

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Yinghua Academy (4140-07)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Yinghua Academy (4140-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Yinghua Academy (4140-07)'s literacy goal(s) for the 2024-25 school year:

Absolute Proficiency Goal: Each year through FY2028, the proficiency rates of all third-grade students participating in Minnesota reading accountability tests (such as the Minnesota Comprehensive Assessment "MCA") and enrolled at Yinghua for at least half an academic year will be no less than 14 points higher than the state average third grade reading proficiency rate. **Growth Goal:** At the conclusion of the FY2028, the average number of progress points generated by all students based on changes in their achievement levels, for the three highest of the immediately preceding four years, will average no less than 2.75 combined reading and math, as published by the Minnesota department of Education.

The following was implemented or changed to make progress towards the goal(s):

Yinghua has implemented the mnMTSS model for instruction. **Infrastructure that Supports Continuous Improvement:** Yinghua Academy fosters a collaborative educational environment with a structured daily schedule, including small group learning for personalized instruction. The curriculum emphasizes English reading using PRESS Interventions and Singapore Math, supported by IXL. Continuous improvement is driven by weekly data meetings, academic team planning, and assessments to align instructional strategies. **Family and Community Engagement:** The family engagement plan promotes clear communication through reading screening letters, regular parent meetings, and timely emails about academic services, evaluations, and student achievements. This partnership keeps families informed and involved in student progress. **Assessment:** Yinghua uses a variety of assessments to meet student needs in reading and math. Tools include mClass DIBELS 8th Edition, NWEA, STAR, PRESS diagnostics, and MCAs for reading, while math assessments include NWEA, IXL, and MCA. These guide instruction and identify intervention needs. **Data-Based Decision Making:** Interventionists meet weekly to review data and make decisions. Tier II students are assessed weekly, and intervention plans are adjusted based on fluency scores and progress. This ensures responsive, skill-based instruction and keeps families engaged. **Multi-Layered Practices and Support:** Yinghua's MnMTSS model provides tiered support: Tier 1 delivers a strong, grade-level curriculum; Tier 2 offers targeted small-group interventions; Tier 3 provides intensive, individualized support. This structure ensures every student receives the instruction needed to succeed.

The following describes how Yinghua Academy (4140-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Local Literacy Plan for Yinghua Academy (4140-07)

Proficiency Goal- while we do not have the proficiency rates of their graders across the state to compare our to our current 3rd grade class, we know that we have continued work to do to increase student reading achievement in 3rd grade to meet this goal. We have made significant progress with Tier 2 students, but will create a plan to offer increased differentiation in the classroom to the student in the 26th-49th percentile next year, as this is where we saw the least amount of growth this year.

Yinghua Academy (4140-07)'s literacy goal(s) for the 2025-26 school year:

Absolute Proficiency Goal: Each year through FY2028, the proficiency rates of all third-grade students participating in Minnesota reading accountability tests (such as the Minnesota Comprehensive Assessment "MCA") and enrolled at Yinghua for at least half an academic year will be no less than 14 points higher than the state average third grade reading proficiency rate. Growth Goal: At the conclusion of the FY2028, the average number of progress points generated by all students based on changes in their achievement levels, for the three highest of the immediately preceding four years, will average no less than 2.75 combined reading and math, as published by the Minnesota department of Education.

Yinghua Academy (4140-07)'s Local Literacy Plan is posted on the district website at:

<https://www.yinghuaacademy.org/academics/our-curriculum/english-language-arts/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Yinghua Academy (4140-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	N/A
Grade 1	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	N/A
Grade 2	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Press
Grade 3	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	Pre

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Yinghua Academy (4140-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	109	60	107	33	104	23
Grade 1	107	25	108	25	108	33
Grade 2	112	40	112	43	110	61
Grade 3	102	54	102	64	100	62

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Yinghua Academy (4140-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Yinghua Academy (4140-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	104	71
Grade 1	108	69
Grade 2	110	18
Grade 3	100	20

