



**0880 - DENVER COUNTY 1**

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: **\$2,663,779**

**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 Academy – Summer Academy – Denver Public Schools will be leveraging the funds provided to us through the READ Act to continue implementing the DPS Summer Academy program. This program, targeted at students who are significantly below grade level and below grade level based on either their fall or mid-year READ assessments, is dedicated to ensuring each and every DPS student has the supplemental instruction to accelerate their learning towards being at grade level and to avoid the summer learning slide. The DPS Summer Academy will be leveraging high performing teachers, a focused professional learning program, and a research driven curriculum from CDE's Advisory list to meet this goal. (Curriculum has not yet been selected, but we are exploring the following options: Heggerty, Orton Gillingham, Foundations, and will be working with Anji Gallanos to ensure all supports for our ELA-S students are in alignment with READ Act specifications.) In addition, we will be leveraging this program to support novice teachers in developing the critical early literacy instructional skills necessary for supporting student success both in the summer and throughout the school year. Novice teachers will have the opportunity to work alongside experienced veteran classroom teachers over the course of the program and engage in targeted early literacy professional learning. The Summer Academy program operates over an approximately four-week period during the summer soon after the last day of school.

FY19-20 CARROVER: We have used some of the FY19-20 carryover to pay for some expenses from Summer Academy 20 that crossed the end of the fiscal year FY20 into FY21. We plan to purchase additional resources that support our change in Summer Academy curriculum with the remaining balance. However, given that we will not be able to run our novice teacher program as planned given health restrictions, we still have some remaining funds. It is our hope that we can carry over these funds for the FY21-22 school year to be able to successfully launch the program as planned. The carryover funds will be spent down first in alignment to the current approved budget, and then the FY21 funds will be drawn down after the FY20 funds have been fully expended.

0880 - 8945 - UNIVERSITY PREP -Along with the purchase of CKLA curriculum and Wit and Wisdom curriculum, we are training teachers on how to use these curriculum. Each teacher has a designated coach that also provides curriculum implementation feedback on a weekly basis.

0880 - 6957 - UNIVERSITY PREP - STEELE ST: Along with the purchase of CKLA

curriculum and Wit and Wisdom curriculum, we are training teachers on how to use these curriculum. Each teacher has a designated coach that also provides curriculum implementation feedback on a weekly basis.

0880 - 0099 - ACADEMY 360: Academy 360 has hired a Reading Interventionist on an hourly basis, whose sole focus will be on increasing students' foundational reading skills in grades K-3. She will work 10-15 hours a week and collect weekly progress monitoring of these students. Reading interventionist to provide targeted, evidence-based intervention services to students.

0880 - 1345 - ROCKY MOUNTAIN PREP BERKELEY: We started our instructional planning for school year 20-21 in August of 2019 after the release of CMAS results. Principals and network leadership met to analyze results and determine what was working and what needed to shift. We identified that our stagnant ELA results in G3-5 are in part due to gaps in our ELA academic program, as a result, we went through a program selection process in January-March. The outcome of that process is that we are implementing the EL Education K-5 Language Arts Curriculum in school year 20-21 and continuing to focus on Foundational Reading Skills by implementing the CKLA skills strand at all four campuses. Supplemental programming will come from Lexia - Core 5 Reading and Amplify - mClass Amplify Reading Edition

0880 - 2127 - DENVER LANGUAGE SCHOOL: Reading Interventionist whose sole focus will be on increasing students' foundational reading skills in grades K-3. Reading interventionist to provide targeted, evidence-based intervention services to students.

0880 - 2207 - DOWNTOWN DENVER EXPEDITIONARY SCHOOL: The Downtown Denver Expeditionary School will be using READ Act funds to hire a reading interventionist who will provide evidence-based reading interventions to students who are receiving instructional services approved by the department.

0880 - 3987 - HIGHLINE ACADEMY SOUTHEAST: Reading Interventionist whose sole focus will be on increasing students' foundational reading skills in grades K-3. Reading interventionist to provide targeted, evidence-based intervention services to students.

0880 - 4049 - HIGHLINE ACADEMY NORTHEAST: Reading Interventionist whose sole focus will be on increasing students' foundational reading skills in grades K-3. Reading interventionist to provide targeted, evidence-based intervention services to students.

0880 - 4500 - KIPP NORTHEAST ELEMENTARY: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. The interventionist is only supporting scientifically and evidence based criteria.

0880 - 4850 - KIPP SUNSHINE PEAK ELEMENTARY: As part of our biliteracy model, students will engage with skills and strategy lessons and guided reading lessons using paired texts from the Okapi curriculum in Spanish and English. This is part of the larger vision for literacy instruction that includes interactive read alouds, shared reading and reading workshop, small group literacy instruction, buddy reading, and phonics.

0880 - 5621 - MONARCH MONTESSORI: We will use the funds for a portion of the salary of our Literacy Interventionist, using a program provided by 95percentgroup (in English) and Maravillas (in our dual language classroom). An interventionist is only supporting scientifically and evidence based curricula.

0880 - 6479 - ODYSSEY SCHOOL OF DENVER: Odyssey will use its Read Act funds to provide targeted, approved, evidence-based intervention services through the work of a .5 Reading Interventionist. This staff member has received basic and advanced training in the Orton Gillingham method, an intervention program that offers LEPs with explicit instruction in phonological and phonemic awareness, Phonics and Word Study, Vocabulary and Text Reading Fluency. This interventionist will use iReady diagnostic and progress monitoring data as well as assessments found in the EL Education program that all K-2 students are provided (an approved READ Act core program) to work through the OG scope and sequence and support students with lots of practice and repetition to learn the foundational aspects of reading.

0880 - 6508 - OMAR D BLAIR CHARTER SCHOOL: I-Ready will be implemented in the following ways to support evidence-based intervention services: 1) it will be used as a universal screener to identify students who may be diagnosed with a significant reading deficiency, it will be used as a leveled instructional reading intervention delivery tool, and it will be used as a progress monitor to track student growth as a response to intervention. We will be able to use this system in both a remote and in-person instructional environment, by assigning lessons and assessments at their level. This will be used by both the reading interventionist and reading paraprofessional.

