

Dear Parents/Guardians of Students in FCUSD:

The Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Act of 2001 requires all states to create their own high academic standards for what a child should know and be able to do for all grades in English-language arts and mathematics. Every school must improve each year until all students meet these standards. This yearly improvement in school performance, which includes the academic standards and other components, is called Adequate Yearly Progress (AYP).

ESEA/NCLB also requires the California Department of Education (CDE) to annually review the performance of each local educational agency (LEA) that receives funds under Title I, Part A. Even if the district average has reached the goal of 800 and is receiving Title I, Part A funds, it may be identified for Program Improvement (PI) if it does not meet AYP goals for two consecutive years within each specific student sub-group population. AYP is focused primarily on academic achievement in English-language arts and mathematics.

Folsom Cordova Unified School District had an excellent district API of 840 for the 2012-13 school year, with 17 of our schools having an API of 800 or higher. We did have subgroups of students within our district that did not meet their goal of Adequate Yearly Progress. Our district will remain in year 3+ of Program Improvement (PI) status due to the new California Assessment of Student Performance and Progress testing which will not provide an opportunity for our school district to receive an API for the 2013-14 school year. Our corrective action is to remain focused on closing the achievement gap of these subgroups.

We are required to inform parents/guardians of students about our PI status. You can find specific achievement data used to make this decision at www.fcusd.org. If you do not have access to the Internet, please contact FCUSD Testing Assessment office at 916-294-9000 (ext 103500) and a hard copy of the report will be provided.

Also, as a PI District we must continue to:

1. Notify parents/public of the LEA's assigned corrective action.
2. Revise the LEA Plan to document implementation of the State Board of Education (SBE) assigned corrective action. After approval by the local governing board it was submitted as the revised LEA Plan to State Department of Education in March 2014.
3. Post the approved LEA Plan on our website www.fcusd.org.
4. Continue to reserve at least 10% of our annual Title I allocation to provide professional development for teachers and administrators.
5. Continue to provide assistance to schools identified for PI.

How can parents help their school and LEA improve?

Here are some suggestions to help you work with your school(s) and District to support improvements:

- Learn more about the ESEA/NCLB requirements and become aware of strategies to improve student academic achievement.
- Talk with school staff about the LEA 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 Title I PI school, ask about school choice options to transfer your child, with paid transportation, to a public school in your LEA that is not identified as a Program Improvement school.
- 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.

I encourage you to contact your child's teachers and principal for further information about any of these requirements and to find out how you can become involved in PI efforts.

Sincerely,

A handwritten signature in black ink that reads "Elena Cabrera".

Elena Cabrera
Director of Categorical Programs & Grants

