

District Name: Tracy Joint Unified

CD Code: 39-75499

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
2015-16**

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

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

TUSD has always focused attention and effort on designing and implementing programs to support all pupils, with an extra emphasis on closing the achievement gap for all subgroups. As a result of Stakeholder input, many of the desired actions coincide with programs that have been in place for many years and have proven to be a successful means of supporting unduplicated pupils (i.e. AVID, Continuation high schools, credit recovery opportunities). Some successful actions that have resulted from the ongoing quest to provide appropriate interventions for At-risk pupils include (1) identification of an early intervention reading program to be initiated during the coming school year for all K-2 classrooms at Program Improvement schools. Non-PI schools will have an opportunity to pilot this reading program and help determine if it should be established districtwide for the 2016-17 school year. (2) in an effort to better meet the needs of Homeless and Foster Youth pupils the district has now hosted 2 Community Outreach meetings. These meetings have provided an opportunity for school site personnel, including administrators and counselors to interact with many of the local service providers who support Homeless and Foster Youth in TUSD. This candid sharing of resources provided will help the LEA to determine how to “fill in the gaps” for supporting these at-risk pupils. At this time there is a need to continue to provide these meetings within TUSD on a quarterly basis.

Input from School Plans for Student Achievement (SPSA's) for 2015-16 and results from Stakeholder surveys informed the district of the need to focus staff development for teachers and administrators for high quality training on CCSS and NGSS implementation, additional training on addressing the social/emotional, and behavioral needs of our unduplicated population, as well as the need to continue to provide credit recovery opportunities in a variety of small community learning environments. The district is still challenged with providing access for more pupils to graduate meeting UC/CSU requirements or completing a CTE strand. Increasing pupil participation of at-risk pupils in AP/IB programs also needs to be evaluated. The 2015-16 school year will offer time for the data concerning pupil access to these programs to be reviewed, discussed and possible and determine solutions to be implemented in the near future.

With the transition to the new state assessment program there was little student achievement data to review. A review of prior years' data indicates a continuing achievement gap for some subgroups, including English Learners, SES Disadvantaged students, Hispanics and African-American Students. As described above, the closing of this achievement gap continues to be a focus for the district.



**2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

**TUSD Goal #1:** Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals.

**TUSD Goal #2:** Hire, support, develop, train, and sustain district employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential.

**TUSD Goal #3:** Apply fiscal, operational and community resources to ensure a safe learning environment that supports staff and student goals.

**Achievement Goal 1:** 100% of students will meet or exceed graduation requirements by completing one of the four following options. This includes students in underperforming subgroups (African-American, Hispanic, EL, SES Disadvantaged, Students with Disabilities):

**Achievement Goal 2:** The percent of students meeting and exceeding standards on SBAC ELA and Math will increase for all subgroups.

**Achievement Goal 3:** The percent of English Learners classified as long-term EL in grades 6-12 will be reduced.

**Achievement Goal 4:** The percent of EL students meeting AMAO1 and 2 of the Title III Accountability measures will increase.

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

1. **Transition to new state standards.** For all students K-12, new math curriculum was implemented in the 2014-15 school year. At the high school level, a new math curriculum was adopted for 2015-16. Teacher design teams are developing Rigorous Curriculum Design (RCD) units in mathematics to be implemented in the fall of 2016-17. Teachers in K-12 began implementation of RCD units for ELA in the fall of 2015. These units were developed by teachers design teams during the 2014-15 school year and will continue to be developed and revised during the 2014-15 school year. The district is participating in a four-year WestEd NGSS Early Implementation grant. In Year 1 (2014-15), a Core Leadership Team of 1 district admin, 3 site admin and 6 K-8 teachers created the plan for the NGSS transition and implementation. During the 2015-16 school year, year 2 of the grant, a cadre of 48 K-8 teachers are creating standards-based curriculum units and lessons.

