



"The future
belongs
to the educated"

**Tracy Unified School District
LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM
2008-2009**

TUSD LEA Plan Goal #	Description	Location in LEA Plan (CDE version)
1	Ensure that SBE/district adopted curriculum in R/LA, ELD and Math is fully implemented in all classrooms in the district.	3
2	By June of 2009, 46% or more of all students (including all significant subgroups) in the district will demonstrate grade level/subject matter proficiency as measured by appropriate state tests. Schools that exceed 46% will demonstrate a growth of five percentage points annually.	3
3	100% of teachers have appropriate credentialing/authorization.	5
4	100% of students will meet or exceed graduation requirements	3
5	Maintain 95% or above participation rate on the appropriate state tests.	1
6	Provide ongoing professional development and support for teachers and site administrators resulting in increased achievement for all students, including EL and students with disabilities, in order to close the achievement gap.	5
7	100% of K-5, K-8, 6-8 school sites will comply with implementation of recommended (State Framework/APS) instructional minutes for adopted programs in E/LA, ELD, and Math with additional time allocations for intensive intervention.	3
8	Develop an effective and efficient formative K-12 assessment system, with a focus on Language Arts, Math and ELD	3
9	100% implementation of the assessment monitoring system, DataWise, which will inform teachers/principals on student progress and effectiveness of instruction, in order to make decisions that will improve instruction, increase student achievement and close the achievement gap	3
10	Facilitate and support instructional collaboration (grade level/departmental) to plan and discuss lesson delivery (based on assessment data), resulting in increased student achievement.	3
11	Utilize general and categorical funds to support LEA and site Single School Improvement Plans, goals and strategies.	3
12	Incorporate, as appropriate, activities before school, after school, during the summer/intersession as an extension of the school year to raise the achievement of under achieving students and close the achievement gap.	7
13	Promote effective parental involvement in the schools	8

Note: Section 2 of LEA Plan (CDE version) lists the goals for actions steps listed in sections 3 and 5
 Section 4 includes excerpted activities from sections 3 and 5 – various goals
 Section 6 includes excerpted activities from sections 3 and 5 – various goals



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1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See <i>DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5</i>)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>TUSD met 41 of 42 AYP Criteria for 2007. The previous LEA Plan has been successful in raising the achievement of all students, including significant subgroups. The only criterion not met in 2007 was the participation of Special Education students in Language Arts. 90% of special education students participated.</p> <p><u>Action Steps to address the criterion (Goal 5):</u></p>	Directors of: Special Education, Technology, and Accountability	none	No cost	No cost
<ul style="list-style-type: none"> Continue to monitor participation of students on CAHSEE and CST. 	Spring of each year.			
<ul style="list-style-type: none"> Continue to follow procedures for identifying Special Education students for CAPA, CMA or modifications on STAR to ensure 95 % participation of SpEd subgroup. 	Ongoing			
<ul style="list-style-type: none"> Continue to provide staff development to SpEd staff regarding appropriate use of modifications and interventions on state testing. 	Ongoing			
<ul style="list-style-type: none"> Schedule dates and monitor accuracy of data dump of special ed data from SEIS to Aeries 	Sep.30, Dec.1, Mar.15 of each year			
<ul style="list-style-type: none"> Continue to follow procedure for ensuring that home/hospital and NPS SpEd students participate in CAHSEE and CST testing. 	Annually in March			

2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Goal 1:</u> Ensure that SBE/district adopted curriculum in R/LA, ELD and Math is fully implemented in all classrooms in the district.</p> <p><u>Goal 2:</u> By June of 2009, 46% or more of all students (including all significant subgroups) in the district will demonstrate grade level/subject matter proficiency as measured by appropriate state tests. Schools that exceed 46% will demonstrate a growth of five percentage points annually.</p> <p>a. By June 2009, 46% of students in grades K-8 will demonstrate proficiency in ELA and 47.5% in Math</p> <p>b. By June 2009, 44.5% of students in grades 9-12 will demonstrate proficiency in ELA and 43.5% in Math</p> <p>c. Close the achievement gap by raising the achievement of low performing sub groups.</p> <p><u>Goal 3:</u> Ensure that 100% of teachers have appropriate credentialing/authorization.</p> <p><u>Goal 4:</u> 100% of students will meet or exceed graduation requirements by completing one of the four following options:</p> <ul style="list-style-type: none"> • Standard High School Diploma • Complete program as defined by IEP • General Education Designated Certificate (GED) • California High School Proficiency Exam (CHSPE) <p><u>Goal 5:</u> Maintain 95% or above participation rate on the appropriate state tests.</p>	<p>See activities listed under sections 3-8</p>	<p>See related expenditures under Sections 3-8</p>		

