



1110 - DISTRICT 49

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: **\$350,598**

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.

Prior to the allocation of READ Funds to buildings for the 2020-21 school year, school leaders received a READ Fund Spending Allocation Plan to complete which includes: anticipated purchase date, category for the purchase (intervention, tutoring, professional development, etc), description of the purchase, confirmation that the purchase is on the CDE Advisory Lists of Approved Professional Development and Programming (the link for approved programming is embedded within each spending plan), amount of the purchase, notes/details related to the purchase, Approval Column (to be completed by the Coordinator of Literacy Performance - Stacey Franklin), and total actual Cost (including S/H for resources and the cost of benefits - see below- for hired interventionists and licensed personnel providing tutoring, etc.) related to the purchase. In order for READ Fund expenditures to be approved, READ Fund Allocation Spending Plans must be shared with the Coordinator of Literacy Performance to ensure funds are being used in accordance to the READ Act. Following the purchase of approved resources, the invoice for purchase is scanned and uploaded into the Spending Plan in the appropriate column within 30 days.

Following approval, READ funds are allocated to the appropriate budget lines by the Accounting and Grants Fiscal Compliance Manager (Fran Christensen). Should schools need to alter their plan, a change request will resubmitted to the Coordinator of Literacy Performance for approval of the spending plan. Only CDE Approved Programming will be approved, and will be reflected and aligned with UIP action steps. READ Act expenditures support the instruction and reading intervention of K-3 students identified with a significant reading deficiency.

District 49 utilizes READ Funds for READ Camp opportunities for only those K-3 students on a READ Plan. READ Camp instruction is an extension of the instruction that occurs within schools over the course of the school year. Although D49 typically hosts camps three times a year (Fall Break/October, Spring Break/March, and Summer/June) in three sites across the district, COVID did not allow for Fall and Spring camps to occur. Thus, READ funds earmarked for READ Camp expenditures were allocated to schools to provide additional tutoring throughout the course of the school year. Summer READ Camp is being planned and will occur in-person in three sites during June, 2021, contingent upon El Paso County Health Guidance. SIPPS and Heggerty Phonemic Awareness Curriculum are the primary interventions used for the sake of instruction at READ Camps. READ Funds are used to purchase SIPPS kits (Beginning, Extension, and Challenge) for each READ Camp K-3 classroom, as well as consumable SIPPS

material and additional SIPPS decodable readers. All READ Camp staff are required to be enrolled in, and making adequate progress in, one of the CDE Approved Professional Development Programs in order to be considered qualified and to be hired as READ Camp Staff.

Intervention is by far the greatest area in D49 for which funds are used and also the area with the most variability. Schools in the PowerZone or Sand Creek Zone that have implemented CKLA as the core curriculum may elect to utilize READ Funds for the purchase of consumable materials to utilize within K-3 Intervention groups for those students on a READ Plan. Schools that utilize other CDE approved CORE curriculums, such as Collaborative Literacy, have also utilized READ funds for instructional resources within K-2 classrooms.

Relying on the use of data, school leaders will identify which CDE Approved Supplemental and Intervention Curriculums will be utilized. READ Funds will be utilized for the purchase of only those programs that are CDE Approved Programming, including (but not limited to): Achieve 300 - Smarty Ants (second-grade); Amplify - mClass Amplify Reading (grades K-1); Collaborative Classroom; Being a Reader (K-2); Learning A-Z - RAZ Plus (gr. 1-3); Center for Collaborative Classroom - SIPPS (K-3); Lexia -Core 5 Reading (Approved components: Phonological & Phonemic Awareness (early & basic levels), Vocabulary, Phonics & Word Study (advanced level), Vocabulary, Listening Comprehension and Text Reading Fluency). Additional Intervention materials approved during the course of the 20-21 school year include 95% Group (Teaching Blending, Phonics Screeners for Intervention, Phonics Chip Kit, Phonics Lesson Library, Multi-syllable Routine Cards) and Mindplay Virtual Reading Coach (Phonological & Phonemic Awareness, Phonics & Word Study, Text Reading & Fluency and Comprehension).

District-coordinated schools, as well as Charter Schools within District 49, utilize READ Funds to provide before and after-school tutoring (both in-person and virtually) to students in grades K-3 on a READ Plan. All tutoring programs utilize only CDE approved programming materials. Tutoring programs have provided continuity of instruction for K-3 students on a READ Plan with the use of CDE approved programming. All tutors are enrolled in and making adequate progress in a CDE Approved Professional Development program in evidence-based reading training.

