered Behavior Technician (RBT) provides targeted, data-driven behavioral support aligned w ith student Behavior Intervention Plans (BIPs). Key responsibilities include implementing individualized and small-group interventions, collecting and analyzing data to inform decisions, and collaborating w ith teachers and site teams to adjust strategies. RBTs model effective classroom management, reinforcement systems, and de-escalation techniques to promote consistent practices across settings. Services Title 1 100%	0	0	<27,313>	0	0	0

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1	PD	Teachers will be released each trimester for CCSS unit planning of standards, collaboration of lessons and Core Curriculum lesson students within a collaborative cycle, classroom visits and goal setting each trimester. Teachers will discuss strategies to support students who are multilingual learners, Professional development will also support PD provided by OCIPD specific to Equity. Teachers will also be released to meet with the principal for data and progress monitoring meetings to discuss Substitute teacher full day ( 36 ) for 3 days LCFF 100%	<30,288>	0	0	0	0	0
2	PI	Parent Ambassador to support parents with leading parent workshops and trainings by the Equity and Engagement Partnerships. Hourly Recreation Aide ( 1 ) for 75 hours annually Par Inv 100%	0	<1,538>	0	0	0	0
1	SM	Ground Education is a nature-based learning organization dedicated to connecting students with the outdoors to enhance academic achievement, foster emotional well-being, and build environmental awareness. Through hands-on lessons in school gardens, local green spaces, and natural environments, Ground Education empowers young learners to explore science, literacy, and social-emotional skills in meaningful, real-world contexts. Rooted in the belief that every child deserves access to nature and his Services LCFF 100%	<16,500>	0	0	0	0	0
<b>Resource Total</b>			<u>&lt;82,212&gt;</u>	<u>&lt;1,538&gt;</u>	<u>&lt;266,633&gt;</u>	<u>0</u>	<u>&lt;112,666&gt;</u>	<u>&lt;84,537&gt;</u>
<b>Avail Balance</b>			<u><b>33,848</b></u>	<u><b>6,438</b></u>	<u><b>43,614</b></u>	<u><b>0</b></u>	<u><b>115,500</b></u>	<u><b>&lt;37&gt;</b></u>