

2015-2016

District Name: Lompoc Unified School District

CD 07 61796

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM 2015-2016

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year 1 monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum should:

- 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.

Lompoc Unified School District was first identified for Program Improvement because all grade spans did not meet the AYP target proficiency rates in English Language Arts and Mathematics for two consecutive years. Specifically, the English Learner (EL) subgroup, the Hispanic subgroup and the Socio-economically Disadvantaged subgroup have not met achievement targets in ELA and mathematics. There has been and persists an achievement gap for the significant subgroups. AMAO 1 results show a decline in EL achievement in 2014-2015 over the previous year, from 56.6% to 49.9%. Our R-FEP rate was 9.1%.

The first administration of the CAASPP in the spring of 2015 resulted in scores that were consistently lower than the State

average in both ELA and math, especially for the significant subgroups of LEP, Hispanic, SED, African-American, and Students with Disabilities. White students scored above the State average scores in ELA and math. While the 2014 -2015 administrations of the CAHSEE for 10th grade students showed an overall pass rate of 83% in ELA and 79% in math, the achievement gap for the subgroups again was significant.

The prior LEA plan was implemented as written and subsequent updates were made. While the plan did produce API and AYP gains during the years these measures were in effect, they were not sufficient to keep up with the rapidly rising targets. Additionally, the advent of the Common Core State Standards created increased uncertainty about curriculum demands, pacing and assessment practices. While LUSD is evaluating, adopting and implementing new curriculum in mathematics and ELA/ELD, significantly more effort needs to be made to support teachers as they adjust to the rigorous demands of the Common Core State Standards. The review of the assessment data and various stake-holder groups' input from meetings held in 2014-2015 for the update of the 2015-2016 LCAP revealed the following priorities affecting teaching and learning for the students in the District:

- Teachers need more time to collaborate at all grade-level spans.
- Use of Supplemental Support (Interventions) Programs needs to be streamlined and monitored.
- Instructional materials, pacing guides and assessments need to be fully aligned to CCSS
- Designated ELD instruction needs to be consistently implemented.
- Mathematics instruction needs to be strengthened at all grade levels.
- Teachers need training in the strategic use of technology.

To address the fundamental teaching and learning needs of our lowest-achieving students, the following academic priorities have been established by the district and school-site leadership teams.

- Continue the use of monthly common minimum days to allow for district-wide collaboration for elementary teachers.
- Focus on a limited number of Supplemental Support Programs and monitor closely for effectiveness.
- District administrators conduct weekly visits to all sites to observe programs and give feedback to principals.
- Invest in CCSS aligned instructional materials and continued PD in ELA/ELD.
- Continue to visit sites to observe and give feedback on Designated ELD lesson implementation.
- Provide in-depth and ongoing professional development to support teachers in the implementation of the newly adopted CCSS-aligned math curriculum.
- Expand model technology classrooms to every site.
- Develop CCSS-aligned interim assessment protocol for all grade levels.

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>.)

LUSD has exceeded the participation and graduation rates consistently for all significant subgroups in the comprehensive high schools. The District's goal is to maintain graduation rates. No additional goals are needed in these areas at this time. The ultimate goal for LUSD is for all students to meet grade-level standards in ELA and math. In the absence of API and District AYP growth targets, the District will be using CAASPP and local benchmark assessments to measure student learning growth. Growth targets are projected at 5% for each of the next two years. LUSD is aware that these targets will need to be adjusted to increase progress toward closing the severe achievement gap that exists among the various subgroups.

2014-2015 Proficiency Rate and Targets to 2015-2016 and 2016-2017 Grades 3-8: English Language Arts

Group	2014-2015	2015-2016	2016-2017
District-wide	33%	38%	43%
Hispanic/Latino	30%	36%	40%
SED	29%	34%	39%
English Learners	9%	14%	19%
Students with Disabilities	7%	12%	17%
African American	25%	30%	35%
White	68%	73%	78%

2014-2015 Proficiency Rate and Targets to 2015-2016 and 2016-2017 Grades 3-8: Mathematics

Group	2014-2015	2015-2016	2016-2017
District-wide	25%	30%	35%
Hispanic/Latino	18%	23%	28%
SED	16%	21%	26%
English Learners	6%	11%	16%
Students with Disabilities	6%	11%	16%
African American	17%	22%	27%
White	42%	47%	52%

With the suspension of the California High School Exit Exam, LUSD will use CAASPP and local benchmark assessments to measure growth.

