



Roseville Joint Union High School District

Tony Monetti, Superintendent

Dear Parents/Guardians of Students in the Roseville Joint Union High School District:

The purpose of this letter is to update you about the performance of our students on State testing last year and the impact that student scores had on the Federal Guidelines for Adequate Yearly Progress (AYP) for our district. I am pleased to announce that the Roseville High School District continues to make steady progress as a whole in addressing the District Goals and targets, which include improvement on State standards. Every comprehensive high school showed gains in the Academic Performance Index (API), and every comprehensive school's API is over 800, with double digit growth for three schools. Over the past five years, the District and schools have made consistent improvement, as measured on a number of metrics. Still, there is always room for improvement, as indicated by our Program Improvement (PI) status of "Year Three."

What is PI? The federal AYP is based solely on the performance of all 10th graders on one test, the California High School Exit Exam (CaHSEE). The District averaged a 74% proficiency and a 93% passing rate (increasing in both proficiency and pass rates and clearly surpassing 2011 proficiency and passing benchmarks of 66% in both English Language Arts and mathematics). In the chart below, you will see that we meet most achievement targets established by the Federal Department of Education. However, significant subgroups did not meet the latest federal achievement targets. For this reason, we are in Program Improvement (or PI). We must and will focus on the proficiency of EVERY student in every subgroup.

What are significant subgroups? There are 12 identified significant subgroups on the website for RJUHSD. (Any subgroup of less than 100 students is denoted by "--.") There are eight subgroups that must meet the AYP requirement for growth, and the subgroups for Hispanic or Latino, Socioeconomic Disadvantaged (SED), Students with Disabilities (SWD), and English Learner (EL) students did not make the required growth targets. Therefore, the Roseville Joint Union High School District (RJUHSD) must address Program Improvement (PI 3) for these and other marginal performing subgroups. You may examine the specific achievement charts at:

<http://dq.cde.ca.gov/dataquest/Acnt2011/2011APRDstAYPChart.aspx?allcde=3166928>

If you do not have access to the Internet, please contact the Office of Curriculum and Instruction in the District Office at 782-6565 Ext. 1040 for a hard copy of the report.

The data below summarize scores, proficiency percentages, and AYP criteria:

GROUPS	English-Language Arts Target 66.7 % Met all percent proficient rate criteria? No					Mathematics Target 66.1 % Met all percent proficient rate criteria? No				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria	
LEA-wide	2475	1820	73.5	Yes		2474	1823	73.7	Yes	
Black or African American	91	48	52.7	--		92	40	43.5	--	
American Indian or Alaska Native	27	20	74.1	--		27	19	70.4	--	
Asian	163	118	72.4	Yes		163	137	84.0	Yes	
Filipino	49	36	73.5	--		49	34	69.4	--	
Hispanic or Latino	420	256	61.0	No		419	243	58.0	No	
Native Hawaiian or Pacific Islander	12	8	66.7	--		12	9	75.0	--	
White	1578	1219	77.2	Yes		1577	1229	77.9	Yes	
Two or More Races	127	108	85.0	Yes		127	105	82.7	Yes	
Socioeconomically Disadvantaged	620	353	56.9	No		619	366	59.1	Yes	SH
English Learners	188	68	36.2	No		188	93	49.5	Yes	SH
Students with Disabilities	177	52	29.4	No		176	59	33.5	No	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
811	823	12	Yes	

To meet No Child Left Behind (NCLB) requirements, the California Department of Education lists as PI any district that does not meet AYP and receives funds under NCLB, Title I, Part A . RJUHSD receives funds and must respond to PI by:

- Revising the Local Educational Agency (LEA) Plan, as part of a yearly report to the School Board and community.
- Reserving at least 10 percent of our annual Title I allocation to provide professional development for teachers and administrators.
- Continuing to provide assistance to schools and subgroups identified for Program Improvement. Currently, Adelante, Antelope, and Roseville High Schools are in "PI."

What does this mean? We continue to revise and update our LEA Plan with quarterly reports posted on the RJUHSD website at (www.rjuhsd.k12.ca.us/main.html). The District far exceeds the 10% requirement for professional development. We are focusing our attention on increasing EVERY student's achievement, including the performance of significant subgroups in every school, especially alternative schools. Examples include:

- District-wide and school site research-based trainings for teachers to revamp curriculum, revise instruction, and examine successful practices across the State.
- District-wide and school site quarterly reports based on contacts with students and parents to identify students' needs and review educational plans for EVERY student.
- Research-based intervention programs to help every student master essential concepts in English Language Arts and math.

How do we reach EVERY student? To address the needs of every student, especially significant subgroups, we need to raise the awareness, input, and support of everyone, including students, administrators, teachers, parents, and our community.

The significant subgroups targeted for improvement represent approximately one-half of our sophomores. The District LEA Plan (on the website) addresses the need for college readiness skills for every student, with added emphasis on significant subgroups, including:

- Response to Intervention (RTI) at comprehensive (in-class), strategic (Credit Recovery), and intensive (CaHSEE prep) levels.
- Clear and continuous (24/7) communication through electronic communication systems like *School Messenger* and *Homelink*, followed by written notification where academic progress is lacking.
- Development of common assessments in academic levels of core subjects to ensure a guaranteed and viable curriculum.
- Development of curriculum approved and updated for UC a-g designation.
- Multiple standardized assessments that challenge students to increase achievement and success.

These initiatives are embedded in the 2011-2012 District Goals and targets.

How are parents involved? We encourage parents to talk with District administrators about the LEA Plan and join school staff members at School Site Council meetings to discuss, at quarterly reports, each school's Single School Plan for Student Achievement.

On any visit to the school, ask questions about our District's S.M.A.R.T. goals and how they focus on adequate yearly progress as well as increasing student achievement. Together, we will embrace Program Improvement and move forward in preparing **EVERY** student for postsecondary options and success in the 21st Century!

I encourage you to contact John E. Montgomery, Assistant Superintendent of Curriculum and Instruction, for further information about how you can contribute to your son/daughter's success and program improvement.

Sincerely,

Tony Monetti, Superintendent
Roseville Joint Union High School District