

# LEA Plan Goals Aligned with State Priorities

STATE PRIORITY	LEA PLAN GOALS
<p><b>Priority 1</b></p> <p><b>BASIC SERVICES</b></p>	<p><b>GOAL 2D: HIGH QUALITY PROFESSIONAL DEVELOPMENT.</b> The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.</p> <ul style="list-style-type: none"> <li>• By (June, 2014) 100 % of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.</li> <li>• By (June 2013) _100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.</li> <li>• By (June 2015) 100 % of teachers of English Language Development trained in ELD State Standards.</li> <li>• By (June 2013) 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.</li> </ul> <p><b>GOAL 3: HIGH QUALIFIED TEACHERS.</b> Per ESEA legislation, all students will be taught by highly qualified teachers. Poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.</p>
<p><b>Priority 2</b></p> <p><b>IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)</b></p>	<p><b>GOAL 2C: AMAO 3 – AYP FOR EL SUBGROUP.</b> Analysis of CST, CELDT, and CAHSEE results showed that students with limited English fluency lag significantly behind other HUSD students in academic performance. In order to close this gap, the DSLT selected the improvement of ELL student achievement as one of their three focus areas for 2012-13.</p> <p>An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.</p> <ul style="list-style-type: none"> <li>• By June 2014, the percentage of English learners attaining proficiency in reading/language arts will increase from 27.1% to 37.5%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.</li> <li>• By June 2014, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.</li> <li>• By June 2014, the percentage of English learners attaining proficiency in Mathematics will increase from 29.2% to 39.2%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.</li> <li>• By June 2014, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.</li> </ul> <p>In our previous LEA Plan, the strategies included did not provide enough academic support for English Learners and students with disabilities. Our new strategy is to build the capacity of the district staff in second language acquisition, research based ELD practices (Structured English Immersion), differentiated instruction practices, research based practices in reading and language arts/mathematics, intervention systems and research based intervention practices, Common Core State Standards, professional learning communities, and data management systems through professional development and coaching opportunities.</p> <p><b>GOAL 3: HIGH QUALIFIED TEACHERS.</b> Per ESEA legislation, all students will be taught by highly qualified teachers. Poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.</p>

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	<p><b>GOAL 2C: AMAO 3 – READING/LANGUAGE ARTS.</b></p> <ul style="list-style-type: none"> <li>• By (June 2015), the percentage of English learners attaining proficiency in Reading/Language Arts will increase by 10%, as measured by the local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.</li> <li>• By June 2015, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core Standards will increase by 90% as measured by locally developed observation tools.</li> </ul>
<p><b>Priority 3</b></p> <p><b>PARENT INVOLVEMENT</b></p>	<p><b>GOAL 2E: PARENT AND COMMUNITY PARTICIPATION.</b> The LEA will promote the involvement of parents and community members in the education of English learners.</p> <ul style="list-style-type: none"> <li>• By June 2015, the LEA will improve and increase parent outreach strategies so that at least 70% of parents are active participants in the education of their children as measured by attendance in parent-teacher conferences, back-to-school night, and open house events.</li> <li>• Notifications regarding Advisory Committee meetings and volunteer opportunities through flyers, Back-to-School Night presentations, etc.</li> </ul> <p><b>GOAL 2F: PARENTAL NOTIFICATION.</b> The LEA will provide required communications to parents in a timely manner.</p> <ul style="list-style-type: none"> <li>• By June 2014 the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:             <ul style="list-style-type: none"> <li>○ identification as EL;</li> <li>○ program placement options;</li> <li>○ program placement notification;</li> <li>○ English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;</li> <li>○ academic achievement level;</li> <li>○ redesignation information; and</li> <li>○ at the high school level, graduation requirements and annual notification of their students’ progress toward meeting those requirements.</li> </ul> </li> </ul>
<p><b>Priority 4</b></p> <p><b>PUPIL ACHIEVEMENT</b></p>	<p><b>GOAL 1A: PROFICIENCY IN READING/LANGUAGE ARTS.</b> Our needs assessment of student proficiency in reading /language arts indicates that only 43.1% of elementary students, 54.7% of high school students, and 44.9% district wide students scored proficient or above on the 2012 California Standards Test. Our local assessments similarly showed slow progress in reading/language arts proficiency for these groups. There seems to be a plateau at the intermediate level. Based on the needs assessment findings, our district goal is to improve reading/language arts Proficiency to 60% within 2 years (2014). To realistically make progress toward this 2-year goal, we will need to achieve at least 53% proficiency district wide on the reading/language arts portion of the 2013 CST. We plan to measure progress toward this goal at least quarterly through local assessments until the target is achieved.</p> <p>Therefore, our district goal is by June 2013, all students, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic, African-American, other significant student groups) scoring at proficiency and above will minimally increase according to the following targets as measured by the reading/language arts portion of the California Standards Test (CST).</p> <ul style="list-style-type: none"> <li>• All students from 44.9% to 53%</li> <li>• English learner (EL) from 27.1% to 39.5% For Title III Plans, also addresses AYP for EL in Goal 2C.</li> <li>• Students with disabilities (SWD) from 18.4% to 30.0%.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Socio-economically disadvantaged (SED) from 42.3% to 51.0%.</li> <li>• LEA defined group -Hispanic from 43.9% to 53%.</li> </ul> <p>In our previous LEA Plan, the strategies included did not provide enough academic support for English Learners and students with disabilities. Our new strategy is to build the capacity of the district staff in second language acquisition, research based ELD practices, differentiated instruction practices, research based practices in reading and language arts, intervention systems and research based intervention practices, Common Core State Standards, professional learning communities, and data management systems through professional development and coaching opportunities.</p> <p><b>GOAL 1B: PROFICIENCY IN MATHEMATICS.</b> Our needs assessment of student proficiency in mathematics indicates that only 32.2% of elementary students, 53% of high school students, and 35% of students district wide scored proficient or above on the 2012 California Standards Test. Our local assessments similarly showed slow progress in mathematics proficiency for these groups. There seems to be a plateau at the basic level. Based on the needs assessment findings, our district goal is to improve mathematics proficiency to 55% within 2 years (2014). To realistically make progress toward this 2-year goal, we will need to achieve at least 45% proficiency district wide on the mathematics portion of the 2013 California Standards Test. We plan to measure progress toward this goal at least quarterly through local assessments until the target is achieved. Therefore, our district goal is: By June 2013, the percentage of students, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic, African-American, other significant student groups) scoring at proficiency and above will increase according to the following targets as measured by the Mathematics portion of the California Standards Test (CST):</p> <ul style="list-style-type: none"> <li>• All students from 35.5% to 45%</li> <li>• English learner (EL) from 25.1% to 36% (For Title III plans, also address AYP for EL in Goal 2C)</li> <li>• Students with disabilities (SWD) from 13.7% to 24.7%</li> <li>• Socio-economically disadvantaged (SED) from 33.6% to 43.6%</li> <li>• LEA defined group-Hispanic from 34.3% to 44.6%.</li> </ul> <p>In our previous LEA Plan, the strategies included did not provide enough academic support for English Learners and students with disabilities. Our new strategy is to build the capacity of the district staff in second language acquisition, research based ELD practices, research based practices in mathematics, intervention systems and research based math intervention practices/programs, Common Core State Standards, professional learning communities, formative and summative assessments, and data management systems through professional development and coaching opportunities.</p> <p><b>GOAL 2A: AMAO 1 – ANNUAL PROGRESS LEARNING ENGLISH.</b> Analysis of CST, CELDT, and CAHSEE results showed that students with limited English fluency lag significantly behind other HUSD students in academic performance. In order to close this gap, the DSLT selected the improvement of ELL student achievement as one of their three focus areas for 2012-13.</p> <p>Analysis of the 2011-12 CELDT data indicates that 68.4% of students, district wide, met AMAO 1. Our local assessments indicate similar progress in English proficiency among English Learners. Based on these findings, our district goal is to continue to foster growth in English proficiency and meet AMAO 1 targets in 2012-13 and 2013-14. We plan to measure progress toward these goals at least quarterly through local benchmark assessments to continue fostering the annual English proficiency growth patterns attained over that last two years.</p> <p>An increasing percentage of English learners will continue making annual progress in English proficiency.</p> <p>By October 2013/2014 the percentage of English learners learning English will increase from 68.4% to 73.4%, in order to continue meeting state defined growth expectations as measured by the CELDT.</p>