REACH 192: Each student has an account providing both grade level and student level literacy programming/assessment for all K-5 students at REACH. Istation is REACH's READ Act approved literacy assessment tool. REACH will use READ Act Funding to support special education staffing to provide targeted, evidence-based intervention services to students. These interventions will take place in remote/in-person small group work, individualized work and in accommodating large group instruction delivered by special educator.

0880 - 7241 - ROCKY MOUNTAIN PREP: CREEKSIDE: We started our instructional planning for school year 20-21 in August of 2019 after the release of CMAS results. Principals and network leadership met to analyze results and determine what was working and what needed to shift. We identified that our stagnant ELA results in G3-5 are in part due to gaps in our ELA academic program, as a result, we went through a program selection process in January-March. The outcome of that process is that we are implementing the EL Education K-5 Language Arts Curriculum in school year 20-21 and continuing to focus on Foundational Reading Skills by implementing the CKLA skills strand at all four campuses. Supplemental programming will come from Lexia - Core 5 Reading and Amplify - mClass Amplify Reading Edition

0880 - 7471 - ROCKY MOUNTAIN PREP: SOUTHWEST: We started our

instructional planning for school year 20-21 in August of 2019 after the release of CMAS results. Principals and network leadership met to analyze results and determine what was working and what needed to shift. We identified that our stagnant ELA results in G3-5 are in part due to gaps in our ELA academic program, as a result, we went through a program selection process in January-March. The outcome of that process is that we are implementing the EL Education K-5 Language Arts Curriculum in school year 20-21 and continuing to focus on Foundational Reading Skills by implementing the CKLA skills strand at all four campuses. Supplemental programming will come from Lexia - Core 5 Reading and Amplify - mClass Amplify Reading Edition

0880 - 8053 - SOAR AT GREEN VALLEY RANCH: Reading Interventionist whose sole focus will be on increasing students' foundational reading skills in grades K-3. An interventionist is only supporting scientifically and evidence based curricula.

0880 - 8401 - STRIVE PREP - RUBY HILL: At STRIVE Prep - Ruby Hill, we plan to utilize READ Act funding to continue building out the approved curricula in use at our school, including CKLA and EL, both used for core instruction, as well as elements from 95% group, Really Great Reading, 95% group and Istation. To lead the implementation of these curricula, to train staff and provide ongoing coaching, we will work with outside presenters from some of these groups, send staff to appropriate training's and dedicate time for our Special Education Chair and MTSS Coordinator to support the school's implementation of these resources.

0880 - 9739 - WYATT ACADEMY: "Wyatt Academy's implementation of CKLA Amplify addresses the five components of reading in the following ways. Within Phonemic awareness, there are sub skills that students work on, such as: segment at the compound word, onset rime level , rhyming, blending at the compound word, syllables, and phoneme isolation . These sub skills are addressed through whole group instruction, small group work and individual games on the computer. Before moving into phonics, teachers assess if students are able to discriminate the individual phonemes in order to be successful at the next level. This is usually determined through an Amplify assessment.

In Phonics, teachers demonstrate the relationship between the sounds of the spoken language, and the letters, groups of letters, or syllables of the written language. These skills will be addressed in both whole group and small group instruction. Teachers use the explicit scope and sequence that follows a systematic pattern of building blocks for the 44 different sounds of the English language. Students will follow the format of teacher reads, then the class reads together and lastly the student reads alone.

To increase students' level of vocabulary, Amplify provides students with the opportunity to read and use particular vocabulary during their lessons and in the Readers. They will be exposed to a set of vocabulary in the text, then in small group activities and in games to provide further support.

In order to support students and their fluency, Amplify has Readers where students are exposed to the text multiple times in order to build fluency. The teacher will ask the students to follow along as they read. Then the whole class will read together and lastly students will read independently. Students are able to practice fluency with the same book over the course of a week. Curioso Crossing and Story Lab are Amplify games that practice fluency on the computer.

Reading comprehension in Amplify is peppered throughout multiple aspects of the literacy block. Students read their Readers multiple times and then answer text based questions. They will also have access to multiple different computer programs that are geared towards building comprehension skills.

Amplify provides interim assessments to use at two strategic points in the year. They offer student performance data that is not tied to Amplify curriculum. This



helps teachers gather information about students before implementing Amplify. Amplify provides the Early Literacy Assessment tool as their platform. Within this tool teachers can use student and class level reporting, targeted activities that correspond to identified student skill gaps, and an easy grouping tool to form small groups based on similar instructional needs.

Wyatt Academy's current in person literacy block is 110 minutes of daily instruction that uses both Amplify Core Knowledge and Skills in K-2 grades. Our teachers follow the scope and sequence, which aligns with Colorado Academic Standards. "

## Outcomes and Goals

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

Summer Academy – Summer Academy – The expected results for DPS Summer Academy are (1) improved subsequent READ Act scores for participating students indicating a reduction in summer slide and preparedness for learning in the next year; (2) improved skills from novice teachers who will receive targeted professional learning to jump start their teaching experiences especially teaching early literacy skills to underserved populations; (3) improved practice from veteran teachers through the ability to coach and teach alongside novice teachers; and, eventually, (4) improved READ Act scores from traditional school year students of Summer Academy teachers.

0880 - 8945 - UNIVERSITY PREP - ARAPAHOE ST: Our first goal is that 70% of our students perform at benchmark, an indicator for reading on grade-level, in reading on our DIBELS assessment at the end of the year. Our second goal is that students grow one ACCESS level on their ACCESS tests (based on the WIDA framework) from the previous year.

0880 - 6957 - UNIVERSITY PREP - STEELE ST: Our first goal is that 70% of our students perform at benchmark, an indicator for reading on grade-level, in reading on our DIBELS assessment at the end of the year. Our second goal is that students grow one ACCESS level on their ACCESS tests (based on the WIDA framework) from the previous year.

0880 - 0099 - ACADEMY 360: To increase both grade level growth and grade level proficiency of students with Read Act plans in grades K-3; this is in alignment of the school's IEP for data driven instruction and the specific focus on K-3 early lit (the school was awarded use of the ELAT tool to further support intervention for these grade levels).