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Yinghua Academy (4140-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	NWEA and STAR	NWEA and STAR	25th Percentile or Below
Grade 5	NWEA and STAR	NWEA and STAR	25th Percentile or Below
Grade 6	NWEA and STAR	NWEA and STAR	25th Percentile or Below
Grade 7	NWEA and STAR	NWEA and STAR	25th Percentile or Below
Grade 8	NWEA and STAR	NWEA and STAR	25th Percentile or Below
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Yinghua Academy (4140-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Yinghua Academy will use both the NWEA and the STAR test to identify students who are not reading at grade level. If students perform below the 40th percentile on either assessment, they will qualify to be screened for characteristics of dyslexia.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Yinghua Academy (4140-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Yinghua Academy (4140-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	No	
Grade 1	No	
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	1 time per year
Grade 6	Yes	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Yinghua Academy (4140-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

Yinghua Academy's family engagement plan for the 2025-2026 school year is designed to foster clear and consistent communication between the school and families. The plan includes sending a 2 Reading Screening Parent Letter to keep parents informed about early literacy assessments. Regular parent meetings will provide opportunities to discuss student progress and collaborate on support strategies. Families will receive timely email notifications regarding the initiation of academic services, any intensification of those services, referrals for special education evaluations, and celebrations of student progress, including graduation out of interventions. This comprehensive approach ensures that families are active partners in their children's educational journey.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Yinghua Academy (4140-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Weekly screeners are used to see a student's progress; these screeners inform the next week of instruction to match what a student struggled with. These screeners assess the activity of that week, particular skills/ sounds. The processes for monitoring fidelity and differentiating Tier 1 instruction include:

To ensure differentiation in tier 1 instruction some classes are divided into leveled groups regular, while others use small groups to ensure differentiation. This is ensured through frequent observation, and uploaded lesson plans with specific differentiation goals.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Entrance into the Tier 2 interventions occurs when a student's scores well below (or 25th percentile or below) on any standardized state level or school level testing (NWEA, MCA, Mclass DIBELS, etc.). Intensive Tier 3 intervention occurs when there is minimal or no progress over the course of six weeks of tier 2 interventions.

School wide the weekly data collected in tier 2 interventions is used to inform tier 3 entrance.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

For the students in Phonics this is the PRESS model that is used to see what specific sounds the students consistently struggle with and to intensify the study of these sounds. Within upper level fluency and comprehension weekly screeners are used to assess what should be intensified and focused on. Within the Tier 3 instruction, data from the Tier 2 interventions is collected to inform the modifications needed in the Tier 3 intervention.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Within the Tier 2 intervention a score on a standardized test above the 25th percentile leads to exiting the Tier 2 interventions. A student can also progress through the PRESS interventions (covering every sound), at which time they will be screened to see if they need further interventions for fluency or comprehension. At the Tier 3 level significant progress leads a student to be allowed to exit. If a student makes significant progress based upon the modifications they can move to tier 2. If they do not make progress they will progress to a Special Education Evaluation and exit the Tier 3 intervention once their evaluation is completed.

Does Yinghua Academy (4140-07) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

The following components are included in the personal learning plans, if used:

We use the weekly screeners and tests scores to craft a particular plan for each student. We also keep weekly logs to show how each student is doing. Within the Tier 3 support their is a crafted plan for the individual student and their needs are talked about and conveyed in logs and through screeners.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Yinghua Academy (4140-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Yinghua Academy (4140-07) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Yinghua Academy (4140-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· My First Chinese Words & I Love Chinese	Foundational	50
	· Singapore Reading Series & iChinese Reader	Knowledge Building	50
Grade 1	· My First Chinese Words & I Love Chinese	Foundational	50
	· Singapore Reading Series & iChinese Reader	Knowledge Building	110
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	50
	· Singapore Reading Series iChinese Reader; Scott F	Knowledge Building	96
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	96
	· Singapore Reading Series iChinese Reader; Scott Fo	Knowledge Building	96
Grade 4	· Selected texts from China, Singapore, and Taiwan,	Foundational	96
	· Singapore Reading Series iChinese Reader; Scott Fo	Knowledge Building	96
Grade 5	· Shurley Grammar, School created morphology pacing	Foundational	96
	· Singapore Reading Series iChinese Reader; Scott Fo	Knowledge Building	96