<p><u>Goal 6:</u> Provide ongoing professional development and support for teachers and site administrators resulting in increased achievement for all students, including EL and students with disabilities, in order to close the achievement gap.</p> <p><u>Goal 7.</u> 100% of K-5, K-8, 6-8 school sites will comply with implementation of recommended (State Framework/APS) instructional minutes for adopted programs in E/LA, ELD, and Math with additional time allocations for intensive intervention.</p> <p><u>Goal 8:</u> Develop an effective and efficient formative K-12 assessment system, with a focus on Language Arts, Math and ELD.</p> <p><u>Goal 9:</u> 100% implementation of the assessment monitoring system, DataWise, which will inform teachers/principals on student progress and effectiveness of instruction, in order to make decisions that will improve instruction, increase student achievement and close the achievement gap.</p> <p><u>Goal 10:</u> Facilitate and support instructional collaboration (grade level/departmental) to plan and discuss lesson delivery (based on assessment data), resulting in increased student achievement.</p> <ul style="list-style-type: none"> a. 100% of the teachers will participate in data teams during the 2007/08 school year. b. 100% of the teachers will participate in training related to effective collaboration methods and data analysis provided through the CISCs. c. 80% of teachers will report improved student achievement as a result of data team collaboration. <p><u>Goal 11:</u> Utilize general and categorical funds to support LEA and site Single School Improvement Plans, goals and strategies.</p> <ul style="list-style-type: none"> a. All schools will use categorical funds to support the Single School Plans. b. Categorical funds will be used to support the LEA Plan. 				
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Action Steps for Goal 1 (implement adopted curriculum):</p> <ul style="list-style-type: none"> • Train principals on APS rubric and use APS to monitor implementation of Math and ELA curriculum. 	Woo, Dopp, Principals/ Fall 2008	None		
<ul style="list-style-type: none"> • Develop process to validate APS results for each site. 	Woo, Dopp/Fall 2008	None		
<ul style="list-style-type: none"> • Continue to implement adopted curriculum for core instruction(R/LA, Math, Science, Social Studies), ELD and intensive learners (Language! for gr. 4-12 ELA and Algebra Readiness for gr. 7-12 Math). 	Harrison, Sonnenburg/ ongoing	Purchase of curriculum	Varies each year	State textbook funds
<ul style="list-style-type: none"> • Evaluate progress of students in programs for intensive learners gr. 4-12. (Language! and Algebra Readiness) 	Harrison, Woo, Bussey/ quarterly	None		
<ul style="list-style-type: none"> • Implement new Algebra Readiness curriculum and Pilot 2 publishers of new K-8 SBE approved math curriculum; Select new core program for adoption in spring 2009 for implementation July/Aug of 2009 	Sonnenburg, pilot teachers – July/Aug 2008	None		
<ul style="list-style-type: none"> • Review SBE approved curriculum for K-8 R/LA when available and select materials to pilot; pilot materials in fall 2009 and select curriculum to be implemented district-wide July/Aug 2010 	Sonnenburg, pilot teachers – Winter 2008			
<p>Action Steps for Goal 2 (meet AYP):</p> <ul style="list-style-type: none"> • Identify and implement process to evaluate effectiveness of ExCEL model. 	Harrison, Woo, Principals/Fall 08	None		
<ul style="list-style-type: none"> • Provide training to paraprofessionals for the ExCEL model pending funding. 	Principals/ ongoing	None		
<ul style="list-style-type: none"> • Monitor academic progress of FEP students on CST, CAHSEE and classroom performance. 	Woo, Principals/ Fall and Winter 08	None		
<ul style="list-style-type: none"> • Continue to monitor K-8 RSP program for increased consistency and best practices (growth and progress) 	Hopple/Fall 08 and Spring 09	None		
<ul style="list-style-type: none"> • Develop district-wide process for identifying and monitoring and providing intervention to target students scoring below proficient on CSTs 	Harrison, Ed Serv. Principals/Fall 08 and Spring 09	None		
<ul style="list-style-type: none"> • Implement newly adopted district EL Master Plan including procedures for assessment, placement, monitoring progress, and re-classification of English Learners 	Harrison, Woo, Principals, ELD Steering Comm./ ongoing	Committee costs	\$6000	EIA

