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California Department of Education

Elementary and Secondary Education Act

Local Educational Agency Plan Goal 2

Budget Update Sample Template

Name of LEA: KIPP Raices Academy _____ Fiscal Year: FY15-16

Total Title III Allocation: LEP \$ 39,700

Immigrant: \$ _____

LEP Administrative & Indirect Costs (2%): \$ _____

Immigrant Administrative & Indirect Costs: \$ _____

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<p>It is a priority at KIPP Raices Acadmey for all of our English Language Learners to advance each year in their language development and be redesignated. Based on their Home Language Survey, all students designated as potential English Learners will take the California English Language Development Test (CELDT).</p> <p>KIPP Raices Academy will use Title III funds to purchase classroom materials that will support access to grade-level content for ELs in</p>	Classroom materials, translation services, training for parents	\$ 2,000

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	<p>correlation with the California ELD standards. The funds will also support professional development for teachers, including training in SDAIE methods of instruction. The administration will monitor the effectiveness of instruction in terms of meeting the needs of our English learners. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Title III funds may also support translation services as needed</p>		
<p>Goal 2B: AMAO 2 - English Proficiency</p>	<p>The selected instructional programs at KIPP Raices were chosen because of their basis on scientifically based research and effectiveness with English Language Learners.</p> <p>The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with EL students at KIPP Raices are:</p> <ul style="list-style-type: none"> • Workshop models • Cooperative learning • Thematic teaching • Scaffolding instruction • Think/pair/share • Kinesthetic activities 	<p>Selected curricula, workshop materials, CELDT monitoring costs</p>	<p>\$2,000</p>

	Students' language proficiency levels as determined by the CELDT will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.		
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	<p>Student mastery of the grade level content standards will be measured through teacher-created standards-based assessments, as well as the SBAC, the NWEA MAP assessment, and KIPP LA regional assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for two years after reclassification. ELs and RFEP students not making adequate ELD or academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.</p> <p>The goal will be for each student to advance one performance level in English Language proficiency as measured by the CELDT each year. In addition to the CELDT, growth in ELD will be measured by ELD progress reports and Individualized Education Program Goals and Objectives.</p> <p>KIPP Raices will provide small group language development intervention groups as necessary. There will also be an extended day model and workshop time to target students' individual needs.</p>	MAP administration, CELDT Assessment Materials Intervention Teachers	\$ 1,000 \$23,000

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<p>Goal 2C: AMAO 3 – AYP in Mathematics</p>			
<p>Goal 2D: High Quality Professional Development</p>	<p>KIPP Raices Academy is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development is essential for KIPP students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The instructional team will focus on long term planning and supplementing the selected instructional materials to best support all of our students. The teachers will share out best practices that are successful with their English Learners, such as effective instructional methods and strategies. The administration will monitor and support the teachers to enhance the effectiveness of instruction.</p> <p>Professional development for teachers takes place on a weekly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Secondly, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in the classroom and ways the students can be more effectively served. Topics may include instructional strategies like improving check for</p>	<p>PD materials, conferences and workshops, PD facilitators, KSLP fees</p>	<p>\$ 10,000</p>

	<p>understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms.</p> <p>In addition to professional development targeted at teachers, KIPP Raices Academy administrators also benefit from high-quality professional development of their own through the national KIPP organization's KIPP School Leadership Program. School Leaders, like the leader of KIPP Raices Academy, participate in a yearlong fellowship to hone their instructional leadership skills before leading their own schools. Leadership programs includes substantial training in research-based strategies for creating an instructional program that supports the needs of the students KIPP serves, including English learners. School administrators also participate in periodic conferences and trainings on curriculum, assessment, and instructional strategies throughout the year.</p> <p>Another integral component of professional development at KIPP Raices Academy is the observation-debrief cycle (coaching cycle). The School Leader will formally observe teachers. Following the observation, the School Leader and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a</p>		
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	profound desire in teachers to continue to improve their craft.		
Goal 2E: Parent and Community Participation	KIPP Raices Academy will offer family workshops with tips to support students at home.	Office Software, Postage & Shipping, Non-Instructional Supplies	\$1,500
Goal 2F: Parental Notification	The school will also have consistent meetings to keep parents abreast of the students' progress.	Parent Meeting Supplies, Materials	\$200
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)			
Goal 5A: Increase Graduation Rates			
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ 39,700 IMM \$ _____

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

April 2015