



Deborah Forte, Director of Compensatory Education

May 2015

Dear Parents and Guardians:

In January 2002, President Bush signed into law the *No Child Left Behind Act*. This legislation affects schools receiving federal funds, specifically Title I. The legislation adds new provisions for school and district accountability. In part, this new legislation requires schools to inform parents when the school has not met federally defined academic goals and, therefore, has been identified as a Program Improvement school. Parents with students in Program Improvement schools must be given the option to have their child attend another school in the district that is a non-Program Improvement school.

A Program Improvement school is one that has not made adequate yearly progress for two consecutive years. Under adequate yearly progress (AYP) criteria adopted by the State Board of Education, California districts, schools, and numerically significant student subgroups within districts and schools must do the following:

- Meet annual measurable objectives in reading/language arts and mathematics
- Demonstrate a 95% participation rate on assessments in reading/language arts and Mathematics
- Demonstrate progress on the Academic Performance Index (API), which is an additional academic indicator for adequate yearly progress
- For grades 9-12 only, demonstrate progress on the graduation rate of its students

French Camp School has not met all of its Adequate Yearly Progress (AYP) goals for the past three years. As a result of this, French Camp Elementary School will continue to be a Title I, Program Improvement school. In order to exit this status, the school must make adequate yearly progress in all criteria for two consecutive years.

French Camp's administration and staff are committed to reaching defined academic goals, and they have taken immediate action to accomplish this. The school has revised its school plan, and the new plan ensures that the policies and practices outlined in it will promote the academic success of all students. In addition, the plan outlines a specific staff development program, and it also includes a roadmap of how the school will assist all students to attain grade level proficiency. Another aspect of the school improvement process is the continued review of assessment data to identify areas of strength and improvement in the instructional program. Working as a team, the staff will continue to develop and implement strategies to address the needs. All students receive instruction during the day in grade level standards, and additional instruction for remediation or acceleration will continue to be available to ensure that the needs of all students are met. The school's administration and staff are dedicated to this goal and are supported by district staff.

Parents are encouraged to become involved in the improvement process, and the school will keep parents informed of opportunities, including school site council and other meetings, for parental input.

The federal legislation mandates that parents of all students in Title I, Program Improvement schools are able to request a transfer to another school in the district that is not a Title I, Program Improvement school. The choice to attend another school for the **2015-2016 school year** is now available to all students enrolled in French Camp. If a student chooses to attend another school, he/she will be allowed to remain at that school until the student has completed the highest grade available, currently the eighth grade. The District must provide transportation to the school of choice only for as long as French Camp is identified for Program Improvement. Continued transportation through the eighth grade will then become the sole responsibility of the parent/guardian.

If you decide that it would best serve the needs of your child to attend another school next year, Manteca Unified has identified three schools from which you may choose. Students will be placed at schools based on the number of openings available. The following descriptions will provide some highlights of each site:

- **August Knodt:** August Knodt, a K-8 school located in Weston Ranch, currently serves approximately 801 students on a traditional calendar and has a 2013 Academic Performance Index (API) score of 787. August Knodt School offers a host of interventions for students incurring academic difficulty, including the READ 180 program.
- **Veritas** Veritas School, a K-8 school located in Manteca, currently serves approximately 566 students on a traditional calendar and has a 2013 Academic Performance Index (API) score of 828. Veritas offers interventions for students incurring academic difficulty, including the READ 180 program
- **Joseph Widmer:** Joseph Widmer, a K-8 school located in Lathrop, currently serves approximately 896 students on a traditional calendar and has a 2013 Academic Performance Index (API) score of 762. Joseph Widmer offers interventions for students incurring academic difficulty, including the READ 180 program.

If you are interested in choosing this option for the **2015-2016 school year** or have additional questions, please do not hesitate to contact me by **4:00 p.m. on Thursday, June 25, 2015.** I can be reached at the District Office at **858-0797**. Placements will not be finalized and parent notifications will not be made until the first week of August 2015.

Sincerely,



Deborah Forte