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored.	Person(s) Responsible	Specific Timeline	Estimated Cost/	Funding Source					
<b>4.1. Transition to Common Core (and other new State Standards)</b>									
4.1.a Review CA adopted ELA/ELD curriculum and determine timeline for piloting of ELA/ELD materials.	Schneider	October 2015 – April 2016	\$10,000	Title 1					
4.1.b. Purchase newly adopted math curriculum 9-12.	Schneider	Summer 2015	\$ 986,000	Res lottery Instr. Material					
4.1.c Purchase technology to support sustain the implementation of CA Standards.	Quiambao	Fall 2015	\$56,000	LCFF					
<b>4.2 Supporting Students with Disabilities</b>									
<table border="1"> <thead> <tr> <th data-bbox="161 683 1052 722"></th> <th data-bbox="1062 683 1321 722">Person(s) Responsible</th> <th data-bbox="1332 683 1612 722">Specific Timeline</th> <th data-bbox="1622 683 1777 722">Estimated Cost</th> <th data-bbox="1788 683 1943 722">Funding Source</th> </tr> </thead> </table>						Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
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4.2.a Continue to work with teachers to implement standards-aligned curriculum in special ed classes, with a focus on the implementation of new district-developed ELA units.	Alaniz Site Principals	2015-16	No cost						
4.2.b Refine mathematics curriculum maps based on last year's implementation of new curriculum materials.	Alaniz, Gornto, Blanchard	2015-16	No cost						
4.2.c Use applied behavior analysis (ABA) in behavior specific special day classes and provide workshops and on-going trainings to all teachers and select special education staff.	Alaniz SpEd staff	Buy Back Days (Jan 2016; April 2016)	No cost						
4.2.d Hire and train a Teacher on Special Assignment (TOSA) to support classroom teachers with instructional practices that support students with behavioral challenges.	Alaniz Beattie	October 2015 – May 2016							
<b>4.3 Supporting At-Risk Students</b>									
<table border="1"> <thead> <tr> <th data-bbox="161 1114 1052 1153"></th> <th data-bbox="1062 1114 1321 1153">Person(s) Responsible</th> <th data-bbox="1332 1114 1612 1153">Specific Timeline</th> <th data-bbox="1622 1114 1777 1153">Estimated Cost</th> <th data-bbox="1788 1114 1943 1153">Funding Source</th> </tr> </thead> </table>						Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
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4.3a Pilot iREAD to support all K-2 pupils in phonemic awareness to promote all pupils reading on grade level by 3 <sup>rd</sup> grade.	Dopp	Begin fall 2015	\$26,000	LCFF					
4.3b Provide programs to support Grades 11-12 pupils who have failed CAHSEE (e.g. APEX, Brain X) by providing one additional period per comprehensive high school before or after the school day.	Dopp HS Principals	2015-16 Ongoing	\$153,000	LCFF Targeted					
4.3c Identify diagnostic assessment(s) that could be used to identify gaps in achievement in ELA and math to target intervention.	Dopp	By Spring 2016	\$5,000	LCFF Targeted					



4.3d	Provide targeted credit recovery for 9-12 grade At-risk pupils by providing appropriate small learning environments to support their efforts to graduation on time and to be college and career ready. Credit recovery opportunities will be provided during Summer School & at Continuation high schools.	Dopp HS Counselors	2015-16 Ongoing	\$1,341,092 ,000	LCFF Targeted
4.3e	Provide STEPS program to support At-risk teenage parents and their infants/toddlers to ensure pupils complete their education and acquire parenting skills.	Dopp Johannes	2015-16 Ongoing	\$335,000	LCFF Targeted
4.3f	Provide AVID sections to all At-risk pupils at all district middle schools and high schools as well as Kelly elementary school.	Principals	2015-16 Ongoing	\$145,000	LCFF Targeted
4.3g	Conduct study to identify barriers and design a plan to increase the number of At-risk pupils meeting UC/CSU requirements upon graduation.	Ed Services Principals	Spring 2016	\$5000	LCFF Targeted
4.3h	Select a committee to review the current process for At-risk pupils' access to AP / IB courses and determine a new process to increase At-risk pupil participation in these courses.	Schneider	Begin Oct. 2015	\$10,000	LCFF Targeted
4.3i	Provide intervention and supports services to At-risk pupils at West High School including but not limited to: <ul style="list-style-type: none"> <li>• PSAT testing for all 10th graders</li> <li>• Point Break training for all 10th graders</li> <li>• Purchase touch screens/projectors for Core classrooms</li> </ul>	Principal	2015-16 Ongoing	\$40,500	LCFF Targeted
4.3j	Contract with an outside agency to provide a Pupil Intervention Support Specialist to work with high risk pupils and their families at West high school. This will be a pilot project to offer support and resources to pupils and their families.	Dopp Strube	Spring 2016	\$60,000	LCFF Targeted
4.3k	Allocate funding to sites K-12 to support access to the curriculum for At-risk pupils during the school day (paraprofessionals, extra sections/periods, other support staff, supplies, etc.).	Principals	2015-16 Ongoing	\$1,793,033	LCFF Targeted
4.3l	Research/contract with social worker agency for At-risk pupils (academic, social/emotional, and behavioral) in K-8 schools.	Dopp Strube	Spring 2016	\$90,000	LCFF Targeted
4.3m	To continue to provide Prevention Services Department (Coordinator, part-time clerk) to support At-risk pupils with social/emotional programs and resources.	Strube	2015-16 Ongoing	\$165,292	LCFF Targeted
4.3n	Support pupil learning by providing alternative desks and seating to accommodate their learning styles. Identify elementary and middle school to pilot stand up desks and therapy balls.	Dopp	Fall 2015	\$20,000	LCFF Targeted

