



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

0180 - ADAMS-ARAPAHOE 28J

READ Funding Allocations

Prior Year Funding Allocation and Carryover

READ Funding allocated from the 2022-2023 School Year

Please use your FY2022-2023 allocation amount to project your budget amounts for FY2023-2024.

Allocation: **\$2,432,501**

Prior Year Carryover:

If applicable, please enter the amount of READ funds from the 2022-2023 school year that your LEP plans to use in the 2023-2024 school year.

NOTE: An LEP may retain up to fifteen percent of the amount of per-pupil intervention money it received in a budget year in the next budget year.

\$

0

.00

Total Funds Available: **\$2,432,501**

Accept or Decline Funding

Accept or Decline 2023-2024 READ Funding

☒ We **accept** FY2023-2024 READ Act Funding

☐ We **decline** FY2023-2024 READ Act Funding *

LEP Budget Explanation

Instructions: Select the ways in which you plan to use READ Act funds in the upcoming budget year. For each question, if Yes is selected, a narrative box will populate which must be completed. In order to submit your budget, all assurances must be reviewed and agreed upon, all boxes must be checked and all narratives must be complete.

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.

Note: At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Questions and Assurances

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

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Lotus Chater is expecting to see a significant growth in Reading Literacy, especially for students with SRDs, due to improvements in summer programming and staffing. Summer school will enable attending students to maintain learning gains made during the school year and provide the opportunity to consistently and continuously increase achievement levels. The inclusion of an additional Reading Interventionist in school programming will increase student access to this much needed service. We anticipate a continuous narrowing of achievement gaps as we continue to implement, with fidelity, programs aligned with the science of reading (and CDE approval).

☒ 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

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Academy of Advanced Learning a. Dibels/MClass data shows that we are still lacking on the percentages of students at Benchmark. b. CKLA will be our primary curriculum for grades K-4 c. Increase the percentage of students that score at benchmark by at least 15% from the EOY 23 to EOY 24. Rocky Mountain Prep. Fletcher a. Low percent proficiency on ELA CMAS and sub-group gaps with students with IEPs in K-2. b. CKLA and EL to be used as core curriculum. CKLA in Kinder-3rd, and EL in 3rd-5th. c. Goal 1: Students in Kinder-2nd make 1.25 years growth as measured on Renaissance STAR Early Literacy Assessment & STAR Reading Assessment. Goal 2: Students in 3rd-5th show a 10% increase year over year on ELA CMAS Lotus a. LexaCore5

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

☒ Yes ☐ No

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

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Lotus School for Excellence a. Thirty-two percent (32%) of all students in grade K-3 are reading below grade level and on READ Plans. In kindergarten, 14% of students are on a READ Plan. In first grade, 31% of students are on a READ plan. In second grade, 38% of students are on a READ plan. In third grade 42% of students are on a READ plan. b. Lotus School for Excellence will use the subtests provided by DIBELS (Amplify) because it allows teachers to drill down on these specific skills and to ensure they are meeting peer benchmarks. Results clearly show if a student requires additional support at Tier 2 (small group) or Tier 3 (intensive 1:1 support). c. Our goal is to decrease the number of students reading below grade level by thirty (30%) each year and have all students reading on grade level before leaving elementary school.

☒ 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

☐ Yes ☒ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Lotus School for Excellence a. Thirty-two percent (32%) of all students in grade K-3 are reading below grade level and on READ Plans. In kindergarten, 14% of students are on a READ Plan. In first grade, 31% of students are on a READ plan. In second grade, 38% of students are on a READ plan. In third grade 42% of students are on a READ plan. b. Lotus School for Excellence (LSE) will use a teacher who has received evidence-based training in the science of teaching reading as required by the state of Colorado. The trained teacher will

provide literacy instruction to students in grades k-3. The interventionist will be employed to teach students whose primary job duties include providing reading intervention to students on READ Act Plans during regular school hours to supplement core academic instruction and who is employed in any of grades K-3. c. Our goal is to provide targeted intervention for all students who are on a READ plan and decrease the number of students reading below grade level by thirty (30%) each year and have all students reading on grade level before leaving elementary school.

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

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Lotus School for Excellence a. Thirty-two percent (32%) of all students in grade K-3 are reading below grade level and on READ Plans. In kindergarten, 14% of students are on a READ Plan. In first grade, 31% of students are on a READ plan. In second grade, 38% of students are on a READ plan. In third grade 42% of students are on a READ plan. Many of the students are also language learners. b. LSE will provide effective instruction consisting of a multi-tiered system of supports that provides students with differentiated instruction based on students' needs. Also, school leaders will ensure that students receive CLDE instruction that follows a developmentally appropriate progression. c. Our goal is to provide targeted intervention for all students who are on a READ plan and decrease the number of students reading below grade level by thirty (30%) each year and have all students reading on grade level before leaving elementary school. Students will acquire the language skills and knowledge to matriculate through the ELD program. Vega Collegiate Academy a. More than half of students are more than 1.5 years below grade level based on interim assessment and i-Ready data. b. Foundations, Cengage, Great Minds. These three curricular choices will be used for intervention activities daily. c. Students will grow at least 1.2 years in Reading based on interim assessments and i-Ready data.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Lotus School for Excellence a. Thirty-two percent (32%) of all students in grade K-3 are reading below grade level and on READ Plans. In kindergarten, 14% of students are on a READ Plan. In first grade, 31% of students are on a READ plan. In second grade, 38% of students are on a READ plan. In third grade 42% of students are on a READ plan. New teachers are untrained Amplify platforms. b. K-3 teachers will be trained to utilize the Amplify materials and related resources. c. Our goal is to decrease the number of students reading below grade level by thirty (30%) each year and have all students reading on grade level before leaving elementary school. All K-3 teachers will be trained before the end of the school year. Rocky Mountain Prep. Fletcher a. Low percent proficiency on ELA CMAS and sub-group gaps with students with IEPs in K-2. b. Lexia used as supplemental curriculum c. Students in intervention (as identified through MTSS and scoring with a significant reading deficiency) will grow 1.5 years in reading as measured by the DIBELS assessment. Vega Collegiate Academy a. More than half of students are more than 1.5 years below grade level based on interim assessment and i-Ready data. b. i-Ready. The i-ready software platform will be used to assess student outcomes three times per year. c. Students will grow at least 1.2 years in Reading based on interim assessments and i-Ready data.

