



Roseville Joint Union High School District

Ron Severson, 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 are dedicated to Common Core State Standards and support for struggling learners. Every comprehensive high school showed consistent Academic Performance Index (API) scores near or over 800. Over the past five years, the District and our schools have consistently scored high in most subgroups as shown on multiple testing measurements. The shift to the Common Core assessment criteria and the impending revamp of the Academic Performance Index (API) will likely reflect well on district-wide efforts for student achievement. Still, there is a need for continuous focus and effort on improvement as indicated by our Program Improvement (PI) status of “Year Three.”

What is PI? Currently, the AYP is based solely on the performance of all 10th graders on one test, the California High School Exit Exam (CaHSEE). The District averaged 75% AYP ELA proficiency and a 92% graduation rate but did not reach the 2014 threshold of 100% proficient in either English Language Arts or mathematics on AYP. In the chart below, you will see that nine significant subgroups did not meet achievement targets established by the Federal Department of Education for 2014. For this reason, we are in Program Improvement (or PI). The State is in the process of requesting a waiver for Program Improvement. Until the waiver issue is resolved the District has committed to the current program. We must and will focus on the proficiency of EVERY student in every subgroup.

What are significant subgroups? There are 11 identified significant subgroups on the website for RJUHSD proficiency. (Any subgroup of less than 100 students is denoted by “--.”) Five subgroups did not make the required targets for growth in ELA and/or Math. They are: Asian, Hispanic or Latino, Socioeconomic Disadvantaged (SED), English Learners (EL), and Students with Disabilities. Therefore, the Roseville Joint Union High School District (RJUHSD) must address Program Improvement (PI 3) for any marginally performing subgroups. Each year the bar is raised by 11 points until reaching 100% for the current 2014-2015 year. You may examine the specific achievement charts at:

<http://data1.cde.ca.gov/dataquest/Acnt2014/2014APRDstAYPReport.aspx?allcds=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:

Percent Proficient - Annual Measurable Objectives (AMOs)

	Target	Criteria met
English-Language Arts Target	100.0	No
Mathematics Target	100.0	No

Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	ELA Alternative Method	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient	Math Met 2014 AYP Criteria	Math Alternative Method
LEA-wide	2492	1859	74.6	Yes	SH	2497	1947	78.0	Yes	SH
Black or African American	87	45	51.7	--	--	88	41	46.6	--	--
American Indian or Alaska Native	13	7	53.8	--	--	13	8	61.5	--	--
Asian	179	150	83.8	Yes	SH	179	155	86.6	No	--
Filipino	75	65	86.7	--	--	76	66	86.8	--	--
Hispanic or Latino	448	252	56.2	No	--	446	285	63.9	Yes	SH
Native Hawaiian or Pacific Islander	18	10	55.6	--	--	18	12	66.7	--	--
White	1495	1186	79.3	Yes	SH	1499	1228	81.9	Yes	SH
Two or More Races	172	140	81.4	Yes	SH	173	147	85.0	Yes	SH
Socioeconomically Disadvantaged	801	458	57.2	No	--	804	500	62.2	No	--
English Learners	211	88	41.7	No	--	213	114	53.5	No	--
Students with Disabilities	131	26	19.8	No	--	134	38	28.4	No	--

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	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 Antelope, and Roseville High Schools are designated as "PI."

What does this mean? We continue to revise and update our LEA Plan with reports posted on the RJUHSD website at (<http://www.rjuhsd.k12.ca.us/page/50>). 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. 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 end-of-year 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 District LEA Plan (on the website) addresses the need for college and career 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 *ConnectEd*, *Illuminate Ed*, 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/CSU a-g designation.
- Multiple standardized assessments that challenge students to increase achievement and success in preparation for the Common Core State Standards (CCSS).

These initiatives define and drive the 2013-2015 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, during monthly reports, each school's Single School Plan for Student Achievement.

On any visit to the school, ask questions about our District's 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,



Ron Severson, Superintendent
Roseville Joint Union High School District