.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Yinghua Academy (4140-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	NA	NA
Grade 1	NA	NA
Grade 2	PRESS	PRESS
Grade 3	PRESS	PRESS
Grade 4	Common Lit.	Common Lit.
Grade 5	Common Lit.	Common Lit.
Grade 6	Common Lit.	Common Lit.
Grade 7	Common Lit.	Common Lit.
Grade 8	Common Lit.	Common Lit.
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Yinghua Academy (4140-07) will make the following changes to reading interventions for the 2025-26 school year:

The largest change will be from the Groves Grant, which will change fluency and comprehension interventions to be under a different

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Yinghua Academy (4140-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 03/15/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Currently, all teachers have completed CORE OLLA and 80% proficiency or higher. In the future, if we have teachers who do not complete the approved training, we will work with the teacher and our Regional Literacy Network to create a plan to ensure all of our teachers are well trained in the Science of Reading.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The fidelity data is coming from the pacing charts. We are having teachers update their pacing charts to reflect these areas in the lower school setting. This will also be checked using the weekly lesson plans, which are uploaded to a shared drive. There is additional emphasis being put on these five categories and expectations to ensure lesson adequately cover these areas.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Through the COREOLLA there was some lesson planning elements involved. It is expected that teachers will adapt some of these elements into their lesson plans. There is also individual coaching through team meeting with the English Academic Director, which offer opportunities for individual feedback on how to implement science of reading and these five categories better into the classroom. Along with this there is also frequent peer feedback through observation, which can include less experienced educators observing their more experienced peers for examples of explicit, systematic, and evidence based instruction.

The following changes in instructional practices have impacted students :

Greater focus on phonemic awareness and phonics in 2nd and 3rd grade clearly reflect student growth in decoding and fluency as reflected on both the mClass Dibles 8th Edition data. Students in the well below category moved from 56% to 27% in 2nd grade at from 33% to 17% in 3rd grade. It is important to note that as

Local Literacy Plan for Yinghua Academy (4140-07)

a Chinese Immersion school, students do not receive formal English reading instruction until 2nd grade.

Yinghua Academy (4140-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Yinghua Academy has implemented a comprehensive professional development plan focused on culturally responsive practices to promote equity and inclusion. All educators participate in foundational training on topics such as implicit bias, cultural identity, and relationship-building across cultures. School-based equity leads and PLCs help sustain the work through ongoing reflection and collaboration. To support culturally responsive literacy practices, the district introduced targeted PD aligned with a revised literacy framework. Teachers receive training on selecting diverse texts, incorporating student voice, and using instructional strategies that honor students' cultural and linguistic backgrounds. This includes guided sessions on integrating culturally relevant themes into reading and writing instruction. Academic Directors work closely with teachers to model lessons, co-plan instruction, and provide feedback. These supports are embedded throughout the school year, with coaching cycles tailored to each school's needs. New literacy materials are also vetted to ensure cultural relevance and alignment with district goals. This multi-tiered approach ensures educators are equipped to create inclusive classrooms where all students can thrive.

Yinghua Academy (4140-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

The charter school has already held three professional development meetings on updating curriculum to match these new ELA Standards. There will be additional time at the start of the next school year to support teachers in this process of updating their lessons to include these key elements. The charter school begin with introducing the new standards, then allowed for teachers to look through them, ask questions, and begin re-working their lessons to meet these standards.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	4	4	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	6	6	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

Local Literacy Plan for Yinghua Academy (4140-07)

Grades 4-12 Classroom Educators responsible for reading instruction	5	0	0	5
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	3	1	2	0
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Yinghua Academy (4140-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$73,951.74

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$73,951.74

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Employing a reading intervention specialist
- Cost of substitute teachers to allow teachers to complete literacy professional development

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Yinghua Academy (4140-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$33,467.72

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

NA