• Clearly articulate ELD program design models in revised TUSD Master Plan for English Learners	Harrison, Woo, Lockwood/Spring 08	None		
• Establish process to monitor implementation and effectiveness of ELD programs.	Harrison, Woo/ Spring 09	None		
<u>Action Steps for Goal 4:</u> • Evaluate CAHSEE remediation programs (Plato, BrainX) for effectiveness.	HS APs, Ed Serv./ after each CAHSEE administration	None		
• Implement CAHSEE remediation for students after grade 12 as mandated under Valenzuela.	Woo, HS Principals/ July 08-May 09	Teacher cost; program costs	\$5,000	CAHSEE remediation funds
• Implement counseling as mandated by Supplemental Counseling and Valenzuela legislation	Harrison, Hall, Counselors, Woo/ ongoing	Counselor costs	\$647,050	Supplemental Counseling funds
• Implement after-school CAHSEE prep workshops for 11 th and/or 12 th grade students.	Harrison, Principals/ Sept. 08 – May 09	Teacher cost; program costs	\$20,000	CAHSEE remediation funds
• Continue to explore and implement additional options for credit recovery for high school	Harrison, Dopp, Principals/ ongoing	None		
• Implement student placement criteria and process for grade 8 Algebra.	Bussey/ Jan - May 09	None		
• Continue monitoring student pass rates for algebra courses.	Harrison, Bussey, Woo/ quarterly	Committee time	\$8,000	Title II
• Evaluate effectiveness of two-year algebra course and algebra readiness (intensive intervention) at middle school and high school.	Harrison, Bussey and Principals/ Fall 08	None		
• Implement procedures for annual review of EL student progress towards reclassification and graduation	Harrison, Woo, Dopp/ Fall 08	None		
<u>Action Step for Goal 7</u> • Continue to monitor and adjust to support implementation of recommended instructional minutes in ELA, ELD and Math.	Harrison et al, Principals/ Fall 08 and Spring 09	None		
<u>Action Steps for Goal 8:</u> • Implement ELD standards checklist district wide with identified formative assessments, including training for teachers.	Woo, Dopp, Principals Fall 08	Copy costs/committee time	\$3,000	Immigrant Funds
• Implement and monitor data calendar for the administration of district assessments.	Woo, Principals/ Fall 08 and quarterly	None		

<ul style="list-style-type: none"> Evaluate existing district formative assessments in Math and ELA for correlation to performance on CSTs 	Woo/ Aug-Sept 08	None		
<ul style="list-style-type: none"> Identify gaps in district formative assessments in ELA and develop assessments to address gaps. 	Sonnenburg, Woo/ April – December 08	Copy costs/committee time	\$28,000	Block Grant
<p><u>Action Steps for Goal 9:</u></p> <ul style="list-style-type: none"> Develop and implement data calendar for the collection reporting and analyzing of district assessment data. 	Harrison, Woo, et al Summer 08	None		
<ul style="list-style-type: none"> Conduct follow-up survey of teachers regarding use of DataWise and barriers to use. 	Woo, DataWise Trainers/ Fall 08	None		
<ul style="list-style-type: none"> Continue to provide staff development for administrators and teachers on analyzing assessment data. 	Harrison, Woo, Principals, DataWise Trainers ongoing	committee time	\$10,000	Title I (50%) Title II (50%)
<ul style="list-style-type: none"> Quarterly/trimester district assessment data will be entered into DataWise and monitored 	Woo, Principals/ quarterly	DataWise contract	\$44,000	Lottery EIA
<ul style="list-style-type: none"> DataWise will include all the initial and annual individualized academic assessment data for students with IEPs. 	Hopple, Woo/ Fall 08 – Spring 09	DataWise contract	See above	
<ul style="list-style-type: none"> Provide training for SpEd teachers to access data for SpEd students in DataWise. 	Woo, Hopple, DataWise Trainers/ Nov. 08 – Feb. 09	None		
<ul style="list-style-type: none"> Schedule dates and monitor accuracy of data dump of special ed data from SEIS to Aeries (Sep.30, Dec.1, Mar.15) 	Hopple, Woo, ISET 3 x/year as noted	None		
<p><u>Action Steps for Goal 10</u></p> <ul style="list-style-type: none"> Continue deployment of Data Teams with 6 cycles per year and on-going training and support for CISCs. 	Harrison, Bussey, Principals/ ongoing	Curriculum Council	\$25,000	Title I (50%) EIA (50%)
<ul style="list-style-type: none"> Plan for continued improvement of Data Teams through Curriculum Council meetings. 	Harrison, Bussey/ Sep 08 – Mar 09	None		
<ul style="list-style-type: none"> Continue CISC process including special education. 	Hopple/ ongoing	None		
<ul style="list-style-type: none"> Continue to implement Special Day Class Data Teams 	Hopple/ ongoing	None		
<ul style="list-style-type: none"> Conduct annual survey to ascertain the effectiveness of Data Team implementation on the improvement of student achievement. 	Harrison, Bussey/ April 09	None		
<p><u>Action Steps for Goal 11:</u></p> <ul style="list-style-type: none"> Revise Single School Plan format to reflect PDSA elements and to include all site plans for attendance, CST prep, etc. 	Franco, Woo, Dopp/ Aug – Sep 08	None		