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

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);

c. expected outcomes and/or goals

Narrative should not exceed 250 words.

AXL Academy a. Time b. Intervention professional learning will be supported for their growth. c. Scholars gaining a years worth of grade-level growth. Lotus School for Excellence a. Thirty-two percent (32%) of all students in grade K-3 are reading below grade level and on READ Plans. In kindergarten, 14% of students are on a READ Plan. In first grade, 31% of students are on a READ plan. In second grade, 38% of students are on a READ plan. In third grade 42% of students are on a READ plan. All teachers require a refresher training on the Science of Reading. b. We are providing ongoing Professional Developments on the Science of Reading. All new hires will be required to complete the mandatory 40 hour training (PEPPER) through the state. c. Our goal is to decrease the number of students reading below grade level by thirty (30%) each year and have all students reading on grade level before leaving elementary school. Increase teacher knowledge on the Science of Reading through teacher Professional Development. Vanguard Classical School - West a. iReady and STAR data show there is a need for staff development in the area of literacy. b. in small groups. Finally, the coach will participate in data meetings to support data driven instruction in the area of literacy. c. It is expected that there will be fewer students testing below grade level and therefore fewer students on READ plans overall.

Are there district authorized charter schools in your district who have refused READ Act funds in the 2022-2023 school year?

☐ Yes ☒ No

Are there district authorized charter schools in your district who will refuse READ Act funds in the 2023-2024 school year?

☐ Yes ☒ No

Does the district have a system that ensures district authorized charter schools do not receive READ Act Funds?

☐ Yes ☒ No

If YES, please provide a narrative explanation with the following details:

- The system in place to ensure district authorized charter schools do not receive READ Act funds.
- The names of each charter school declining READ Act Funds.

Note: At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Budget Details

Budget Request

Using the "Add Allowable Activities" button below, create a 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
385	Other Services	i-Ready (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	31.00	Aurora Public Schools' neighborhood schools will be using READ Act funds for Other targeted, scientific - or evidence-based intervention services approved by CDE to students who are receiving instructional services. READ funds will be used to hire a reading interventionist to provide services using Curriculum Associates i-Ready and McGraw Hill Wonders Programming.	\$1,970,103.85
387	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.10	Aurora Academy Charter School will be using READ Act funds for the Partial FTE for staff to provide additional interventions to students identified as having a Significant Reading Deficiency in K-3 using i-Ready by Curriculum Associates for Reading	\$19,643.00

389	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			Academy of Advanced Learning Charter School will be using READ Act funds for the partial cost to purchase CKLA as a Core Program for grades K-3.	\$108,299.90
390	PD Programming	EL Education (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			AXL Academy Charter School will be using READ Act funds for the purchase and support of professional learning.	\$23,359.00
391	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	Global Village Academy Charter School will be using READ Act funds for the Partial FTE for staff to provide additional interventions to students identified as having a Significant Reading Deficiency in K-3 using i-Ready by Curriculum Associates for Reading.	\$64,236.00
392	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.50	Lotus School for Excellence will use READ Act funding to provide reading interventions to students identified as having a significant reading deficient in K-3.	\$39,816.00
393	Technology	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Rocky Mountain Prep. Fletcher Charter School will use READ Act funds to support intervention and software with the purpose of supporting student achievement in literacy and reading comprehension.	\$69,014.00
394	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	Vanguard Classical East Charter School will utilize all READ funds allocated to our site towards salary and benefits for a reading specialist.	\$29,198.00
395	Other Services	i-Ready (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	1.00	Vanguard Classical School West will utilize all READ funds allocated to support staff development in the area of literacy. The coach will participate in data meetings to support data-driven instruction in the area of literacy.	\$55,212.00

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$152,893.00
0640 Book and Periodicals	\$108,299.90
0650 Electronic Media Materials	\$69,014.00
Budget Program Total:	\$330,206.90
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0100 Salaries	\$2,078,934.85
0300 Purchased Professional & Technical Services	\$23,359.00
Budget Program Total:	\$2,102,293.85

Allowable Activity Totals	
Activity	Total
Core Reading	\$108,299.90
Other Services	\$2,231,827.85
PD Programming	\$23,359.00
Technology	\$69,014.00

READ Budget Totals	
Allocation:	\$2,432,500.75
Budgeted Amount:	\$2,432,500.75

Funds Remaining:	\$0.00
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Technical Assistance: Submit questions or requests for technical assistance to readactdata@cde.state.co.us
(<mailto:readactdata@cde.state.co.us>)

View more information and resources on the READ Act website. (<http://www.cde.state.co.us/coloradoliteracy/read-budget-submissions>)