0880 - 1345 - ROCKY MOUNTAIN PREP BERKELEY: There will not be CMAS data to review this summer. However, we will look at our WIDA ACCESS data as well as the quarter 3 data we have from assessments administered before schools closed. Depending on the situation in the fall, we will review data quarterly and bi-weekly at the network level (including Renaissance STAR, math and ELA interim assessments, bi-weekly math quizzes, EL Education ELA embedded assessments). At schools, grade level coaches will review data weekly with teachers and at a school level. Outcomes: 10% increase in ELA proficiency across the network by the end of school year 2021-22



Achieve a Median Growth Percentile (MGP) score of at least 55 (top 20% of schools in CO) by the end of school year 2021-22. The adjustments to RMP's ELA program will result in at least a 7% increase in ELA proficiency across the network."

0880 - 2127 - DENVER LANGUAGE SCHOOL: To increase both grade level growth and grade level proficiency of students with Read Act plans in grades K-3

0880 - 2207 - DOWNTOWN DENVER EXPEDITIONARY SCHOOL: We will continue to be to delivering targeted instruction to students with significant reading deficiencies based on highest leverage lagging skills in order to promote rapid and equitable growth. Through our assessment systems, we collect and analyze data regularly to both inform instructional groupings and plans. Our goals within this structure are to both support students in making their personal stretch growth for the year, while supporting as many students as possible to end the year proficient based on grade level benchmarks.

0880 - 3987 - HIGHLINE ACADEMY SOUTHEAST: To increase both grade level growth and grade level proficiency of students with Read Act plans in grades K-3

0880 - 4049 - HIGHLINE ACADEMY NORTHEAST: To increase both grade level growth and grade level proficiency of students with Read Act plans in grades K-3

0880 - 4500 - KIPP NORTHEAST ELEMENTARY: Launch the MTSS process and identify students who require tiered instruction  
Execute the supporting systems of the MTSS process including but not limited to screening, data collection, scheduling and hosting meetings, intervention design, curriculum implementation, teacher coaching, family communication and tiered instruction. Ensure all students who require tiered academic or behavioral interventions receive them  
Carefully monitor the number of students receiving a tiered intervention and work to ensure these numbers fall within school specific goals. "

0880 - 4850 - KIPP SUNSHINE PEAK ELEMENTARY: Our literacy goals are measured through our North Star assessments of STEP and iStation. Driven by our biliteracy model, we measure students' growth and performance in both Spanish and in English. Following DPS aimlines, we set differentiated goals based on a child's heritage language (L1) and their non-heritage language (L2). For iStation, our goals (aligned to KIPP Colorado) are:  
1. 60%+ of students are designated as "on grade-level"  
2. <10% of students are designated as "significantly below grade level"  
3. Growth: 50% of students BGL and SBGL grow to the next tier

0880 - 5621 - MONARCH MONTESSORI: Our expected outcomes for this work are that at least 75% of our students on READ plans will exit successfully.

0880 - 6479 - ODYSSEY SCHOOL OF DENVER: 60% of our LEP students who are below grade level in August will move from Tier 2 or 3 or i-ready diagnostic to Tier 1 by May 2021. 60% of our black, indigenous and latinex students who are below grade level in August will move from Tier 2 or 3 on i-ready diagnostic to Tier 1 by May 2021.

0880 - 6508 - OMAR D BLAIR CHARTER SCHOOL: Our goal and expected outcome is to improve reading literacy and to be able to see at least 1 – 2 years of growth for scholars who are reading significantly below grade level. In order to achieve this, scholars will receive intervention support both through i-ready and

through Foundations (focusing on closing phonics and phonemic awareness gaps).

REACH 192: REACH's goals for the use of READ ACT funds are to structure the program with research-based literacy supports. We would like to ensure that students make expected growth and meet appropriate outcomes for reading through great literacy tools, systems, and structured support. Firstly, this budget reflects appropriate assessment and intervention tools for students. Secondly, this budget reflects appropriate tools for teachers. Lastly this budget reflects tools for oversight while overseeing research-based literacy activities.

0880 - 7241 - ROCKY MOUNTAIN PREP: CREEKSIDE: "

There will not be CMAS data to review this summer. However, we will look at our WIDA ACCESS data as well as the quarter 3 data we have from assessments administered before schools closed.

Depending on the situation in the fall, we will review data quarterly and bi-weekly at the network level (including Renaissance STAR, math and ELA interim assessments, bi-weekly math quizzes, EL Education ELA embedded assessments). At schools, grade level coaches will review data weekly with teachers and at a school level. Outcomes: 10% increase in ELA proficiency across the network by the end of school year 2021-22

Achieve a Median Growth Percentile (MGP) score of at least 55 (top 20% of schools in CO) by the end of school year 2021-22. The adjustments to RMP's ELA program will result in at least a 7% increase in ELA proficiency across the network."

0880 - 7471 - ROCKY MOUNTAIN PREP: SOUTHWEST: There will not be CMAS data to review this summer. However, we will look at our WIDA ACCESS data as well as the quarter 3 data we have from assessments administered before schools closed. Depending on the situation in the fall, we will review data quarterly and bi-weekly at the network level (including Renaissance STAR, math and ELA interim assessments, bi-weekly math quizzes, EL Education ELA embedded assessments). At schools, grade level coaches will review data weekly with teachers and at a school level. Outcomes: 10% increase in ELA proficiency across the network by the end of school year 2021-22

Achieve a Median Growth Percentile (MGP) score of at least 55 (top 20% of schools in CO) by the end of school year 2021-22. The adjustments to RMP's ELA program will result in at least a 7% increase in ELA proficiency across the network.

0880 - 8053 - SOAR AT GREEN VALLEY RANCH: To increase both grade level growth and grade level proficiency of students with Read Act plans in grades K-3

0880 - 8401 - STRIVE PREP - RUBY HILL: From implementing these activities, we expect a reduction in students that are reading significantly below their grade level. We also expect that students who enter the year reading below grade level or significantly below grade level make significant progress throughout the school year, including students in various subgroups such as Emergent Bilinguals, students with disabilities, and students qualifying for Free and Reduced Lunch.

