

2014-15 Program Improvement (PI) Parent Notification

To the Parents/Guardians of students at *Uej qqpcg+:

The purpose of this letter is to inform you that, under the federal No Child Left Behind (NCLB) Act of 2001, *Uej qqpcg+ will continue to be identified as a Program Improvement (PI) Year *3/7+ school in 2014-15, and San Diego Unified School District will continue to be identified as a PI Year 3 school district. This packet provides information about what that means for you and your family.

This packet contains:

1. PI Year *3/7+ Notification Letter for *Uej qqpcg+
2. Information sheet comparing data from *Uej qqpcg+ with data from selected schools that are not currently in Program Improvement. Should you wish to apply for a transfer, please complete item 4.
3. PI Year 3 Notification letter for San Diego Unified (sent to all SDUSD families)
4. Instructions and application for school choice transfer. (See packet for more information)

If you do not intend to move your child to another school, **you do not need to do anything in response to this mailing**. If you are interested in applying to transfer your child to a school that is not in Program Improvement, you may wish to complete the transfer application and/or contact SDUSD Enrollment Options at (619) 725-5672.

As you read about Program Improvement, please keep in mind all that *Uej qqpcg+ has to offer.

2014-15 Program Improvement (PI) Information for *Uej qqrpco g+

What is PI? Title I of the federal No Child Left Behind (NCLB) Act of 2001 provides financial assistance to districts and schools that serve students from low socioeconomic backgrounds. In 2014-15, 151 District schools will receive Federal Title I funds. The California Department of Education (CDE) has established annual student achievement targets to determine whether schools are making adequate yearly progress (AYP) in improving student achievement. Schools and districts are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

When a Title I school or district does not meet AYP criteria for two consecutive years, it is identified for Program Improvement (PI) under NCLB. A school or district in PI must provide certain types of required services and/or interventions during each year it is designated as PI. A school or district is eligible to exit PI if it makes AYP for two consecutive years. NCLB requires that parents be notified each year their child's school or school district is in PI.

What can parents do to help?

Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact the school for additional information regarding:

- Parental involvement policies
- School-parent compact
- Ongoing parent/community meetings
- Advisory committee/school site council meetings
- Parent volunteer opportunities

What's different this year? Assembly Bill (AB) 484 revised California Education Code (EC) Section 60640, which established a new assessment system known as the California Assessment of Student Performance and Progress (CAASPP), which became effective January 1, 2014. The CAASPP replaced the previous STAR assessment system.

One of the required assessments within the CAASPP is the Smarter Balanced assessment system. This assessment was field tested in Spring 2014. However, results from the Smarter Balanced Field Test cannot be used for any accountability measures. *Until the CAASPP becomes fully operational to produce valid data, the academic progress of federally funded Title 1 schools will remain fixed based on the 2012-2013 results.* Schools and districts will remain in their current program improvement status and will continue to implement regulations at those program levels. Therefore, *Uej qqrpco g+ will remain in PI Year (1-5).

Students attending a PI school have the right to *request* a transfer to a non-PI district school. **If you do not intend to request a transfer, you do not need to do anything in response to this mailing.** If you are interested in applying to transfer your child to a school that is not in Program Improvement, please refer to the paragraph regarding Program Improvement School Choice (PISC) on the following page.

We will keep you updated and informed about opportunities to discuss plans for our school. If you have questions, need additional information on how you can get involved in our school improvement efforts, or would like to discuss the school's instructional program and PI status, please feel free to call me and/or visit the school.

Sincerely,

*P co g+

Principal, *Uej qqrpco g+

District and State Supports for schools in Program Improvement (PI)

*Uej qqꝑꝑꝑꝑꝑꝑ g+ is working closely with District staff to review and revise our school plan to include a) strategies, policies, and practices that utilize scientifically-based research to improve the achievement of all students; b) high quality professional development for school staff that will lead to removing the school from PI status; and c) strategies to promote effective parental involvement in the school. The CDE also provides special help, information, and access to resources for PI schools, and PI schools receive district and/or state technical assistance analyzing data and strengthening instruction.

NCLB Requirements for schools in Program Improvement (PI) by Year

<i>Required Actions</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Provide school choice</i>	X	X	X	X	X
<i>Provide supplemental services (tutoring)</i>		X	X	X	X
<i>Comply with District-prescribed corrective action</i>			X	X	X
<i>Develop a plan for school restructuring/alternative governance</i>				X	X
<i>Implement restructuring/alternative governance plan</i>					X

Program Improvement School Choice (PISC) – All PI Schools

If your child attends a PI school, you have the right to request a transfer to a designated non-PI school. The choice of schools is determined by the student’s residence, and students may qualify for transportation at the district’s expense. (*By law, if the number of requests exceeds available funding for transportation, priority for transfers will be extended to the lowest achieving students from low-income families.) The PISC transfer options available to your student are included in the table below.

<i>Available Choice Schools</i>	<i>% Proficient in Mathematics in Spring 2013</i>	<i>% Proficient in English Language Arts in Spring 2013</i>
*Uej qqꝑꝑꝑꝑꝑꝑ g+	zzØ	zzØ
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The deadline to submit PI School Choice applications for the 2014-15 school year is October 10, 2014. You may also apply for PI School Choice placement for the 2015-16 school year; applications for 2015-16 will be accepted from Nov. 1, 2014 to Feb. 15, 2015. Please apply on-line at www.sandi.net/apply. District staff will consider parent preference in making placement decisions.

