

**Riley 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>42,140</b>	<b>2,927</b>	<b>117,855</b>	<b>0</b>	<b>90,085</b>	<b>52,000</b>
1	IN	The Intervention Specialist will design and implement targeted support for students requiring additional academic and/or social-emotional interventions. This role involves working collaboratively with teachers, administrators, families, and support staff to ensure all students achieve success, particularly within our English-only and dual immersion programs.  Program Facilitator .5 FTE LCFF 30%; Title 1 70%	<28,753>	0	<67,091>	0	0	0
2	IN	As part of Prop. 28, students will receive VAPA lessons during the school week. Teacher Elementary .4 FTE Prop 28 100%	0	0	0	0	<72,067>	0
3	IN	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist students who are at tier 2. This support will target identified students in grades TK-5 at-risk students. The primary focus will be in both ELA and Math throughout the school year during eight –ten week sessions. Teacher Hourly Extra Comp ( 6 ) for 17 hours annually LCFF 100%	<9,911>	0	0	0	0	0
4	IN	substitute coverage will be provided for classroom teachers. This allows them to step away from their classroom duties to engage in reflective, data-driven dialogue about student progress, growth trends, and instructional strategies. Substitute teacher full day ( 10 ) for 1 days Title 1 100%	0	0	<2,804>	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 ( 10 ) for 3 days Title 1 100%	0	0	<8,413>	0	0	0
1	PI	Provide parent support through w orkshops, parent new sletter, and translations in the areas of English Language Arts and Mathmatics and related best practices in support of CCSS implementation, Teacher Hourly Extra Comp ( 3 ) for 5 hours annually Par Inv 100%	0	<1,458>	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 LCFF 100%	<3,387>	0	0	0	0	0
2	SM	materials and resources teachers can use to create an effective Calm Corner that supports Social-Emotional Learning (SEL) in their classrooms: Materials Title 1 100%	0	0	<5,000>	0	0	0

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3	SM	The Registered Behavior Technician (RBT) provides targeted, data-driven behavioral support aligned with student Behavior Intervention Plans (BIPs). Key responsibilities include implementing individualized and small-group interventions, collecting and analyzing data to inform decisions, and collaborating with 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	<27,300>	0	0	0
<b>Resource Total</b>			<42,051>	<1,458>	<110,608>	0	<72,067>	0
<b>Avail Balance</b>			<b>89</b>	<b>1,469</b>	<b>7,247</b>	<b>0</b>	<b>18,018</b>	<b>52,000</b>