Finally, select District 49 schools will utilize READ Funds to pay for teachers to attend LETRS, Third Edition (modules 5-8). The Volume 2 Cohort allows for participants from schools within District 49 to fulfill the CDE Professional Development requirement, with completion scheduled for May, 2021. Odyssey Elementary utilized READ Funds to pay for four staff members to attend Lindamood Bell/Gander Publishing Seeing Stars professional development.

Outcomes and Goals

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

District 49's annual goal is to reduce the number of students identified with a significant reading deficiency (SRD) in every school and district-wide by 50%. In

addition to the funds received for the 2020-21 school year, District 49 will allocate roll-over funds to schools for additional tutoring opportunities for students.

Potential Barriers

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

As we considered how schools would reopen in the fall and provide interventions throughout the 20-21 schools year, we considered how best to provide reading interventions and additional tutoring to those students on a READ Plan not only in person, but especially in a virtual setting. At this time, we are providing tutoring both virtually and face-to-face before and after school. Following the return to buildings this year, small intervention groups resumed with no more of six students per teacher in order to provide the necessary direct, explicit instruction that students have lacked during COVID-19. Schools have communicated with parents on a daily and weekly basis to encourage consistent attendance for students receiving virtual intervention. At this time, the regression of our students on a READ plan is one of our greatest concerns. Schools are relying on progress monitoring data to adjust both the skills addressed within intervention groups and the flexibility of the students within the groupings.

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
3750	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0850 Other, Internal Charge/Reimbursement Accounts			Based upon historical READ Act spending, District 49 allocates \$100,000 annually for Summer READ Camp expenditures. Summer READ Camp is held in three sites (one site per district-coordinated Zone) and attendance is approximately 200 students district-wide. Summer READ Camp staff will be trained in evidence-based reading using CDE Approved Professional Development programming.	\$119,250.98

READ Act Budget Submission

3763	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	20.00	Schools will offer after-school tutoring to students on an active READ Plan using CDE-approved instructional programming. Tutors are enrolled in evidence-based reading in a CDE-approved Professional Development program.	\$29,225.23
------	-------------------	--	--	---------------	-----------	-------	---	-------------

READ Act Budget Submission

3764	Other Services		Instructional Program (0010-2000)	0600 Supplies		District 49 will only utilize CDE-Approved Programming for students in grades K-3 on a READ plan for all instructional purposes. These supplies will include core curriculum materials (i.e. CKLA consumables), resources for after-school tutoring (see 'Implementing Allowable Activities' in narrative), programming for K-3 Reading Intervention (see 'Implementing Allowable Activities' in narrative) and READ Camps (SIPPS Kits & consumable materials - Gr. K-3). All READ Fund expenditures must be submitted for approval by the Coordinator of Literacy Performance (Stacey Franklin) prior to READ Funds being allocated.	\$122,182.68	
3765	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	212 Curriculum Specialist	1.00	Coordinator of Primary Literacy Salary (in support of charter school Primary Literacy initiatives)	\$30,000.00

READ Act Budget Submission

3766	PD Programming		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Two schools utilized READ Funds to pay for LETRS (Third Edition) Licenses for K-3 teachers in order to meet the CDE Professional Development Requirement during the 2020-2021 school year. Additionally, Odyssey Elementary utilized READ Funds for Seeing Stars enrollment for four teachers.	\$1,019.60
------	----------------	--	-----------------------------------	--	--	--	------------

READ Act Budget Submission

3767	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	50.00	Following the return to learn in buildings in January, schools have hired part-time interventionists to address learning loss identified with the use of Acadience Benchmark and progress monitoring data. Interventionists deliver small group, skill-based interventions to students on an active READ Plan utilizing CDE-approved programming. Interventionists are currently enrolled in and making adequate progress in an evidence-based reading using a CDE Approved Professional Development program.	\$48,919.91
							Allocation:	\$350,598.40
							Budgeted Amount:	\$350,598.40
							Funds Remaining:	\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0300 Purchased Professional & Technical Services	\$1,019.60
0600 Supplies	\$122,182.68
Budget Program Total:	\$123,202.28

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

Object Codes	Total
0100 Salaries	\$108,145.14
0850 Other, Internal Charge/Reimbursement Accounts	\$119,250.98
Budget Program Total:	\$227,396.12

Allowable Activity Totals

Activity	Total
Other Services	\$152,182.68
PD Programming	\$1,019.60
Summer School	\$119,250.98
Tutoring Services	\$78,145.14

READ Budget Totals

Allocation:	\$350,598.40
Budgeted Amount:	\$350,598.40