Planned Improvement in Title III Programs						
4.4. Supporting English Learners		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1a: Describe the programs and activities to be implemented in accordance with Title III.	Title III funding is used to support two initiatives in the district. One initiative is our academic support classes (ALAS) for long-term English learners. The second initiative is Project GLAD® training and implementation. The two programs supported with Title III funds are specifically designed to focus on academic language development and, we believe, are the appropriate programs to address the academic achievement that AMAO3 measures. Once we have data from the new State assessment and AMAO3 is recalculated, we will be able to determine if these programs have been sufficient to move the district out of Title III program improvement.	Carol Woo, Site Counselors, and Site EL Coordinators  Aug 2015 – May 2016  July 2015	1. Provide Academic Language and Support (ALAS) classes for long-term ELs at middle and high schools. (15 sections)  2. Provide supplies for the ALAS classes (consumable materials)	\$269,225.54  \$ 3000.00	Title III  Title III
	1b: Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives (AMAOs).	<p>The district met AMAO1 every year through 2013-14. In 2014-15 the district missed the AMAO1 target by 0.3%. There is a district committee working to develop both integrated and designated ELD lessons correlated to the newly developed ELA units. This project is not funded with Title III funds, but will provide for improved ELD instruction K-12.</p> <p>The district met AMAO2 every year except for the 2013-14 school year when the score fell below the target for the first time, only for students enrolled in US Schools less than 5 years. The district met the target for both groups under AMAO2 for the 2014-15 school year. These results indicate that the District's programs to support English Learners' acquisition of English, as measured by CELDT, are providing what students need.</p> <p>The District entered Title III program improvement, and has remained in program improvement as a result of AMAO3, which is derived solely from the state academic assessment. With no new scores since 2013, the district has remained in program improvement status with no new state achievement data to determine if progress is being made. As new state standards are being implemented, the District is revising our local assessments which has made it difficult to make comparisons from year to year.</p>	Aug 2015- May 2016	Sub costs for committee plus contract for consultant from San Joaquin County Office.	Subs: \$22,500 SJCOE contract: \$ 4000	State funding



	Performance Goal 2 must include the following:	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost
	<p>1c: Describe how the school sites will be held accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the AMAOs</li> <li>▪ making adequate yearly progress for English Learners (ELs);</li> <li>▪ annually measuring English proficiency of ELs so that the students served develop English proficiency while meeting State Academic content and student achievement standards;</li> </ul>	<p>School Sites report site level progress on the Title III AMAOs in their SPSA (Single Plan for Student Achievement) each fall. The SPSAs also include specific actions to address the needs of English learners, including developing English proficiency through designated ELD (English Language Development) and through integrated ELD during instruction in core academic subjects.</p> <p>English learner proficiency is measured annually using the state ELD test (currently the CELDT) and the state academic assessment (SBAC summative assessment as of spring 2015). Additionally, district assessments are administered throughout the school year to provide formative data to teachers about student progress in English language arts and mathematics. English learners are monitored annually for their progress towards expected learning. This monitoring includes a review of performance on the state ELD assessment (CELDT), on state academic assessments, when available (for 2015-16 we will have results from the new SBAC test), performance on district assessments, and academic grades (for grades 4-12). This annual monitoring is completed at the school sites each fall. An individual improvement plan is completed for students failing to meet district achievement expectations</p>	<p>Carol Woo, Site EL Coordinators, Site administrators, classroom teachers</p> <p>Nov - Dec 2015</p>	Copy costs for monitoring paperwork	\$1000
Required	1d: Describe how the LEA will promote parental and community participation in programs for ELs.	The District has an active DELAC (District English Learner Advisory Committee) that meets quarterly to review data on English Learners and to make recommendations for programs and services. The DELAC is made up of representatives from the school level English Learner Advisory Committees (ELAC).	Carol Woo, Site administrators, DELAC Committee		No cost

