

LOCAL EDUCATIONAL AGENCY PLAN (LEAP)

Revised January 26, 2015

LEAP is a Federal Plan developed as a part of No Child Left Behind Act of 2001. It is a five year plan which must be updated each year. Districts that accept Federal funding are required to do this. Plaza currently gets funding through Title I, Title II (Professional Development), Title III (Limited English students) and REAP (Rural Educational Achievement Program). Whenever possible the goals developed for this plan are similar to those found in State Required Plans such as the Local Control and Accountability Plan (LCAP) and the Single Plan for Student Achievement.

Five Performance Goals must be addressed. The fifth goal pertains to high schools and is not applicable to our district. These goals describe services designed to increase student achievement and performance, coordination of services, needs assessments and supplemental services. The following is a summary of those performance goals.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2020.

Actions to improve education practice in reading:

- Align instruction with the content standards for each grade level
- Use standards aligned instructional materials-The Districts uses the state approved "Treasures" textbook series in grades K-6 and Glencoe/McGraw Hill in grades 7 and 8
- Extended learning time for students performing below proficient. Special Education staff members and Title I aides provide individual and/or small group help; SPARK afterschool program gives students time for homework, and summer school is available for identified children.
- Increased access to technology for each student
- Staff development and professional development activities available to all staff
- Involve parents and community in the education of the children
- Auxiliary services-community club, back to school night, parent handbooks, web site, class newsletters
- Monitor program effectiveness-State tests, CELDT, Classroom assignments and unit tests

Actions to improve education practice in mathematics:

- Align instruction with content standards for each grade level
- Use of standards-aligned instructional materials-The District is piloting "GoMath" in grades K-5 and College Preparatory Math (CPM) in grades 6-8

- Extended learning time-Instructional Aides, special education staff, SPARK
- Staff development-staff attends workshops provided by GCOE and math publishers
- Involvement of parents and community-back to school night, SSC meetings, State assessment information.
- Increased access to technology
- Auxiliary services
- Monitor Program effectiveness
- Target services to low achieving students-summer school, special education, SPARK

Performance Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned improvements in programs for LEP students and immigrants (Title III)

- Description of programs and activities-small number of students receive instruction in the regular classroom
- Description of high quality language instruction-CELDT test given to determine level of proficiency and growth-instruction in regular education classroom
- Provide high quality professional development-All teachers are CLAD certified, staff attends GCOE workshops when available, teachers attend workshops in the use of “Treasures”
- Provide tutorials and intensified instruction-Instructional Aides work with individuals and small groups.
- Improve English proficiency-daily interaction with teachers and parents. Use of CLAD techniques
- Provide community participation, family literacy programs, parent outreach-GCOE provides these services to all families in Glenn County.
- Access to technology

Plans to notify and involve parents of limited-English proficient students

- Plaza notifies parents of LEP student of how the students were tested, their level of proficiency, and how their child will be participating in the educational programs
- Notification of parent’s rights if child placed in pull out program-N/A at Plaza

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers

The requirement that this goal be met in 2005-2006 was a part of the original federal requirements and the language has not changed since then. At the time all of our teachers were highly qualified and that is still true today. No teacher is fluent in Spanish but everyone has a CLAD certificate which means they have received training in how to work with children no

matter what their primary language is. The newest member of the staff has also received special training in GLAD (Guided Language Acquisition Development).

Planned improvements for professional development (Title II)

- How professional development aligned with the State's academic standards-training provided by GCOE
- How activities based on scientifically based research-publisher training in state aligned mathematics series. GCOE plans activities
- How the activities will be assessed-CELDT. Textbook chapter tests and assignments, state content standards
- Professional development activities available to all staff-Math training, Language Arts training, county wide inservice day developed by GCOE
- How district will integrate funds used for professional development-use of general budget to pay substitutes and/or course costs and travel expenses.
- Increased access to technology
- How all staff participate in planning activities-staff meetings, site council meetings
- How district will provide training for teachers to address needs of all students-GCOE provides training

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

Environments conducive to learning (strengths and needs):

- Small, rural setting with little evidence of drug or alcohol abuse
- Stable student population with most students attending Plaza from kindergarten through eighth grade
- Small class sizes
- Parent involvement
- GCOE provides programs in drug, alcohol, tobacco prevention programs
- Rural setting makes access to cultural activities difficult to attend