• Continue to monitor budgets and expenditures for alignment to Single School Plans	Dopp/ ongoing	None		
• Revise Single School Plan template to reflect LEA goals in strategic plan and LEA Plan Addendum	Woo, Dopp/ Aug – Sep 08	None		

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See <i>DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5</i>)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The following are selected activities already listed in sections 3 or 5.</p> <ul style="list-style-type: none"> • Continue to implement adopted curriculum for core instruction, ELD and intensive learners. • Continue to implement the Baldrige Model of Continuous Improvement using Ruth Miller to provide on-going coaching and consultation. • Develop and implement schedule to conduct instructional tours throughout the school year • Continue to monitor and adjust to support implementation of recommended instructional minutes in ELA, ELD and Math. • Implement and monitor data calendar for the administration of district assessments. 	See information in sections 3 or 5.			

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Action Steps for Goal 3:</u> <ul style="list-style-type: none"> Hire teachers who are NCLB highly qualified to the extent possible. 	Mousalimas/ Mar – Sep 08	None		
<ul style="list-style-type: none"> Identify teachers who do not have EL Authorization and develop individual plans to obtain authorization. 	Mousalimas, Woo/ Sep 08	reimbursement	\$5000	Title III
<ul style="list-style-type: none"> Ensure EL student placement with teachers that have EL Authorization. 	Mousalimas, Principals, Counselors July-Aug 08	None		
<u>Action Steps for Goal 6</u> <ul style="list-style-type: none"> Continue to implement the Baldrige Model of Continuous Improvement using Ruth Miller to provide on-going coaching and consultation. 	Franco, Harrison/ monthly	Contract with Ruth Miller	\$35,000	Title I (50%) EIA (50%)
<ul style="list-style-type: none"> Identify opportunities for AB430 training for site administrators in ELA and Math. 	Sonnenburg/ ongoing	This training is provided by SBE approved providers and is reimbursed by the state. Local funding is not needed to support.		
<ul style="list-style-type: none"> Identify SB 472 training for general ed and SpEd teachers in ELA and Math. 	Sonnenburg/ ongoing			
<ul style="list-style-type: none"> Identify opportunities to provide SB 472 training for EL in R/LA and Math pending funding(40/80 practicum hours). 	Sonnenburg, Lockwood/ ongoing			
<ul style="list-style-type: none"> Provide staff development for teachers and administrators related to instructional needs of English Learners and Special Education students. 	Harrison, Hopple, Woo/ Oct 08 – Mar 09	Contract/subs for Structures & Strategies	\$20,000	Title III
<ul style="list-style-type: none"> Implement workshops for site administrators regarding supervision and instruction for special needs students. (two half days for Special Education, two half days for EL and one half day for Special Education/EL) provided by SJCOE). 	Harrison, Hopple, Spaulding, Lockwood, Woo/ Nov 08 – Mar 09			
<ul style="list-style-type: none"> Continue English Steering Committee for 9-12 English teachers to develop alignment and pacing guide for Holt LA. 	Sonnenburg/ monthly	Committee time	\$3,000	Block Grant
<ul style="list-style-type: none"> Provide coaching for administrators on instructional tours designed to monitor implementation of effective instructional strategies with focus on strategies proven effective with at-risk students (EL, SpEd, etc.): Time on Task, Clear Learning Objective, Checking for Understanding, Non-linguistic representation. 	Harrison, Woo/ Sep 08- Mar 09	None		

