



**0500 - SALIDA R-32**

Prior Year Funding Allocation

**READ Funding allocated from the 2019-2020 School Year**

Please use your FY2019-20 allocation amount to project your budget amounts for FY2020-21.

Allocation: **\$28,202**

**Accept or Decline 2020-2021 READ Funding**

We **accept** FY2020-21 READ Act Funding

## LEP Budget Explanation

**Instructions:** Select the ways in which you plan to use READ Act funds in the upcoming budget year. In order to submit your budget, all assurances must be reviewed and agreed upon, and all boxes must be checked.

In using the per-pupil intervention money distributed pursuant to the READ Act, each LEP shall ensure that some type of intervention, as described in the allowable activities below, is available to each student who is identified as having a significant reading deficiency (SRD) and who is enrolled in kindergarten through third grade in a school operated by the LEP.

### Questions and Assurances

**READ Act funds will be used to operate a Summer School Literacy Program**

The summer school literacy program services only students enrolled in K-3 who have an SRD or students below grade level if space is available

The summer school literacy program will use scientifically based or evidence based instructional programming in reading that:

- Has been proven to accelerate student reading progress and;
- Provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension and;
- Includes scientifically based and reliable assessments and;
- Provides initial and ongoing analysis of student progress in attaining reading competency

**READ Act funds will be used to purchase a core reading instructional program that is included on the Advisory List of instructional programming in reading**

READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

**READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills**

The tutoring service is focused on increasing students' foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension for students who receive instructional services pursuant to READ plans

**READ Act funds will be used to purchase from a BOCES the services of a reading specialist or reading interventionist who is trained in the science of reading and in teaching the foundational reading skills**

**READ Act funds will be used to provide other targeted, evidence-based or scientifically based intervention services to students who are receiving instructional services, which services are approved by the department**

**READ funds will be used to hire a reading interventionist to provide services which are approved by the department**

**READ Act funds will be used to provide technology, including software, which is included on the Advisory List of instructional programming in reading and supporting technologies which may include providing professional development in the effective use of the technology or software**

**READ Act funds will be used to provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development**

# LEP Budget Narrative

**Instructions:** Provide a brief description (no more than 700 words) that addresses each of the questions below. These questions must be completed for any LEP receiving READ Act funds before funds are released.

## Implementing Allowable Activities

**Explain how your LEP plans to implement each selected allowable activity. Please ensure that each allowable activity listed aligns with the allowable use(s) of funds as required by statute and matches the allowable use(s) listed in your LEP budget explanation.**

- Summer school literacy program (§22-7-1212)- Salida hosts a K-3 summer school program targeting reading intervention for students identified with an SRD. Our summer school teacher uses the Amplify - mCLASS Amplify Reading Intervention Edition Kindergarten and First Grade for All Components to target student gaps and offer explicit instruction to fill in identified gaps.

- Provide other targeted, scientific or evidence based intervention services approved by CDE

- 1) Our district budgets to help fund a certified reading intervention teacher trained in providing explicit and targeted interventions to students identified with a SRD. The interventionist do work with other grade levels, however; we .21 FTE, from READ funds which equals \$11,737 between salary and benefits which does not fund the entire .75 FTE that we would need to cover the cost of an interventionist for K-3.

- 2) Intervention materials are also purchased to provide intervention services such as mClass Intervention, Kindergarten and First grade, Instructional workbooks for Take Flight.

Take flight is currently not on the list as they did not submit, however they are in the middle of an "off cycle" review which we have asked for. If Take Flight is not approved, we understand we will have to choose other materials. Decodable Texts (High Noon) that link to Yoshimoto OG scope and sequence for Phonics application and reading fluency.