0880 - 9739 - WYATT ACADEMY: The goal of using CKLA by Amplify is to empower students to engage in literacy rich activities both with their peers and using technology. Students will enjoy gaining new knowledge in their Readers, as well as new skills to help them be better readers. The outcome of our goal is that students will establish a solid foundation of reading skills, which will project them to be lifelong readers.

## Potential Barriers

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

Summer Academy – Summer Academy – We have identified three primary barriers to success for Summer Academy: ensuring that we are able to (1) reach, register, and engage the students who would benefit for Summer Academy most, (2) attract the teachers necessary to execute Summer Academy, and (3) measure the impact of Summer Academy as it relates to our goals. For (1), we are working through a multi-pronged communication strategy -- including paper invitations, emails, robocalls, and robotexts to ensure that every parent of a Summer Academy student is informed of their eligibility. We are also working to barriers around sibling child care through collaboration with community partners and transportation through the DPS transportation department. For (2), we are working with the DPS human resources department to identify and target recruitment for both high-quality veteran teachers as well as novice teachers entering the district. We will also be coordinating with school leaders so we can engage the new teachers as those school leaders are hiring them. For (3), we are working with the DPS Impact Office to ensure that the protocols and processes are in place that will allow us to gather the data necessary to know if the impact we are having is effective.

0880 - 8945 - UNIVERSITY PREP - ARAPAHOE ST: One potential barrier this year is ensuring that our instructional programming is just as effective in a remote setting as it is in a live setting. We are working closely with teachers, families, and students to ensure they have all the materials they need to navigate challenges in remote learning settings.

0880 - 6957 - UNIVERSITY PREP - STEELE ST: One potential barrier this year is ensuring that our instructional programming is just as effective in a remote setting as it is in a live setting. We are working closely with teachers, families, and students to ensure they have all the materials they need to navigate challenges in remote learning settings.

0880 - 0099 - ACADEMY 360: The continuation of remote learning is a significant barrier, especially for those youngest students. This Reading Specialist will schedule 1:1 virtual meetings with these students to work on phonics, phonemic awareness, etc.

0880 - 1345 - ROCKY MOUNTAIN PREP BERKELEY: Stagnant growth in year over year CMAS ELA results (from school year 17-18 to school year 18-19) - 64% of our G3-5 students scored approaching or below expectations in 2019. Based on our 19-20 ELA IA scores in quarters 1-3, we predicted that we would see similar ELA results this year. We need to ensure GK-2 students are mastering foundational skills (phonics) before entering grade 3. We have also hired a Senior Manager of ELD at the network level to support in training and coaching teachers in execution of the ELD block and embedding language supports in Tier I instruction. We see a 10% increase across the board for ELA and a 5% increase in math with rapidly closing gaps among subgroups (including special education and emerging bilingual scholars). We rely on every team and every person in our organization to lead us to this goal.

80% of staff (offered a renewal) are retained with no gaps among lines of difference. We rely on every team and every person in our organization to lead us to this goal."

0880 - 2127 - DENVER LANGUAGE SCHOOL: One potential barrier this year is ensuring that our instructional programming is just as effective in a remote setting as it is in a live setting

0880 - 2207 - DOWNTOWN DENVER EXPEDITIONARY SCHOOL: "This year, the uncertainty of our school year and scheduling is creating large barriers across the board for supporting students academically. Through remote learning, our intervention teachers have less control over students being able to regularly access and receive the targeted interventions they work to provide. Moving back into the school setting will also offer many logistical barriers, including limiting the adults that are able to work with cohorts of students and the types of instruction we are able to safely provide based on guidelines. The possibility of shifting between these two options throughout the year also is a barrier - we know student and staff operate best with things are predictable and routinized. The amount of logistics needed to juggle both what and how students are receiving instruction is going to be a major focus for our intervention team this year as they work to support rapid growth for our significantly below grade level students.

0880 - 3987 - HIGHLINE ACADEMY SOUTHEAST: One potential barrier this year is ensuring that our instructional programming is just as effective in a remote setting as it is in a live setting

0880 - 4049 - HIGHLINE ACADEMY NORTHEAST: One potential barrier this year is ensuring that our instructional programming is just as effective in a remote setting as it is in a live setting

0880 - 4500 - KIPP NORTHEAST ELEMENTARY: With remote learning, we expect that reliable student data collection will be challenging. This impact the interventionist's ability to design aligned interventions and meet student needs. It will also be more difficult to provide quality instruction in small groups virtually.

0880 - 4850 - KIPP SUNSHINE PEAK ELEMENTARY: One of the potential barriers is translating reading instruction into the virtual space, given the shift to remote learning. Our response plan includes arranging for pick-up/drop-off cycles of materials for students, training our teachers in effective literacy teaching strategies in the virtual space, as well as effective data gathering and monitoring in the virtual space. We also have data gathering and response structures in place so teachers can be supported and coached in responding effectively.

0880 - 5621 - MONARCH MONTESSORI: Potential barriers are uncertainty in remote learning and unusual conditions when returning to school, and ways in which this might impact students at risk. We plan to address these barriers by ensuring that students get strong intervention services even while working remotely and during return to school

0880 - 6479 - ODYSSEY SCHOOL OF DENVER: 1. Primary students who are below grade level have struggled with remote learning in the spring. We are prioritizing continued small group instructions and intervention throughout the various scenarios we are planning. 2. Quick identification of a student's gap area is compounded by the complexities in how phonemic awareness, phonics, orthographically and phonological awareness can interact. We will use basic diagnostics such as iReady to understand where LEPs are however we will need to use other reading screeners such as Words Their Way, EL Education's assessment tools, and RAN to identify students' gap areas, monitor progress and provide targeted instruction.