• Develop and implement schedule to conduct instructional tours throughout the school year to include 2 visits per school	Franco, Harrison, Woo/ Sep 08- Mar 09	None		
• Monitor implementation of HPSG grant at Delta Island and Central Schools)	Principals and DSLTs / quarterly	None		
• Continue to research funding source/options to provide coaching and implement as funding allows.	Franco, Harrison et al/ ongoing	None		
• Use of ELSSA English Learner assessment for schools not meeting AYP with EL subgroup to develop Single Plan.	Harrison, Woo/ Fall 08	None		
• Identify and implement strategies from Governor's Superintendents' EL Academy training	Franco, Harrison, Sonnenburg, Dopp, Bussey, Woo/ ongoing	None		
• Provide staff development to site administrators on diversity and culture issues and strategies to close the achievement gap.	Harrison et al/ July 2008	Contract with Bonnie Davis	\$7500	Title II

6. Include specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

Please describe those goals and specific strategies for meeting the goals.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Tracy Unified has met all of the Title III AMAO targets. The district continues to address English Learner education as outlined in the action steps above.	See information in sections 3 or 5.			
The following activities are excerpted from the action steps in sections 3 and 5:				
• Implement ELD standards checklist district wide with identified formative assessments, including training for teachers.				
• Implement newly adopted district EL Master Plan including procedures for assessment, placement, monitoring progress, and re-classification of English Learners				
• Clearly articulate ELD program design models in revised TUSD Master Plan for English Learners				
• Establish process to monitor implementation and effectiveness of ELD programs.				

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Goal 12. Incorporate, as appropriate, activities before school, after school, during the summer/intersession as an extension of the school year to raise the achievement of under achieving students and close the achievement gap.</p> <ul style="list-style-type: none"> a. Provide district summer school/intersession programs for K-8 students who are intensive or strategic learners in language arts and math. b. Provide district summer school intervention, remediation and acceleration for K-12 students. c. Provide funding for site based before/during/after school intervention for strategic and intensive learners. 				
<p><u>Action Steps to support Goal 12</u></p> <ul style="list-style-type: none"> • Continue to provide before school, after school, summer school and intersession intervention K-12 pending funding. 	Dopp, Hopple, Principals/ Jul 08 – Jun 09	Teacher time	Summer school and after school intervention are reimbursed under Supplemental Instructional Hours funding and are not a district cost.	
<ul style="list-style-type: none"> • Continue to provide curriculum for K-8 summer school and intersession that is standards-based and focused for specific needs of individual students pending funding. 	Dopp, Hopple/ Jul 08 – Jun 09	Purchase of materials		
<ul style="list-style-type: none"> • Monitor, evaluate and refine implementation of Open Court materials for intensive and strategic learners as well as integration of EL strategies and support materials. 	Sonnenburg, Hopple, Literacy Leaders, principals/ quarterly	None		
<ul style="list-style-type: none"> • Implement summer school algebra options to address standard deficiencies. 	Bussey, Dopp/ Jul 08 – Jun 09	Summer School costs		
<ul style="list-style-type: none"> • Identify and evaluate effectiveness of after school supplemental intervention materials used at sites, as well as those included in the core adoption. 	Dopp, Sonnenburg, Principals/ Sep 08 – Apr 09	None		

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Goal 13.</u> Promote effective parental involvement in the schools.</p> <p>a. School Plans will include goals and activities to promote effective parental involvement.</p> <p>b. Parents will participate in district committees as appropriate (e.g. Superintendent’s Forum, Diversity Committee, DELAC, TUSD Special Ed committee, etc.)</p>				
<p><u>Action Steps to support Goal 13:</u></p> <ul style="list-style-type: none"> • Continue with TUSD Special Education committee. 	Hopple - ongoing	None		
<ul style="list-style-type: none"> • Implement new board policy on Parent Involvement. 	Woo, Dopp/ Sep 08	None		
<ul style="list-style-type: none"> • Work with sites to develop site plans for parent involvement as mandated under Ed Code. 	Woo, Dopp/ Aug – Sep 08	None		
<ul style="list-style-type: none"> • Explore additional opportunities for providing adult ESL classes for parents on school sites during the school day. Programs are scheduled for North, Central and South/West Park schools for the 08/09 school year. 	Adult Ed., Principals/ ongoing	Cost of instructors and supplies	\$146,000	Adult School ADA; CBET grant; 231 Workforce Investment Act

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Tracy Unified School District

County District Code: 39-75499

Date of Local Governing Board Approval: June 24, 2008

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Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan Addendum:

Signature of Superintendent Printed Name of Superintendent Date

Signature of Board President Printed Name of Board President Date

