

OAK VALLEY MIDDLE SCHOOL
Poway Unified School District

Literacy Tutorial – *No Child Left Behind*

August 2009

Dear Oak Valley Parent:

Our District, the state, and the federal government have been implementing several programs for student learning and accountability. The United States Department of Education's mandate "No Child Left Behind" (NCLB), the California Department of Education's STAR testing and High School Exit Exam (CAHSEE), and the Poway Unified School District's commitment to Literacy in Reading, Writing, and Math are driving forces in our school.

In an effort to ensure that all of our students are successful, we have implemented literacy tutorial classes in our school. These literacy tutorial classes have been established to provide our students with assistance in their core classes: reading, writing, math, and science. A student may be placed into a literacy tutorial class if his/her grade(s) is in the D or F range in core classes or have scored "Below or Far Below Basic" on the STAR or MAPS testing. The student would then receive individualized teacher assistance in the area of most need. As soon as the student's grade has improved to a C or above, or MAP scores have improved to grade level standards, the student will be returned to his/her elective class. The duration of the literacy tutorial class will be directly linked to the effort and progress of each student.

I have provided additional information on the national, state, and district programs on the other side of this letter. If you would like additional information, or would like to discuss this further, please contact me at (858) 487-2939 ext. 6127 or e-mail Swrisley@powayusd.com.

Sincerely,

Sonya Wrisley

Sonya Wrisley
Principal

Poway Unified School District

In the fall of 2002, Poway Unified School District developed a comprehensive, strategic plan in support of our two District goals. The first goal, listed below, directly relates to literacy.

Goal Area I: All Students Learning – Increase Achievement for All Students through a Comprehensive Literacy Effort. The focus on student learning represents a systemic approach to literacy in reading, writing, and mathematics. This initiative is targeted at developing these skills across all curricular areas for each student ranging from proficient to advanced levels of performance.

California Department of Education

The Standard and Assessment Division develops, coordinates, and implements California's statewide testing programs. The division works within the CDE and with schools, districts, and the public to provide professional guidance in the collection, reporting, and use of student achievement information to improve California's schools and to increase the achievement of all students.

California High School Exit Exam: The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school (e.g., college, employment) and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years. No student will receive a public high school diploma without having passed the CAHSEE, as well as having met the district's requirements for graduation.

United State Department of Education

The *No Child Left Behind Act* is a historic reform that gives states and school districts unprecedented flexibility in how they spend their education dollars, in return for setting standards for student achievement and holding students and educators accountable for results. The *No Child Left Behind Act* also provides more options for parents so that their children can get the best possible education. It also invests in teaching practices that have been demonstrated to work. In short, it aims to foster an environment in which every child can learn and succeed. This act embodies four key principles—stronger accountability for results; greater flexibility for states, school districts and schools in the use of federal funds; more choices for parents of children from disadvantaged backgrounds; and an emphasis on teaching methods that have been demonstrated to work.