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	<p><b>GOAL 2B: AMAO 2 – ENGLISH PROFICIENCY.</b> Analysis of the 2011-12 CELDT data indicates that 30.5% of students in the less than 5 year cohort and 59.5% of 5 years of more cohort district wide met AMAO 2. Our local assessments indicate similar progress in English proficiency among English Learners. Based on these findings, our district goal is to continue to foster growth in English proficiency and meet AMAO 2 targets in 2012-13 and 2013-14. We plan to measure progress toward these goals at least quarterly through local benchmark assessments to continue fostering the annual English proficiency growth patterns attained over that last two years. An increasing percentage of English learners will attain English language proficiency annually.</p> <ul style="list-style-type: none"> <li>• By October 2013/2014, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 30.5% to 35%, in order to move toward state-defined expectations and meet the CELDT criterion for English-language proficiency.</li> <li>• By October 2013/2014, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 59.5% to 65%, in order move toward state-defined expectations and meet the CELDT criterion for English Language proficiency.</li> </ul> <p><b>GOAL 2C: AMAO 3 – AYP FOR EL SUBGROUP.</b> Analysis of CST, CELDT, and CAHSEE results showed that students with limited English fluency lag significantly behind other HUSD students in academic performance. In order to close this gap, the DSLT selected the improvement of ELL student achievement as one of their three focus areas for 2012-13.</p> <p>An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.</p> <ul style="list-style-type: none"> <li>• By June 2014, the percentage of English learners attaining proficiency in reading/language arts will increase from 27.1% to 37.5%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.</li> <li>• By June 2014, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.</li> <li>• By June 2014, the percentage of English learners attaining proficiency in Mathematics will increase from 29.2% to 39.2%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.</li> <li>• By June 2014, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.</li> </ul> <p>In our previous LEA Plan, the strategies included did not provide enough academic support for English Learners and students with disabilities. Our new strategy is to build the capacity of the district staff in second language acquisition, research based ELD practices (Structured English Immersion), differentiated instruction practices, research based practices in reading and language arts/mathematics, intervention systems and research based intervention practices, Common Core State Standards, professional learning communities, and data management systems through professional development and coaching opportunities.</p> <p><b>GOAL 3: HIGH QUALIFIED TEACHERS.</b> Per ESEA legislation, all students will be taught by highly qualified teachers. Poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.</p>
<p><b>Priority 5</b> <b>PUPIL</b> <b>ENGAGEMENT</b></p>	<p><b>GOAL 5A: INCREASE GRADUATION RATES.</b> Graduation rates are currently at 98.8% with Hispanic/Latino subgroup at 98.2%; all other subgroups are 100%. No further goals or actions will be developed at this time.</p>

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<b>Priority 6</b>  <b>SCHOOL CLIMATE</b>	
<b>Priority 7</b>  <b>COURSE ACCESS</b>	
<b>Priority 8</b>  <b>OTHER PUPIL OUTCOMES</b>	