Performance Goal 2 must include the following:	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research.</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>▪ English proficiency; and</li> <li>▪ Academic achievement in the core academic subjects</li> </ul>	<p>Title III funding is used to support two initiatives in the district. Both programs provide high quality language instruction based on scientifically based research.</p> <p>The district's ALAS (Academic Language And Support) program is designed for long-term English Learners beginning at grade 6. It is an elective class that uses specially designed materials to develop academic language. Our ALAS classes uses the English 3-D curriculum authored by renowned academic literacy expert, Dr. Kate Kinsella and published by Scholastic. The English 3D Research Brief is available at <a href="http://teacher.scholastic.com/products/teach-english-language-learners/pdf/English3D_ResearchBrief_12_2011.pdf">http://teacher.scholastic.com/products/teach-english-language-learners/pdf/English3D_ResearchBrief_12_2011.pdf</a></p> <p>The second initiative (Project GLAD ®) is addressed in Section 3 below.</p> <p>Under the Title III Accountability measures, Tracy Unified is in year 4+ of program improvement. We are continuing to reclassify almost 10% of our EL students each year (9.8% reported for 2014-15, 8.8% reported for 2013-14) and our reclassified students continue to perform well on the CAHSEE in grade 10 (one of the few state measures available). While the district results for grade 10 CAHSEE for 2013-14 show 87% of students passed Math and 86% of students passed the ELA test, 96% of the Reclassified students that same year passed the ELA and 96% passed the Math. This data indicates that EL students are meeting criteria for reclassification and are performing well academically once reclassified.</p>	<p>See section 1a</p>	<p>See section 1a</p>	<p>See section 1a</p>



**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/	Funding Source (including 10% set-aside from Title I, Part A)
<b>5.1. Transition to Common Core (and other new State Standards)</b>				
5.1.a Continue to provide Professional Development for K-12 CA standards ELA/ELD, Literacy, & Math implementation on Early Release Mondays and Buy Back Days to ensure pupils are on grade level.	Schneider, Beattie	2015-16 school year	\$339,195	LCFF
5.1b Professional Development for teachers on effective instruction and implementation of Next Generation Science Standards (NGSS).	Schneider	2015-16 school year	\$ 245,000	West Ed Grant & LCFF
5.1c Provide Professional Development for newly adopted math curriculum K-12.	Beattie	2015-16 school year	\$839,684	Title I Title II LCFF Targeted
5.1d Continue to provide Professional Development for implementation of the CA standards for ELA/ELD and Literacy (this includes implementation of RCD units).	Schneider Dopp Woo	2015-16 school year	\$80,000	Title I Title II LCFF Targeted
5.13 Provide additional teacher support and Professional Development			\$100,000	LCFF Targeted
<b>5.2. Supporting English Learners</b>				
See information provided under section for Planned Improvement in Title III, (Section 4.4)	<b>Person(s) Responsible</b>	<b>Specific Timeline</b>	<b>Estimated Cost/</b>	<b>Funding Source</b>



**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
6.1. Supporting English Learners and other at-risk students				
6.1 At-risk pupils in grades 4-8 will be offered summer school to address ELA/Math/Science support.	Dopp	June-July 2016	\$75,000	Title I
6.2 Provide after school a late bus at Williams Middle School and West High School that will allow pupils who live in the Delta Islands area to participate in after school tutoring, clubs, and athletic events.	Heerema	2015-16 Ongoing	\$150,000	LCFF Targeted

**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
7.1 Provide bilingual parent liaison at each school site to support parent outreach efforts, increase communication, and dialog between parents and school.	Harrison Christensen Principals	By January 2016	\$390,000	LCFF Targeted
7.2 Provide parent education that includes information on graduation and UC/CSU requirements. (i.e. Empowering Parents & PIQE)	Principals	Fall 2015 and/or Spring 2015	\$107,000	LCFF Targeted
7.3 Provide ESL classes for parents at 3 sites for full school year (e.g. Adult Ed.) for EL's.	Pickering Principals	By November 2015	120,000	LCFF Targeted