Free Tutoring — Supplemental Educational Services (SES) – Schools in PI Years 2-5

A benefit to parents of students from low-income families at PI schools is that they may apply for free tutoring offered by state-approved providers. Parents of eligible students will receive a separate mailing containing a directory of state-approved SES providers that have agreed to offer free tutoring in 2014-15. All providers listed in the directory were required to show evidence of their effectiveness as part of the state’s approval process. If you want your child to receive free tutoring outside of the regular school day, complete the Parent Selection Form contained in the separate mailing and return it according to the instructions printed on the form. To get help selecting a provider, you may contact your child’s school or call the district’s Supplemental Educational Services Department at 619-262-0316. Priority is given to

the lowest-achieving students from low-income families. Placements will be made only while funding is available.

District Corrective Actions – Schools in PI Year 3

The school must work with the district to make corrective actions to improve student achievement. These actions, based on the needs of the school, may include more direct support and oversight from the area superintendent or other district staff, new curriculum and instructional strategies, extending the school day or school year, assistance from an outside expert, changing some school staff, or other actions based on the needs of the school.

Restructuring Plan – Schools in PI Year 4

The school staff and community will continue to review student performance data and revise and implement the Single Plan for Student Achievement. Additionally, in accordance with No Child Left Behind, the school is required to work with the District to develop a restructuring/alternate governance plan. During this year, school and district staff will work with parents and community members to design a research-based, data-driven plan to increase student achievement. To learn how you can participate in the planning process, please contact the school.

Implementing Restructuring Under Program Improvement – Schools in PI Year 5

In accordance with NCLB, the district is required to implement the restructuring plan developed during Year 4. Information about each school's restructuring plan is available by contacting the school principal.

Additional information about NCLB is available on the district website at www.sandi.net/NCLB.

How can parents help their school and district (LEA) improve student achievement?

- Learn more about the ESEA/NCLB requirements and become aware of strategies to improve student academic achievement. Additional information and resources are available at the following Web sites:
 - The U.S. Department of Education: <http://www.ed.gov> and <http://www.ed.gov/parents/landing.jhtml>
 - The Calif. Dept. of Education: cde.ca.gov/sp/sw/t1/titleparta.asp and cde.ca.gov/ta/ac/ay/tidetermine.asp
- Talk with district staff and the principal at your child's school about the district's plan and the program changes that must be made to help students meet the state standards in English-language arts and mathematics.
- Visit your child's school. You also may participate in voluntary activities to assist your school.
- If you are a parent of a student who attends a PI school, ask about school choice options to transfer your child, with paid transportation, to a public school in the district that is not identified as a PI.
- If you are a parent of a student who attends a Title I school that has been in PI for two years or more, ask about supplemental educational services that may be available for your child. Supplemental educational services are tutoring services provided outside of the regular school day for eligible students.

2014-15 Program Improvement (PI) Information for San Diego Unified School District

In addition to monitoring schools, the California Department of Education (CDE) annually reviews the performance of each local educational agency (LEA) that receives Title I funds. (An LEA can be a school district, like SDUSD, or a county office of education.) An LEA receiving Title I funds is identified for Program Improvement (PI) if it does not meet AYP goals for two consecutive years within specific areas, focused primarily on English language arts, mathematics and science.

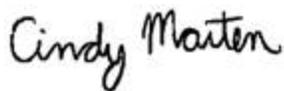
This letter is to inform you that the *San Diego Unified School District* will again remain a Program Improvement Year 3 school district (LEA) for the 2014-15 school year. Specific achievement data used to make this determination can be found on our website at under Accountability and Assessment Reports/AYP.

ESEA/NCLB requires that the California State Board of Education (SBE) determine a corrective action for each PI Year 3 LEA. Corrective action is the collective name given to the steps an LEA must take that substantially and directly respond to instructional, managerial, and organizational problems in the LEA and that will lead to students achieving proficiency in the core academic subjects of ELA and mathematics. At its September, 2014 meeting, the SBE is expected to recommend that SDUSD take the following corrective actions:

- Institute and fully implement an SBE-adopted/standards-aligned curriculum in ELA and mathematics.
- Contract with a District Assistance and Intervention Team (DAIT), composed of county office of education or other educational leaders, to receive targeted help and support in improving student performance.
- Revise our LEA Plan to document steps to fully implement the SBE-assigned corrective action. The LEA Plan includes information on how the district plans to use Title I and other funds to improve student achievement. Both documents are posted on the district website at: <http://www.sandi.net/Page/3194>.

In closing, I want to thank you for being an active participant in your child's education. One of the most important factors in positive student achievement is parental involvement and we appreciate your efforts to partner with our teachers and all district staff to improve overall student achievement in our schools. Should you have any questions about any of the requirements outlined in this letter or wish to find out how you can become involved in our Districtwide Program Improvement efforts, I encourage you to contact your child's school office.

Sincerely,



Cindy Marten, SDUSD Superintendent of Public Education