0880 - 6508 - OMAR D BLAIR CHARTER SCHOOL: Remote learning due to quarantines is a potential barrier in that small group and one on one connections may be less effective due to a limited ability for the interventionist and para to actively engage with scholars either due to the limited engagement of remote teaching or attendance issues caused by scholars who are unable or unwilling to engage in remote learning. Remote learning further limits the efficacy of our interventions in that Foundations cannot be delivered with fidelity in a remote manner. Our plan to address and overcome these barriers is to make consistent communication efforts with families while in remote learning sessions so that they are encouraged and guided to get their scholars to participate as effectively and as frequently as possible in remote intervention sessions.

REACH 192: A barrier in reaching our expected outcome is the unknown factors of COVID-19. Implementation of a structured enterprise in an elementary school requires stability, consistency and great tools. Students across the country are collectively dealing with a trauma in which we don't totally understand yet. Implementation of any curriculum will need to be married with a sensitive, caring, trauma-informed approach that can meet students where they are at emotionally, as well as academically.

To address these barriers, REACH will continue with it's 2nd STEP social and emotional programming and facilitate trauma-based inquiries across families, students and staff. Teachers will be trained on trauma-based re-entry to school as will be a major theme with families for the new school year. These practices will accompany all of the research-based practices mentioned in the READ-Act budgets and narratives.

0880 - 7241 - ROCKY MOUNTAIN PREP: CREEKSIDE: "Stagnant growth in year over year CMAS ELA results (from school year 17-18 to school year 18-19) - 64% of our G3-5 students scored approaching or below expectations in 2019. Based on our 19-20 ELA IA scores in quarters 1-3, we predicted that we would see similar ELA results this year. We need to ensure GK-2 students are mastering foundational skills (phonics) before entering grade 3. We have also hired a Senior Manager of ELD at the network level to support in training and coaching teachers in execution of the ELD block and embedding language supports in Tier I instruction. We see a 10% increase across the board for ELA and a 5% increase in math with rapidly closing gaps among subgroups (including special education and emerging bilingual scholars). We rely on every team and every person in our organization to lead us to this goal. 80% of staff (offered a renewal) are retained with no gaps among lines of difference. We rely on every team and every person in our organization to lead us to this goal."

0880 - 7471 - ROCKY MOUNTAIN PREP: SOUTHWEST: Stagnant growth in year over year CMAS ELA results (from school year 17-18 to school year 18-19) - 64% of our G3-5 students scored approaching or below expectations in 2019. Based on our 19-20 ELA IA scores in quarters 1-3, we predicted that we would see similar ELA results this year. We need to ensure GK-2 students are mastering foundational skills (phonics) before entering grade 3. We have also hired a Senior Manager of ELD at the network level to support in training and coaching teachers in execution of the ELD block and embedding language supports in Tier I instruction. We see a 10% increase across the board for ELA and a 5% increase in math with rapidly closing gaps among subgroups (including special education and emerging bilingual scholars). We rely on every team and every person in our organization to lead us to this goal. 80% of staff (offered a renewal) are retained with no gaps among lines of difference. We rely on every team and every person in our organization to lead us to this goal.

0880 - 8053 - SOAR AT GREEN VALLEY RANCH: One potential barrier this year is ensuring that our instructional programming is just as effective in a remote setting as it is in a live setting

0880 - 8401 - STRIVE PREP - RUBY HILL: From implementing these activities, we expect a reduction in students that are reading significantly below their grade level. We also expect that students who enter the year reading below grade level or significantly below grade level make significant progress throughout the school year, including students in various subgroups such as Emergent Bilinguals, students with disabilities, and students qualifying for Free and Reduced Lunch.

0880 - 9739 - WYATT ACADEMY: One overwhelming barrier we currently face is the pandemic associated with COVID-19. Students have been out of school since March with remote learning replacing the last few months of the 2019-2020 school year. Students may not have been exposed to literacy rich activities or a variety of reading materials. With the uncertainty of this coming school year, Amplify offers opportunities for students to access quality text to read online and supplemental games to close the gap from the loss of learning time. Teachers will also be able to teach CKLA Amplify via zoom to address the current barrier of COVID.



## 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 |
|--------|--------------------|-----------------------|-----------------------------------|---------------|-----------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 4053   | Tutoring Services  |                       | Instructional Program (0010-2000) | 0100 Salaries | 222 Reading Interventionist | 0.80 | Charter School: 181-Academy 360: Reading Interventionist (hourly) will conduct 1:1 tutoring sessions for students with Read Act plans in grades K-3 and will focus on all foundational skills in Phonics. 206 Interventionist, English Language Arts. If additional hours are needed (or we increase them to 1.0 FTE), A360's general budget will cover the remaining costs. An interventionist is only supporting scientifically and evidence based curricula. Budget Adjustment. | \$19,228.00      |



READ Act Budget Submission

|      |              |  |                                   |                           |                             |      |                                                                                                                                                                                                                                                                                                                                                         |             |
|------|--------------|--|-----------------------------------|---------------------------|-----------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4054 | Core Reading |  | Instructional Program (0010-2000) | 0640 Book and Periodicals |                             |      | Charter School: 0880 - 1345 - 317 -RMP Berkley: Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college- and career-readiness. Budget Adjustment. | \$10,651.00 |
| 4055 | Core Reading |  | Instructional Program (0010-2000) | 0100 Salaries             | 222 Reading Interventionist | 0.20 | Charter School: 176 - Denver Language School: Reading interventionist to provide targeted, evidence-based intervention services to students. We will use READ act funds to supplement this salary. Budget Adjustment.                                                                                                                                   | \$6,409.00  |
| 4056 | Core Reading |  | Instructional Program (0010-2000) | 0100 Salaries             | 222 Reading Interventionist | 1.00 | Charter School: 182 - DDES 0880 - 2207: DDES has hired a reading interventionist to provide targeted, evidence-based intervention services to students. We will use READ act funds to supplement this salary. 206 Interventionist, English Language Arts. Budget Adjustment.                                                                            | \$13,460.00 |