The first administration of the CAASPP in the spring 2015, clearly demonstrates the need for interventions in the core content areas and especially in mathematics.

2014-2015 Proficiency Rate and Targets to 2015-2016 and 2016-2017 Grade 11 ELA

Group	2014-2015	2015-2016	2016-2017
District-wide	55%	60%	65%
Hispanic/Latino	45%	50%	55%
SED	42%	47%	52%
English Learners	5%	10%	15%
Students with Disabilities	9%	14%	19%
African American	55%	60	65%
White	68%	73%	78%

2014-2015 Proficiency Rate and Targets to 2015-2016 and 2016-2017 Grade 11 Mathematics

Group	2014-2015	2015-2016	2016-2017
District-wide	25%	30%	35%
Hispanic/Latino	18%	23%	28%
SED	17%	22%	27%
English Learners	3%	8%	13%
Students with Disabilities	6%	11%	16%
African American	25%	30%	35%
White	36%	41%	46%

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.

English Learners:

The District has implemented and is closely monitoring Systematic ELD for all K-6 EL students. Teachers have been and are continuing to be trained and supported by the ELD Specialist throughout the year. Weekly visits to the ELD classrooms by the principals and District personnel, regular debriefing of observed lessons with the principals and teachers, and continuous staff development opportunities ensure that English learners receive daily designated ELD as well as integrated ELD support in their classes. Secondary ELD is enhanced by the use of Constructing Meaning strategies in the content classes. In 2015-2016 LUSD will evaluate, select and adopt new ELA materials that are aligned with the California Framework for ELA/ELD. The emphasis is on strengthening students' use of academic language to become active participants in their daily lessons.

Interventions

LUSD is implementing and closely monitoring the use of supplemental support programs: Lexia, Imagine and Reading Plus are used to support struggling readers. Imagine Learning is the primary intervention for non-English speakers in need of English literacy skills. It is also used by Special Education teachers to shore up literacy skills in students with disabilities. ALEKS and Think-through Math are used in elementary and middle schools to shore up students' math achievement. Teachers continue to receive training in the use of the programs and analysis of student progress data generated by these programs.

Common Core State Standards (CCSS) Alignment:

With the State of California adopting CCSS-aligned core instructional curriculum materials, LUSD has begun the process of shifting to CCSS-aligned textbook series for use in grades K-6, 7-8, and 9-12. New mathematics textbooks have been adopted in 2014-2015 and ongoing professional development in the use of these materials will be offered throughout the 2015-2016 school year. Common Core Councils and by extension all math teachers, both elementary and secondary, have selected the following textbook series: McGraw-Hill My Math, for grades K-5, California Math for grade 6, Engage New York for grades 7 and 8, and Mathematics Vision Project (MVP) for grades 9-12, beginning with Integrated Math 1 in the 2015-2016 school year and continuing with Integrated Math 2 and 3 in the following years. Pacing guides and benchmark assessments will be finalized in 2015-2016. Instructional coaches are providing assistance and support in the implementation of the CCSS.

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. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>English Learner Services:</p> <p>1. English Language Development Actions:</p> <p>a. Provide designated and integrated ELD instruction to all identified EL students using district-adopted curriculum materials (SELD, Inside, English 3D and Milestones) and research-based strategies (Constructing Meaning).</p> <p>b. Identify and monitor instructional time for ELD in grades K-6.</p> <p>c. Meet quarterly to articulate and plan instructional content and pacing that is coherent and aligned with CCSS in ELA/ELD.</p> <p>d. Continue to employ Two (2) Spanish and one (1) Hmong bilingual instructional assistants to support academic needs of EL students.</p> <p>e. Fund sections (34) to provide support for specialized EL program in grades 7-12.</p> <p>f. Utilize monitoring system that gives teachers and administrators easy access to relevant EL student information (e.g. CELDT, Benchmark assessment results, CAASPP, CAHSEE, years in district etc.). (MMARS),</p> <p>g. Identify and recommend strategic purchases of new</p>	<p>Teachers, Principals, EL Specialist, coordinator</p> <p>Principals</p> <p>ELD Leadership Team, EL Spec. Coordinator</p> <p>Classified HR</p> <p>District</p> <p>District IT</p> <p>ELD Leadership</p>	<p>Ongoing, August 2015-June 2016</p> <p>August 2015-June 2016</p> <p>September, December 2015, February, April 2016</p> <p>August 2015-June 2016</p> <p>August 2015-June 2016</p> <p>July 2015, ongoing</p> <p>September</p>	<p>LCFF \$400,000 Title III \$65,000</p> <p>Title III \$ 4,275</p> <p>Title I \$28,500 LCFF \$82,500</p> <p>LCFF</p> <p>LCFF \$ 15,000</p>