\*Technology

- 1) mClass Intervention Subscriptions

## Outcomes and Goals

**What are your LEP's expected outcomes and goals in the upcoming budget year from implementing your selected allowable activity(ies)?**

Goal: Increase the percentage of students reading at Benchmark levels 2018-19

BOY % At Benchmark EOY % At Benchmark Level of Progress  
 56% 84% Above Average Progress (Maintain for the 20-21 year)  
 79% 67% Well Below Average Progress (Increase to average progress for 20-21 year)  
 64% 61% Below Average Progress (increase to average progress for 20-21 year)  
 71% 79% Above Average Progress (Maintain for 20-21 year)

GOAL: Decrease the percentage of students reading at Well Below Benchmark levels 20-21

BOY % Well Below Benchmark EOY % Well Below Benchmark Level of Progress  
 28% 7% Above Average Progress (Maintain for 20-21 year)  
 9% 13% Below Average Progress (Increase to Average progress for 21-21 year)  
 20% 19% Below Average Progress (Increase to Average progress for 21-21 year)  
 0% 15% Average Progress (Maintain for 20-21 year)

Potential Barriers

**What are potential barriers in reaching your expected outcomes and goals? How do you plan to address and/or overcome these barriers?**

For the 2020-2021 school year:

1) Lack of face to face instruction and school disruptions due to Covid-19. During the 3 month remote learning protocols, interventionists continued to provide small group and individual instruction throughout the the spring although it was virtual, students continued to progress. As we move into the 20-21 academic year, it is anticipated that we will continue to have periods of time where we may have to retreat to some kind of hybrid system. We currently operate as a 4 day district. We are going to implement a Friday intervention time for additional instruction to be added for those students identified with specific needs, including students identified with an SRD.

2) Implementation of our new reading curriculum, SuperKids for k-2 and ReadyGen for 3rd-5th- lack of fidelity and disrupted instruction. The 19-20 school year was the first year of our implementation which was severely disrupted due to Covid-19. Therefore, we we not able to see how this implementation affected student achievement and growth. As we move into the next academic year, it will be important to continue the implementation as a universal tier for all students. PLC teams will continue to monitor student progress weekly and identify when students need more intense interventions in the core curriculum as well as more intense intervention needs. We have a robust blended intervention "end of day' block in addition to reading intervention blocks throughout for students receiving targeted evidenced based programming.

3) Chronic attendance issues. Some of our most impacted students also have chronic attendance issues which is really a family issue with our students in grades K-3. Lack of attendance results in inconsistent instruction and therefore gaps in learning. We have recently added a school social worker to help us better engage families, especially those families facing economic hardships and ELL families, to help them access services that will increase student engagement in daily instruction.

# Budget Details

## Budget Request

For each allowable activity in the budget:

- Select each allowable activity your LEP plans to use READ Act funds for in the upcoming budget year. Ensure that each allowable activity is aligned with the allowable uses of READ funds as required in statute.
- Select each of the instructional program(s) from the drop down list provided that your LEP plans to use in the upcoming budget year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that budgeted costs are clearly tied to the allowable activity and are calculated with detail in the "description of activity" field.

ID Ref	Allowable Activity	Instructional Program	Program Code	Object Code	Salary Position	FTE	Description of Activity	Requested Amount
4311	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	summer school staff- cannot add the FTE as it is greyed out	\$1,788.00
4312	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.21	SRD reading interventionist. April Holdinghaus. This line item was revised because 8,000 was budgeted for summer school that happened in July and August of 2020. The summer school was expanded beyond K-3 and paid for using Covid dollars. This prompted us to transfer the summer school funds to the instructional program funds. Summer school for K-3 will happen as usual in July for K-3 students and will be budgeted for during the 20-21 application period.	\$17,669.65
4313	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits - cannot change the FTE as it is greyed out.	\$2,144.00
4315	Technology		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			mClass Intervention subscriptions for Kindergarten and First grade	\$3,000.00

READ Act Budget Submission

4316	Other Services		Instructional Program (0010-2000)	0600 Supplies		Take flight materials, if approved during the current review process. Decodable Texts, various titles, published by High Noon that link to Yoshimoto OG scope and sequence for Phonics application and reading fluency.	\$3,600.05
Allocation:							\$28,201.70
Budgeted Amount:							\$28,201.70
Funds Remaining:							\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$17,669.65
0200 Employee Benefits	\$3,932.00
0300 Purchased Professional & Technical Services	\$3,000.00
0600 Supplies	\$3,600.05
<b>Budget Program Total:</b>	<b>\$28,201.70</b>

## Allowable Activity Totals

Activity	Total
Other Services	\$5,744.05
Summer School	\$1,788.00
Technology	\$3,000.00
Tutoring Services	\$17,669.65

## READ Budget Totals

Allocation:	\$28,201.70
Budgeted Amount:	\$28,201.70
<b>Funds Remaining:</b>	<b>\$0.00</b>