READ Act Budget Submission

|      |                |  |                                   |               |                             |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |
|------|----------------|--|-----------------------------------|---------------|-----------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4057 | Core Reading   |  | Instructional Program (0010-2000) | 0100 Salaries | 222 Reading Interventionist | 0.30 | Charter School: 328 - Highline SE Reading interventionist to provide targeted, evidence-based intervention services to students. We will use READ act funds to supplement this salary. Budget Adjustment.                                                                                                                                                                                                                                                                                                                                                                       | \$15,383.00 |
| 4058 | Core Reading   |  | Instructional Program (0010-2000) | 0100 Salaries | 222 Reading Interventionist | 1.00 | Charter School: 183 - Highline NE Reading interventionist to provide targeted, evidence-based intervention services to students. Budget Adjustment.                                                                                                                                                                                                                                                                                                                                                                                                                             | \$55,122.00 |
| 4059 | Other Services |  | Instructional Program (0010-2000) | 0100 Salaries | 222 Reading Interventionist | 1.00 | Charter School- 306- KIPP NE ES 0880 - 4500: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. | \$53,216.00 |

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  | <p>The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. The interventionist is only supporting scientifically and evidence based criteria.Budget Adjustment.</p> |  |
|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|      |              |  |                                   |                           |           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |
|------|--------------|--|-----------------------------------|---------------------------|-----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4060 | Core Reading |  | Instructional Program (0010-2000) | 0640 Book and Periodicals |           |      | Charter School: 316- KIPP SUNSHINE PEAK ES As part of our biliteracy model, students will engage with skills and strategy lessons and guided reading lessons using paired texts from the Okapi curriculum in Spanish and English. This is part of the larger vision for literacy instruction that includes interactive read alouds, shared reading and reading workshop, small group literacy instruction, buddy reading, and phonics. Budget Adjustment. | \$2,564.00  |
| 4061 | Core Reading |  | Instructional Program (0010-2000) | 0100 Salaries             | 000 Other | 0.30 | Charter School: 161- Monarch Montessori 0880 - 5621: Salary of Literacy Interventionist. an interventionist is only supporting scientifically and evidence based curricula. Budget Adjustment.                                                                                                                                                                                                                                                            | \$15,383.00 |

READ Act Budget Submission

|      |              |  |                                   |               |                             |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |
|------|--------------|--|-----------------------------------|---------------|-----------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4062 | Core Reading |  | Instructional Program (0010-2000) | 0100 Salaries | 222 Reading Interventionist | 0.20 | Charter School: 211- Odyssey 0880 - 6479: Odyssey will use its Read Act funds to provide targeted, approved, evidence-based intervention services through the work of a .5 Reading Interventionist. This staff member has received basic and advanced training in the Orton Gillingham method, an intervention program that offers LEPs with explicit instruction in phonological and phonemic awareness, Phonics and Word Study, Vocabulary and Text Reading Fluency. This interventionist will use i-ready diagnostic and progress monitoring data as well as assessments found in the EL Education program that all K-2 students are provided ( an approved READ Act core program) to work through the OG scope and sequence and support students with lots of practice and repetition to learn the foundational aspects of reading. Budget Adjustment. | \$6,409.00 |
|------|--------------|--|-----------------------------------|---------------|-----------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

READ Act Budget Submission

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|------|----------------|--|-----------------------------------|---------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4063 | Other Services |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |  | CHARTER-0880 - 6508 - 196 OMAR D BLAIR CHARTER SCHOOL: Purchase the i-ready reading system as online licenses to deliver interventions and progress monitoring to students who may be diagnosed with a significant reading deficiency                                                                                                               | \$10,000.00 |
| 4064 | Other Services |  | Instructional Program (0010-2000) | 0600 Supplies                   |  | CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: University Prep will apply READ Act fund towards the purchase of CKLA curriculum materials (Core Knowledge Language Arts) and Great Minds - Wit and Wisdom for Kindergarten, First Grade, Second Grade and Third Grade for Vocabulary, Listening & Reading Comprehension. Budget Adjustment. | \$51,276.00 |

|      |                |  |                                   |                                 |  |                                                                                                                                                                                                                                                                                                                        |             |
|------|----------------|--|-----------------------------------|---------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4065 | Other Services |  | Instructional Program (0010-2000) | 0600 Supplies                   |  | CHARTER-0880 - 8945 - 168 UNIVERSITY PREP:will apply READ Act fund towards the purchase of CKLA curriculum materials (Core Knowledge Language Arts) and Great Minds - Wit and Wisdom for Kindergarten, First Grade, Second Grade and Third Grade for Vocabulary, Listening & Reading Comprehension. Budget Adjustment. | \$44,225.00 |
| 4066 | Core Reading   |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |  | Charter School: 163 - RMP Creekside 0880 - 7241: Amplify mClass Amplify Reading Edition - an adaptive assessment and instructional solution that makes research-based personalized learning a reality for today's busy classrooms. Budget Adjustment.                                                                  | \$6,000.00  |
| 4067 | Core Reading   |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |  | Charter School: 184 - RMP SW 0880 - 7471: Amplify mClass Amplify Reading Edition - an adaptive assessment and instructional solution that makes research-based personalized learning a reality for today's busy classrooms. Budget Adjustment.                                                                         | \$6,000.00  |



READ Act Budget Submission

|      |                |  |                                                                |                                 |                             |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |
|------|----------------|--|----------------------------------------------------------------|---------------------------------|-----------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4069 | Core Reading   |  | Instructional Program (0010-2000)                              | 0650 Electronic Media Materials |                             |      | Charter School: 192 - REACH: Purchase I-station Reading Student accounts. Budget Adjustment.                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$3,519.00  |
| 4070 | Core Reading   |  | Instructional Program (0010-2000)                              | 0100 Salaries                   | 222 Reading Interventionist | 0.90 | Charter School: 175 - SOAR GVR Reading interventionist to provide targeted, evidence-based intervention services to students. Budget Adjustment.                                                                                                                                                                                                                                                                                                                                                                                          | \$45,508.00 |
| 4071 | PD Programming |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0100 Salaries                   | 212 Curriculum Specialist   | 0.50 | Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: Special Education Department Chair and MTSS Intervention Coordinator is acting as our curriculum implementation expert with particular emphasis on literacy interventions (95% Group and RGR) and implementation of core instructional materials in ELA (CKLA and EL, K-5 2017 version by EL Education). This individual observes and coaches teachers on implementation and instruction specific to these curricula, leads professional development on them, etc. Budget Adjustment. | \$35,517.00 |