instructional materials to support full access to the core.	Team, Coordinator Principals,	2015 –April 2016	Title I \$ 10,000
h. Visit classrooms weekly to observe implementation of designated ELD instruction.	Coordinator, EL Spec.	September 2015- May 2016	
i. Debrief with teachers after classroom visits to give constructive feedback.	Principals, Coordinator, EL Spec.	Ongoing	
j. Use Constructing Meaning strategies in secondary content classes to support EL students’ access to the core.	Teachers	August 2015 – June 2016	Title III \$ 5,000
k. Provide after-school tutoring for EL students at all sites.	Principals, Teachers, Dir. Cat. Prgms.	October 2015- May 2016	Title III \$26,600
2. English Language Arts Actions:			
a. Provide ongoing, research-based professional development related to instructional practices and implementation of the ELA/ELD CCSS.	Principals, Teachers, Ed. Services	August 2015- June 2016	Title I \$40,000 Title II \$ 40,000
b. Meet monthly to articulate and plan instructional content and pacing that is coherent and aligned with the ELA/ELD CCSS.	E/SCCC, coordinator, coaches	September 2015-May 2016	Title II \$10,000
c. Evaluate, choose and purchase new ELA/ELD textbook materials and begin to pilot selected program for full implementation in the fall of 2016.	E/SCCC, teachers Coaches, Coordinator	October 2015- June 2016	IMFRP \$1,700,000
d. Administer STAR Reading Assessment three times a year to provide information on students’ progress in reading.	Teachers, Principals	August 2015, January, April 2016	

<p>e. Use Learning Dynamics in grades K-2 to provide additional support for early readers, including SED, Students with Disabilities and EL students.</p>	Teachers	August 2015- June 2016	LCFF
<p>f. Contract with United Boys and Girls Club and Lompoc Family YMCA to provide ASES Program at four elementary sites.</p>	Ed. Services CBO/Fiscal Services	August 2015	ASES \$391,392
<p>g. Assign ELA coach to provide demonstration lessons, assistance with lesson planning and supplemental materials identification.</p>	Ed Services, coach	August 2015 – June 2016	Title I \$45,000 LCFF \$45,000
<p>3. Mathematics Actions</p>			
<p>a. Provide teachers ongoing, in-depth training on the newly adopted math curriculum materials through the publisher and trainers from the Santa Barbara County Office of Education.</p>	Coordinator, Teachers, Dir. Cat. Prgms	July/August 2015-May 2016	Title I \$ 35,000
<p>b. Implement an integrated pathway for grades 8 and 9.</p>	Math DC/Teachers, Coach, Principals	August 2015- June 2016	
<p>c. Develop Integrated Math 2 course for grades 9-10 for implementation in 2016-2017.</p>	Math Teachers, Coach	Nov/Dec 2015	
<p>d. Schedule and facilitate monthly collaboration for K-6 teachers around implementation practices of the newly adopted textbook materials.</p>	Coordinator, IT, Principals	August 2015- May 2016	
<p>e. Contract with United Boys and Girls Club and Lompoc Family YMCA for ASES Programs at four sites to provide students with after-school support.</p>	Ed. Services Fiscal Services.	August 2015	ASES See also 4.2.f