2. English Learners – The District will continue to support efforts begun in prior years to focus on a) preventing the development of long-term English learners by providing higher quality language and literacy development through designated ELD; b) supporting the development of academic language of ELs in content classes with integrated ELD in grades TK-12; and c) supporting the academic literacy development of long-term ELs in grades 6-12;
3. Students with Disabilities – The District will continue to build on past efforts to ensure that Students with Disabilities receive effective instruction on grade level standards. All Special Education teachers who teach math participated in training on the new math curriculum with their general education peers. The 6-12<sup>th</sup> grade math teachers meet on a quarterly to review challenges with the new math adoption and to look at appropriate standards and topics of instruction from the new adoption. Instruction in using applied behavior analysis (ABA), a rigorously researched method of changing behavior, has been provided to the behavior specific special day classes and will be offered in the form of workshops and on-going trainings to all teachers and select special education staff. Psychologists have received intensive and on-going training in evidence based practices for providing mental health support and the number of students receiving mental health services related to their IEPs has grown from 32 under the old model where the services were provided by County Mental Health agencies to over 100 students. Evidence based curriculum, such as “Prepare”, and “Second Step” are infused into the emotional and behavior support classes and parenting classes using the “STEPS” program, another evidence based parent curriculum have been offered to primarily parents of students with disabilities but also open to parents in general. ABA training will continue for special education staff and will be offered to general education staff through Buy-Back days and Early Release Mondays. Monthly staff meetings will continue to address implementation of Common Core State Standards by teachers of special education. Presentations and demonstration lessons using GLAD strategies will be provided to teachers of special education and training in such strategies will be available on a limited basis in partnership with ELD specific training.
4. SES Disadvantaged Students - The District will continue to offer extended learning opportunities for at-risk students, including extended day and summer school and will continue to support programs that provide additional support to at-risk students during the school day with study skills, remediation, and credit recovery (AVID, APEX, Brain X, Cyber High). Additionally the District will explore opportunities to provide additional support services, including academic counseling and social worker services for at-risk students. Focused attention will be placed on identifying and providing appropriate support services for Foster Youth and Homeless students in our district.



AYP – On the measure of Adequate Yearly Progress the District entered Program Improvement as a result of English Learners and Students with Disabilities not meeting AYP targets. Since entering PI, all subgroups have continued to show gains in the percent scoring proficient on state assessments, though they have not made sufficient gains to meet the increasing AYP targets. English Learners and Students with Disabilities continue to be the lowest scoring subgroups, though they are also the groups that have made the greatest gains in AYP in both ELA and Math, along with the SES Disadvantaged subgroups. The achievement gap has closed for these subgroups in both ELA and Math, as these groups have made gains greater than those made by the White subgroup. Despite these gains, these subgroups continue to be District priorities. There was no new AYP data for elementary schools or for the District for Spring 2014, High School AYP data, based on grade 10 CAHSEE results, showed continued improvement for subgroups at the three high schools in our district. English Learners, Students with Disabilities, and SES Disadvantaged students continue to be the lowest scoring subgroup. In the Spring of 2015 students took the new state assessment (SBAC) for the first time. These scores serve as baseline data and will be used to determine growth based on results from Spring 2016. AYP Results have not yet been released as of October 2015 and will not be based on academic achievement when they are released later in the fall 2015.

AMAO – The Title III accountability measures of English language development (AMAO1 and 2) have been met by the District every year through 2012-13. The District had met AMAO1, which include students moving up a level on the CELDT test, until the results of 2014-15 when the district percentage (60.2%) was 0.3% below the target (60.5%). After the first time of not meeting the AMAO2 target for students enrolled less than 5 years in 2013-14, the District exceeded the target both for students enrolled less than 5 years and for students enrolled more than 5 years. AMAO2 is students scoring CELDT proficient. We believe this resulted from prior year CELDT data not being picked up and that this negatively impacted results on AMAO2 for this group. Despite these successes, we have identified a significant percentage of our English Learner students who do not meet re-designation criteria and who become Long Term English learners. Preventing long-term ELs and meeting the needs of those students who are long-term EL are District priorities.

Prior LEA Plans have been successful to a certain degree as they have resulted in continuous academic improvement over the years. Additionally, the achievement gap between lower achieving subgroups and the white subgroup has been reduced. The gains made in academic achievement have not been sufficient to meet increasing targets. The District continues to focus on the consistent implementation of improvement efforts along with purposeful monitoring of student progress. As we have begun the shift to meet the demands of Common Core State Standards (CCSS), our focus has shifted as well. The CCSS requires a greater emphasis on the development of academic literacy and critical thinking skills as students apply the learned knowledge and skills to solve real-world problems. Instructional practices, curriculum, and assessments are changing to meet these needs. This work continues for the 2015-16 school year as the District implements new CCSS aligned units and assessments in ELA in grades TK-12, continues to implement new CCSS aligned math curriculum, develops new units and assessments in mathematics, and prepares for the implementation of Next Generation Science Standards.

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM 2015-16  
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Tracy Joint Unified School District

District Code: 39-75499

Date of Local Governing Board Approval: November 10, 2015

District Superintendent: Dr. Brian Stephens

Address: 1875 W. Lowell Ave

City: Tracy

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Phone: 209-830-3201

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**Signatures:**

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

	Brian Stephens	12-8-15
Signature of Superintendent	Printed Name of Superintendent	Date

	D Kelly Lewis	12/8/15
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.