

**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)
Beg Balance			42,140	2,927	117,855	0	90,085	52,000
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
Resource Total			<42,051>	<1,458>	<110,608>	0	<72,067>	0
Avail Balance			89	1,469	7,247	0	18,018	52,000