READ Act Budget Submission

|      |               |  |                                   |                                 |           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |
|------|---------------|--|-----------------------------------|---------------------------------|-----------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 4072 | Core Reading  |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |           |      | Charter School: 212 - Wyatt 0880 - 9739: Purchase the Amplify CKLA as a Core reading program for students in grade K - 3rd. Budget Adjustment.                                                                                                                                                                                                                                                                                                                          | \$17,306.00  |
| 4186 | Summer School |  | Instructional Program (0010-2000) | 0100 Salaries                   | 000 Other | 0.00 | REVISED: Extra Duty Pay: 176 Total staff. Added and additional remote site for kids/families that want this option. Reduced the amount of kids but increased the ratio Teacher/student. Instructional + Planning Time (June 7 - July 2) 11 Site Leaders: 5 hrs * 20 days * \$55/hr 11 SPED Teacher: 5 hrs * 19 days * \$39.65/hr 11 Para: 5 hrs * 19 days * \$15/hr 110 Classroom Lead Teacher: 8 hrs * 19 days * \$39.65/hr 33 SPED Para: 5 hrs * 19 days * \$16.50/hr | \$829,865.00 |
| 4187 | Summer School |  | Instructional Program (0010-2000) | 0200 Employee Benefits          | 000 Other | 0.00 | Extra Duty Benefits- For the 176 Staff                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$173,442.00 |

|      |               |  |                                   |                        |                           |      |                                                                                                                                                                                                                                                                                                                                                                                                     |              |
|------|---------------|--|-----------------------------------|------------------------|---------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 4189 | Summer School |  | Instructional Program (0010-2000) | 0600 Supplies          |                           |      | Purchased two CDE-approved, evidence-based reading curricula (one English, one Spanish) for Summer Academy instruction. Teachers will use these curricula to provide daily explicit, systematic whole group instruction as well as small group instruction designed to address gaps in foundational skills - 95% Group Curriculum (English) \$308,685.80 Esperanza Curriculum (Spanish) \$77,179.90 | \$385,866.00 |
| 4226 | Summer School |  | Instructional Program (0010-2000) | 0100 Salaries          | 212 Curriculum Specialist | 1.00 | Salary-Curriculum Specialist: Support teachers by developing and improving the instructional materials for courses. Budget Adjustment.                                                                                                                                                                                                                                                              | \$77,774.00  |
| 4228 | Summer School |  | Instructional Program (0010-2000) | 0200 Employee Benefits | 212 Curriculum Specialist | 0.00 | Benefits-Curriculum Specialist. Budget Adjustment.                                                                                                                                                                                                                                                                                                                                                  | \$20,371.00  |

READ Act Budget Submission

|      |              |  |                                   |               |           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |
|------|--------------|--|-----------------------------------|---------------|-----------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4359 | Core Reading |  | Instructional Program (0010-2000) | 0100 Salaries | 000 Other | 0.50 | CHARTER-0880 - 6508 - 196 OMAR D BLAIR CHARTER SCHOOL- Pay for .5 FTE of the reading interventionists salary to account for the time spent working with students diagnosed as SRD. 206 Interventionist, English Language Arts. An interventionist is only supporting scientifically and evidence based curricula. Budget Adjustment.                                                                                                                                     | \$18,842.00 |
| 4361 | Core Reading |  | Instructional Program (0010-2000) | 0600 Supplies |           |      | Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: STRIVE Prep - Ruby Hill will continue adding to curricular resources needed for faithful implementation fo core curricula (EL, K-5 2017 version by EL Education/Learn Zillion, and CKLA) including, student books, workbooks, teacher materials and manipulatives. These supplies include teacher manuals, anchor charts, decoding "flipbooks" for vowel and consonant identification, student individual flipbooks. | \$5,169.00  |

|      |                |  |                                                                |                                                  |                             |      |                                                                                                                                                                                                                                                                                                                                                     |             |
|------|----------------|--|----------------------------------------------------------------|--------------------------------------------------|-----------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4362 | PD Programming |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0300 Purchased Professional & Technical Services |                             |      | Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: STRIVE Prep - Ruby Hill STRIVE Prep - Ruby Hill will dedicate time and funds to professional development outside of our school community, via presenters from RGR and 95% group and by having staff attend trainings for core curriculum (EL and CKLA) to ensure most effective implementation. | \$5,000.00  |
| 4363 | Core Reading   |  | Instructional Program (0010-2000)                              | 0650 Electronic Media Materials                  |                             |      | Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: Istation is used in all K-3 classrooms for ongoing progress monitoring and intervention in literacy.                                                                                                                                                                                            | \$12,000.00 |
| 4364 | Core Reading   |  | Instructional Program (0010-2000)                              | 0100 Salaries                                    | 222 Reading Interventionist | 0.30 | CHARTER 192 REACH: Teacher staffing to support K-2 READ Act expectations to provide targeted, evidence-based intervention services to students.                                                                                                                                                                                                     | \$13,787.00 |
| 4365 | Core Reading   |  | Instructional Program (0010-2000)                              | 0100 Salaries                                    | 222 Reading Interventionist | 0.46 | Charter- KIPP EN ES 0880 - 4500: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist                                                                                                                           | \$26,262.00 |

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  | <p>position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. The interventionist is only supporting scientifically and evidence based criteria.</p> |  |
|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|      |               |  |                                                                |                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |
|------|---------------|--|----------------------------------------------------------------|---------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 4373 | Summer School |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0519 Other Purchased Student Transportation |  | Student Transportation- Projected cost of providing transportation for kids to attend Summer Academy at 10 sites. All the students included in Summer Academy have an SRD. Budget Adjustment.                                                                                                                                                                                                                                                                                | \$349,113.00 |
| 4385 | Core Reading  |  | Instructional Program (0010-2000)                              | 0650 Electronic Media Materials             |  | Charter School: 184 - RMP SW 0880 - 7471: Lexia Core5 Reading - provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Budget Adjustment. | \$6,000.00   |



|      |              |  |                                   |                                 |  |                                                                                                                                                                                                                                                                                                                                                   |             |
|------|--------------|--|-----------------------------------|---------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4386 | Core Reading |  | Instructional Program (0010-2000) | 0640 Book and Periodicals       |  | Charter School: 184 - RMP SW 0880 - 7471: Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college- and career-readiness. Budget Adjustment. | \$24,938.00 |
| 4387 | Core Reading |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |  | Charter: 317 RMP Berkeley 0880 - 1345: Amplify mClass Amplify Reading Edition - an adaptive assessment and instructional solution that makes research-based personalized learning a reality for today's busy classrooms                                                                                                                           | \$6,000.00  |