<p>f. Assign mathematics coach to provide demonstration lessons, assistance with lesson planning and supplemental materials identification.</p>	<p>Ed. Services, Coordinator,</p>	<p>August 2015- June 2016</p>	<p>Title I \$ 40,000 LCFF & 40,000</p>
<p>Common Core State Standards (CCSS) Alignment:</p>			
<p>1. Evaluate and select state-adopted CCSS aligned textbook materials for ELA/ELD for piloting in the spring of 2016.</p>	<p>Common Core Councils, Coaches, Coordinator.</p>	<p>October 2015- June 2016</p>	<p>IMFRP \$ 1,700,000</p>
<p>2. Utilize SBAC Interim Assessments to determine growth toward meeting grade-level standards for grades 3-8, and 11</p>	<p>Teachers, IT, Coordinator</p>	<p>November 2015 February 2016</p>	
<p>3. Implement newly-adopted mathematics curriculum materials.</p>	<p>Teachers, Coach, Principals</p>	<p>August 2015- June 2016</p>	
<p>4. Mathematics Pathways</p>			
<p>a. Implement the integrated pathway for grades 7-12.</p>	<p>Math Teachers</p>	<p>August 2015- June 2016</p>	
<p>b. Develop Integrated Math 2 course, as well as an accompanying support course.</p>	<p>Math Teachers, Coach</p>	<p>November 2015</p>	
<p>c. Make an intervention pathway available for struggling students.</p>	<p>Teachers, Counselors, Principals,</p>	<p>August 2015</p>	
<p>d. Schedule students in the appropriate mathematics courses.</p>	<p>Counselors, Teachers</p>	<p>August 2015 January 2016</p>	<p>Title I \$60,000</p>
<p>5. ELA/ELD</p>			
<p>a. Investigate and provide instructional materials aligned to</p>	<p>E/SCCC,</p>	<p>September</p>	<p>Title I \$ 40,000</p>

CCSS for ELA/ELD to strengthen the core academic program.	Coordinator Teachers	2015 – June 2016	Title III \$ 12,500
Interventions			
a. Use collaboration time to identify students in need of interventions and develop plans to support identified students.	Teachers, Principals	August 2015- May 2106	
b. Use Lexia Core 5, Imagine, Reading Plus, Renaissance Learning to support struggling readers.	Teachers, Principals	August 2015- June 2016	LCFF \$116,640 Title I \$143,500
c. Use ALEKS, Think-through Math and Accelerated Math to support struggling students in math.	Teachers, Principals	August 2015- June 2016	Title I \$ 7,500
d. Provide students in need of intervention with mathematics and reading support classes.	Principals, counselors, Teachers	August 2015 January 2016	Title I \$ 275,000

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)
1. Math a. Provide secondary math teachers with release time to plan lessons/units aligned to the CCSS under the guidance of a trainer from Santa Barbara County Office of Education.	Math Teachers, Principals, Coordinator	August- December 2015, February	Title II \$ 22,300

<p>b. Contract with Mathematics Vision Project (MVP) for ongoing training and support of Math 1 teachers.</p>	<p>Dir. Cat. Prgms. Coordinator</p>	<p>2016 July, October 2015, March 2016</p>	<p>Title I \$ 8,000</p>
<p>c. Contract with Santa Barbara County Education Office for ongoing Common Core State Standards implementation support and training for secondary math teachers.</p>	<p>Dir. Cat. Prgms. Coordinator,</p>	<p>August, October 2015, March 2016</p>	<p>Title I \$ 21,462</p>
<p>2.</p>			
<p>ELD</p>			
<p>a. Support EL instruction through an EL Specialist/Coach to re-classify as English Proficient (R-FEP) EL students within five (5) years of instruction in LUSD.</p>	<p>ELD Spec.</p>	<p>August 2015-June 2016</p>	<p>Title III \$75,000 LCFF \$ 20,000</p>
<p>b. Provide ongoing training for teachers in Systematic ELD and Constructing Meaning.</p>	<p>LUSD Trainers</p>	<p>August 2015–May 2016</p>	<p>Title III \$ 3,000</p>
<p>3.</p>			
<p>Common Core State Standards</p>			
<p>a. Contract with Santa Barbara County Office of Education for ongoing professional development around the CCSS.</p>	<p>Asst. Supt. Ed. Services</p>	<p>August, October 2015, March 2016</p>	<p>Title I \$14, 097</p>
<p>b. Establish Common Core Councils for elementary and secondary levels to develop deeper understanding of the academic demands of the CCSS for teachers and students.</p>	<p>Coordinator, Coaches, Teachers</p>	<p>September 2015-May 2016</p>	<p>Title II \$10,000</p>
<p>c. Provide opportunities for teachers and administrators to participate in County and State professional development events around the CCSS.</p>	<p>Principals, Ed Services</p>	<p>July 2015-June 2016</p>	<p>Title I \$18,000 Title II \$18,000</p>

