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Dear Parents/Guardians of Students at Vintage Parkway School,

This letter is to inform you of the Open Enrollment Act, Senate Bill X5-4. The purpose of the Open Enrollment Act is to improve student achievement in accordance with the regulations and guidelines for the federal Race to the Top Fund, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5) and enhance parental choice in education by providing additional options to pupils to enroll in public schools throughout the state without regard to the residence of their parents.

The Open Enrollment Act provides students enrolled in one of the 1,000 Open Enrollment schools the option to enroll in a school within the same district or any other district provided the school to which they are applying has a higher Academic Performance Index (API) than the pupil's school of residence. Under state law the State Superintendent of Public Instruction shall annually create a list of 687 elementary schools, 165 middle schools, 148 high schools, a total of 1,000 schools that will be considered Open Enrollment Schools. The schools scored in decile 1 in 2008-2009 school year. No district is allowed to have more than 10% of their schools on the list so that means some districts have schools with an API score of 800 or above. This is the case with Vintage Parkway Elementary School. In 2008 the school did have a score in the first decile. In 2010 they have raised their API score by 30 points and have reached the 800 mark with their API. Within the Oakley Union Elementary School District, Vintage Parkway Elementary ranks 3<sup>rd</sup> in API scores and is currently the only school that met all AYP (Adequate Yearly Progress) targets. A new Open Enrollment Schools list will be generated each year, however once you are on the list as an Open Enrollment School, the current law has no provision for exiting the list.

The Oakley Union Elementary School District and Vintage Parkway Elementary School are dedicated to ensuring that all children have a fair, equal and significant opportunity to obtain a high quality education by –

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and

- content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

Parents are invited to become involved in supporting the academic efforts being made to meet the expectations set forth in both No Child Left Behind and Open Enrollment laws by:

1. Talking with your school or district staff about the district's Local Education Agency Plan and the program changes that are being made to help students meet the state standards in reading and mathematics.
2. Visiting your child's school and volunteer.
3. Ensuring that students are at school every day to participate in the instruction that builds student learning. Daily attendance is critical to student success.
4. Preparing your child to be ready to learn by ensuring your child has adequate sleep and providing a good breakfast every morning.
5. Supporting education as a life long activity which includes such fun learning activities as reading to students nightly and having them read to you, playing with numbers in everyday activities such as grocery shopping or counting change, and experiencing nature and the outdoors.
6. Participating in the school's School Site Council, English Learner Advisory Committee, or Parent Teacher Association (P.T.A.).
7. Attending school events including Back to School Night, Open House, student performances, and school activities for families.

Under the Open Enrollment Act, as a parent or legal guardian of a student at Vintage Parkway Elementary School you may submit a request to transfer to another school district prior to January 1, 2011 for the 2011-2012 School Year. The transfer request should be submitted to the school district where you would wish to enroll your child. The school district where you wish to enroll your child will notify you within sixty days as to whether the transfer request has been granted or denied. Transportation and its cost to the requested school is the responsibility of the parent as Vintage Parkway Elementary is not a Program Improvement School.

Sincerely,

Richard K. Rogers, Superintendent