## READ Act Budget Submission

|      |              |  |                                   |                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |
|------|--------------|--|-----------------------------------|---------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4388 | Core Reading |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |  | Charter: 317 RMP Berkeley 0880 - 1345: Lexia Core5 Reading - provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Budget Adjustment. | \$4,500.00 |
|      |              |  |                                   |                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |

READ Act Budget Submission

|      |              |  |                                   |                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |
|------|--------------|--|-----------------------------------|---------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4389 | Core Reading |  | Instructional Program (0010-2000) | 0650 Electronic Media Materials |  | <p>Charter 163 - RMP Creekside 0880 - 7241: Lexia Core5 Reading - provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Budget Adjustment.</p> | \$6,000.00  |
| 4390 | Core Reading |  | Instructional Program (0010-2000) | 0640 Book and Periodicals       |  | <p>Charter 163 - RMP Creekside 0880 - 7241: Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college- and career-readiness. Budget Adjustment.</p>                                                                                                                            | \$28,979.00 |

READ Act Budget Submission

|      |              |  |                                   |                           |  |                                                                                                                                                                                                                                                                        |             |
|------|--------------|--|-----------------------------------|---------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4460 | Core Reading |  | Instructional Program (0010-2000) | 0640 Book and Periodicals |  | Charter School: 184 - RMP SW 0880 - 7471: New Activity: Our EL teaches literacy through nationally acclaimed program that engages students in compelling science & social studies topics, fostering skill and knowledge acquisition. Purchase Amplify CKLA Curriculum. | \$26,516.00 |
| 4461 | Core Reading |  | Instructional Program (0010-2000) | 0640 Book and Periodicals |  | "Charter 163 - RMP Creekside 0880 - 7241: New Activity: Our EL teaches literacy through nationally acclaimed program that engages students in compelling science & social studies topics, fostering skill and knowledge acquisition. Purchase Amplify CKLA Curriculum. | \$26,320.00 |

READ Act Budget Submission

|      |               |  |                                                                |                        |           |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |
|------|---------------|--|----------------------------------------------------------------|------------------------|-----------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 4462 | Summer School |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0100 Salaries          | 000 Other | 0.00 | New Activity: 176 Total staff. PD Time (June 3 - June 4) 11 Site Leaders: 5 hrs * 45 11 SPED Teacher: 16 hrs * 25.51 11 Para: 4 hrs *15 110 Classroom Lead Teacher: 16 hrs *25.51 33 SPED Para: 4 hrs *15 The DPS Literacy team will provide professional learning aligned to research on the science of reading that supports teachers and Special Educators with effective and culturally responsive implementation of curricular resources (95% Group, Esperanza) in the Summer Academy classroom. 2 of the professional learning hours will be provided by 95% group. | \$54,502.00 |
| 4463 | Summer School |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0200 Employee Benefits | 000 Other | 0.00 | Summer Academy Extra Duty Benefit pay for teacher Professional Learning time, to be provided by members of Central teams. 176 Total staff PD Benefits                                                                                                                                                                                                                                                                                                                                                                                                                     | \$12,357.00 |

READ Act Budget Submission

|                  |               |  |                                                                |                                                  |  |                                                                                                                                                             |                |
|------------------|---------------|--|----------------------------------------------------------------|--------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 4464             | Summer School |  | Instructional Program (0010-2000)                              | 0600 Supplies                                    |  | New Activity: Heggerty Curriculum. Purchase Heggerty Curriculum (kinder and primary) for use as supplemental resource in K-2 classrooms during school year. | \$129,999.71   |
| 4465             | Summer School |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0300 Purchased Professional & Technical Services |  | New Activity: 95% group to provide 2 hours of PL for all Classroom Lead Teachers on effective implementation of the curriculum for Summer Academy.          | \$3,000.00     |
| Allocation:      |               |  |                                                                |                                                  |  |                                                                                                                                                             | \$2,663,778.71 |
| Budgeted Amount: |               |  |                                                                |                                                  |  |                                                                                                                                                             | \$2,663,778.71 |
| Funds Remaining: |               |  |                                                                |                                                  |  |                                                                                                                                                             | \$0.00         |

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

#### Object Codes

0100 Salaries

0200 Employee Benefits

0600 Supplies

0640 Book and Periodicals

0650 Electronic Media Materials

**Budget Program Total:**

| Total                 |
|-----------------------|
| \$1,196,648.00        |
| \$193,813.00          |
| \$616,535.71          |
| \$119,968.00          |
| \$77,325.00           |
| <b>\$2,204,289.71</b> |

### Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)

#### Object Codes

0100 Salaries

0200 Employee Benefits

0300 Purchased Professional &amp; Technical Services

0519 Other Purchased Student Transportation

**Budget Program Total:**

| Total               |
|---------------------|
| \$90,019.00         |
| \$12,357.00         |
| \$8,000.00          |
| \$349,113.00        |
| <b>\$459,489.00</b> |

## Allowable Activity Totals

#### Activity

Core Reading

Other Services

PD Programming

Summer School

Tutoring Services

| Total          |
|----------------|
| \$409,027.00   |
| \$158,717.00   |
| \$40,517.00    |
| \$2,036,289.71 |
| \$19,228.00    |



READ Budget Totals

|                         |                |
|-------------------------|----------------|
| Allocation:             | \$2,663,778.71 |
| Budgeted Amount:        | \$2,663,778.71 |
| <b>Funds Remaining:</b> | <b>\$0.00</b>  |