<p>d. Provide professional development that includes in-depth study of ELA/ELD, Math, Science (NGSS) and Social Studies to teachers and principals.</p>	<p>Principals, Coaches, coordinator</p>	<p>August 2015- June 2016</p>	<p>Title II \$15,000 LCFF \$15,000</p>
<p>e. Provide training on the development and scoring of ELA, Math and NGSS performance tasks, formative assessments, curriculum units and/or pacing guides to K-12 teachers.</p>	<p>Coordinator, Coaches, IT</p>	<p>October/ November 2015</p>	<p>Base Title I see also 5. 3.a</p>

1. 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
<p>1. Math/ELA</p> <p>a. Contract with United Boys and Girls Club and Lompoc Family YMCA to provide ASES programs at 4 sites</p> <p>b. Utilize hourly teachers to align the extended-day program (ASES) with the school program.</p> <p>c. Employ teachers to provide after-school tutoring for ELA/Math</p> <p>d. Provide credit recovery opportunities to students at risk for high-school graduation.</p> <p>2. ELD</p> <p>a. Employ teachers to provide after-school tutoring for EL students</p> <p>b. Provide licenses for Rosetta Stone for EL students' use before or after school.</p>	<p>Ed. Services</p> <p>Principals, Ed. Services</p> <p>Principals, Teachers</p> <p>Students Support Services, Counselors</p> <p>Principals, Ed. Services</p> <p>Ed. Services</p>	<p>August 2015-June 2016</p> <p>August 2015-June 2016</p> <p>October 2015-May 2016</p> <p>January-June 2016</p> <p>October 2015-June 2016</p> <p>August 2015-June 2016</p>	<p>See also 4.2.f</p> <p>\$ 16,000</p> <p>\$ 30,000</p> <p>\$28,950</p> <p>See 4.1.k</p> <p>\$5,450</p>	<p>ASES</p> <p>ASES</p> <p>Title I</p> <p>Title I</p> <p>Title III</p> <p>Title III</p>

2. 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
LUSD has established and is implementing parent/family programs that address all components required by law and that are designed to support our plans and goals for student learning.				
<p>1. Conduct six (6) EL Parent Nights incorporating topics such as enrollment procedures, CELDT and other assessments, ELA/ELD/Math/Science standards and curriculum overviews.</p>	Ed. Services, coordinator, principals, coaches	August, September, October 2015, February, March, April 2016	\$ 4,000	Title III
<p>2. Conduct Math Parent Night demonstrating California Common Core State Standards and curriculum.</p>	Principals, coaches	February 2016	\$ 300	Title I
<p>3. Conduct parent information/participation events to familiarize parents with the supplemental support programs utilized by the sites. (Lexia, Imagine Learning, Reading Plus, ALEKS, Think-though Math.)</p>	Principals, coaches	September 2015 - February 2016	\$ 300	Title I
<p>4. Schedule and facilitate regular ELAC meetings at the sites and DELAC meetings at the district level to present data and solicit feedback from parents.</p>	Principals, Ed. Services	Monthly/quarterly		
<p>5. Extend ELAC meetings to include a cultural component, student performances/exhibits and/or cultural pot lucks</p>	Principals. Counselors	Winter/Spring 2016	\$ 500	LCFF

6.	Schedule and conduct college outreach/Financial Aid nights.	Site/District translators	August 2015-June 2016	\$ 500	Base
7.	Translate all district and site communication into Spanish.	IT, principals	August 2015-June 2016		
8.	Use multi-media to offer parent education on the importance of ELAC/DELAC and SSC participation.	IT, Principals, Coordinator, translators	August 2015-June 2016		

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

Local Educational Agency (LEA) Plan Information:

Name of LEA: Lompoc Unified School District

County District Code: CD 07 61796

Date of Local Governing Board Approval: December 8, 2015

District Superintendent: Trevor McDonald

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Signatures:

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

	Trevor McDonald	12/8/2015
Signature of Superintendent	Printed Name of Superintendent	Date

	Stephen Straight	12/8/2015
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.