



September 19, 2014

To the Parents/Guardians of students at Anthony Traina Elementary School:

For the past two years a letter was sent to Traina families informing you that Traina Elementary School had been identified as a Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001. The purpose of this letter is to update you that Traina School continues to be identified as a Program Improvement school and remains in PI Year 2 status. For a school to exit Program Improvement they need to meet Adequate Yearly Progress targets on the state testing for two consecutive years. Unfortunately, last year STAR testing was suspended as the State pilot tested the new Common Core State Standards aligned tests. For this reason Traina will remain in PI Year 2 status over the next few years until the new state testing system may be validated.

What is PI?

NCLB requires the state and district to review annually the academic progress of federally funded Title I schools and to identify schools in need of improvement. These schools are identified as PI schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP by considering the following four measures:

- The percentage of students scoring at the “proficient” or “advanced” level on the California Standards Tests for English-language arts and mathematics
- The percentage of students participating in those tests
- The graduation rate for high schools
- California’s own accountability measurement of progress, the Academic Performance Index (API)

What is Title 1?

Title I ("Title One"), a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards.

Why is Traina School identified as PI?

The reason Traina School continues in PI is because all schools in PI Year 2 status are frozen until the new state testing system may be validated. The AYP areas that caused the original identification in 2011-2012 were:

- English-language arts
- Mathematics
- Academic Performance Index

The school's 2012-2013 Accountability Progress Report may be obtained from the school or on the California Department of Education (CDE) AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Public school choice: What right does a parent have to request a transfer to a school that is not in PI?

All parents/guardians of students attending a PI school have the right to request a transfer of their child(ren) to a non-PI district school with district-paid transportation.

For parents who select this option, the district will provide transportation to the non-PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district-paid. If the demand for choice exceeds space available, priority will be given to lowest achieving, low-income students.

If you are interested in transferring your child(ren) to a non-PI school in the district for the 2014-2015 school year, please select from the following schools. Your preference of a non-PI school will be taken into consideration.

| Name of School | 2013-2014 API Scores * | English-language arts Percent Proficient or above** (Elementary target = 89.2%) | Mathematics Percent Proficient or above ** (Elementary target = 89.5%) |
|---|------------------------------|---|--|
| Traina School (K-8) <i>Title 1 School (PI Year 2)</i> | 846 | 68.8% | 61.7% |
| Hawkins School (K-8) <i>Non-Title 1 School</i> | 828 | 59.5% | 59.3% |
| Jefferson School (5-8) <i>Non-Title 1 School</i> | 868 | 71.8% | 67.6% |
| Monticello School (K-4) <i>Title 1 School (Not PI)</i> | 833 | 60.1% | 72.2% |
| State of California | 790 | 56.6% | 59.5% |

* 800 on the API = Meeting the state's percent proficient target for schools on the Academic Performance Index

** Percentage targets vary by grade level span

For more information about any of these schools, please contact the district at 836-4531. You may also go to the district's Web site at <http://www.jeffersonschooldistrict.com> to obtain information on the number of students who are eligible for and the number of students who participated in public school choice and Supplemental Educational Services (SES) beginning with data from 2007-08.

To apply for a public school choice transfer from a PI school, please complete the attached Intradistrict Attendance Request form and return it by October 10, 2014. If you need assistance or have questions, please contact Sarah Steen at 836-4531.

Supplemental Educational Services: How does a parent obtain a provider for their child?

Students from low-income families at continuing PI schools, whose parents did not select a public school choice option, are eligible for free Supplemental Educational Services. These services are classes or tutoring which occur outside the regular school day with educational providers approved by the State Board of Education. If the number of eligible students who apply for the SES program exceeds the financial resources available, the lowest achieving students from low-income families will receive SES first. In the next few weeks another letter with information and an application for SES services will be sent home.

What will the school do to address the problem of low achievement?

Traina School staff is working closely with the district staff to revise its school plan to include:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets
- High quality professional development for school staff that will lead to removing the school from PI status
- Strategies to promote effective parental involvement in the school

What are the district and state doing to support schools in PI Year 2?

Our district is working closely with the CDE to improve curriculum, instruction, and student performance. The CDE provides information, special help, and access to resources for PI schools. PI schools will receive district and/or state technical assistance in:

- Analyzing various data reports for revising the school plan
- Strengthening core academic instruction
- Collaborating with parents to increase student academic achievement

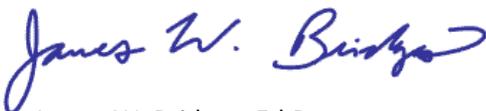
How can parents become involved?

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:

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

We will keep you updated and informed about opportunities to discuss plans for Traina School. If you have questions, need additional information on how you can get involved in Traina School's improvement efforts, or would like to discuss the school's instructional program and PI status, please feel free to call Jon Ovick at 839-2379.

Sincerely,



James W. Bridges, Ed.D.
Superintendent