



## 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 10<sup>th</sup> 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 Scores	Number	Percent	Met	Alternative Method	Valid Scores	Number	Percent	Met	Alternative Method
		At or Above Proficient	At or Above Proficient	2011 AYP Criteria			At or Above Proficient	2011 AYP Criteria		
<b>LEA-wide</b>	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	127	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](http://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 21<sup>st</sup> 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

Adelante High School  
350 Atlantic St.  
Roseville, CA 95678  
(916) 782-3155



September 29, 2011

To the Parents/Guardians of Adelante High School students:

The purpose of this letter is to inform you that in the fall of 2011 our school was identified as a Year 4 Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001. Schools are required to meet Average Yearly Progress (AYP) standards each year. There are six criteria that must be met. This past year we did meet our API growth performance, but in order to change our PI status, we must meet all six standards **two** years in a row. If we continue to increase student achievement, we will move out of PI. We are working diligently to improve instruction and student learning so that we will meet our API goals. **On a positive note, our students' scores improved by 54 points from the previous year.**

The NCLB Act requires us to notify all parents of the PI status. As parents/guardians of a PI school student, you have the right to request a transfer of your son/daughter to a non-PI district school. If the demand for choice exceeds capacity, priority will be given to lowest achieving, low-income students.

If you are interested in transferring your son/daughter, please request transfer to one of the following schools:

Name of School	API Scores	English-Language Arts Percent Proficient	Mathematics Percent Proficient
Granite Bay High School	867/800	86.6%	85.2%
Oakmont High School	824/800	71.0%	74.0%
Woodcreek High School	848/800	77.0%	76.9%

For more information about any of these schools or an application for transfer, please contact the receptionist at the district office at 916-786-2051. You may also go to the district's Web site at [www.rjuhsd.us](http://www.rjuhsd.us).

Adelante High School and the District want to reassure you that we are working diligently to continue to improve our students' academic proficiency, including:

- Instructional strategies, policies, and practices so students will meet the state's achievement and participation targets
- high quality professional development for school staff that will lead to higher achievement as the AYP standards increase in the future
- strategies to increase parental involvement in the school

Roseville Joint Union High School District is working closely with the California Department of Education to improve curriculum, instruction, and student performance. If you would like additional information about state testing, you can find more information at

<http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf>

Research shows that strong parental involvement leads to student success and higher attendance at school. We will keep you updated and informed about opportunities to discuss plans for our school. If you have questions, need additional information on how you can get involved in our school improvement efforts, or would like to discuss the school's instructional program and PI status, please feel free to call me and/or visit our school.

Sincerely,

Suzanne Packard Laughrea, Ph. D.  
Principal

**ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT**  
**GENERAL PROGRAM IMPROVEMENT SCHOOL CHOICE POLICIES**

In compliance with recent federal legislation, the Roseville Joint Union High School District is implementing a **Program Improvement School Choice** program for students who reside within the boundaries of the Roseville Joint Union High School District and who attend a school that has not met one of its achievement targets. Students residing in and attending a program improvement school will be provided an opportunity to apply to attend a specific non-program improvement school in the district and will be provided transportation. Transportation guidelines for ridership apply.

The Program Improvement (PI) School Choice option is limited to specific schools. Your school will notify you if you qualify for this program and identify the transfer school(s) your child will be eligible to apply to attend. It is important to note that this is a year-by-year program with limited funding. When the resident school meets its achievement targets two years in a row, students enrolled at a non-program improvement school of choice will no longer be eligible for transportation. They may continue to attend the transfer school until the highest grade level, but transportation will cease.

1. Eligibility is determined by the student's geographic residence and attendance at a program improvement school.
2. STUDENTS WHO ENROLL IN THE PROGRAM IMPROVEMENT SCHOOL CHOICE PROGRAM MUST REMAIN IN THE TRANSFER SCHOOL THROUGH THE END OF EACH SCHOOL YEAR IN WHICH THEY HAVE ENROLLED. Students wishing to leave the Program Improvement School Choice program must follow the procedures and timeline for filing the Choice Program Transfer Request form.
3. Enrollment is limited to one or more specific schools that are identified options for each program improvement school and **by the available seats** at the non-program improvement school.
4. Applications for either enrollment in or transfer from the Program Improvement School Choice program must be received as follows:

**APPLICATIONS**

**APPLICATION PERIOD:**

Applications for the 2011-2012 school year may be filed until **October 17, 2011**. Applications received during this time period will be ranked with lowest performing and most disadvantaged students receiving highest priority and sorted by grade level. Transfer requests will be reviewed for transfer schools' current space availability and schedule compatibility. Schools must accept students in the order of the list for each grade level. Parents of students requesting transfers will be notified of their status by November 15, 2011. Students not accepted through this program must reapply for the following year if they are still interested and if they still qualify for the program.

**TRANSFERS:**

Using the **Intra-district Transfer procedures**, students who reside in our district boundaries are expected to attend the high school in their attendance area, but may request transfers in accordance with PI. Due to impacted enrollment numbers at each of our schools and at each grade level, transfers between schools are granted under specific guidelines and restrictions. 2012-2013 Intra-district transfers will **ONLY** be considered during the time period of January 10, 2012 through February 17, 2012 for the 2012-2013 school year or within a 15-day period when a student moves from one boundary area to another within the RJUHSD.

ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT  
STUDENT TRANSFER CHOICE PROGRAM  
2011-2012 ENROLLMENT FORM  
Due by 4:00 p.m., October 17, 2011 to  
Office of Curriculum and Instruction  
Roseville Joint Union High School District  
1750 Cirby Way  
Roseville, CA 95661  
Fax: 916-786-2681

Student's Name: \_\_\_\_\_ D.O.B: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

Email: \_\_\_\_\_ Fax: \_\_\_\_\_

Student's Grade for 2011-2012 school year: \_\_\_\_\_ Current School: \_\_\_\_\_

I understand that by electing to transfer my child to one of the designated transfer site schools, my child is expected to attend that transfer school through June 2012. Further, I understand that when the current high school is no longer rated as "program improvement", my child can remain at the transfer school; however, No Child Left Behind regulations would prohibit the continuation of transportation services for my child to the transfer school.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I request a transfer of my child to a transfer-choice site.

I request that my child remain at the current school.

The designated Student Transfer Choice Program sites based on participation rates are Granite Bay, Oakmont, and Woodcreek High Schools. My preferences for my child are:

First Option: \_\_\_\_\_

Second Option: \_\_\_\_\_

Third Option: \_\_\_\_\_

The District will make the final decision for placement. Please complete and return this form by **October 17, 2011**.

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District Use Only

Date Received:  
School Assigned:  
Date Student Notified: