

September 14, 2011

Dear Parents/Guardians of Students in the Dry Creek Joint Elementary School District:

This letter addresses the performance of our students on the most recent State testing and how these scores affected the federal requirements for Adequate Yearly Progress (AYP) in our district.

The District continues to demonstrate solid growth with every school exceeding the state Academic Performance Index (API) target of 800. Our schools perform well above the state average and on a par or better than county averages.

Federal Accountability (AYP) requires that every significant subgroup, as well as district-wide scores, meet identified performance targets that increase each year. Scores must meet the No Child Left Behind (NCLB) 100% proficiency goal by 2014. Because our District receives Title I funding, we are required to meet these yearly AYP targets.

The District did not meet the AYP target this year in the area of Mathematics for grades 6-8 and certain subgroups in the district. As a result, our district has been classified as Program Improvement (PI) year one under NCLB.

Program Improvement status is determined when a school or district does not meet AYP in the same content area and subgroup for two consecutive years or does not meet AYP on the same indicator. There are ten significant subgroups in the district. Any subgroup of less than 100 is denoted by a double dash (--) in the AYP report. Identified subgroups in our district that did not meet the AYP requirement the last two years include; African American, Socio-economically Disadvantaged, English Learners and Students with Disabilities. Please see the District AYP report using the attached link.

<http://ayp.cde.ca.gov/Reports/Acnt2011/2011APRDstAYPReport.aspx?cYear=&allCds=3166803&Choice=AYP10b>

If you do not have access to the internet, please contact the Educational Services Department at 916-770-8855 for a hard copy of the report.

The data below summarizes scores, proficiency percentages, and AYP Criteria:

GROUPS	English-Language Arts Target 67.6 %					Mathematics Target 68.5 %				
	<u>Met all percent proficient rate criteria? No</u>					<u>Met all percent proficient rate criteria? No</u>				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
<b>LEA-wide</b>	5555	3925	70.7	Yes		5552	3732	67.2	No	
Black or African American	240	132	55.0	No		240	111	46.2	No	
American Indian or Alaska Native	25	14	56.0	--		25	8	32.0	--	
Asian	426	297	69.7	Yes		426	315	73.9	Yes	
Filipino	171	135	78.9	Yes		171	122	71.3	Yes	
Hispanic or Latino	811	508	62.6	No		811	463	57.1	No	
Native Hawaiian or Pacific Islander	28	15	53.6	--		28	15	53.6	--	
White	3494	2577	73.8	Yes		3491	2457	70.4	Yes	
Two or More Races	277	189	68.2	Yes		277	185	66.8	No	
Socioeconomically Disadvantaged	1896	1104	58.2	No		1896	1044	55.1	No	
English Learners	980	546	55.7	No		980	596	60.8	No	
Students with Disabilities	667	362	54.3	Yes	SH	667	346	51.9	No	

**Academic Performance Index (API) - Additional Indicator for AYP**

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
861	864	3	Yes	

To meet the No Child Left Behind (NCLB) requirements, the District must respond to PI by:

- Revising the Local Education Agency Plan (LEAP), as part of a yearly report to the School Board and community.
- Reserve at least 10% of our annual Title I allocation to provide professional development for teachers and administrators.
- Provide assistance to schools and subgroups identified for PI. Currently, Antelope Crossing Middle School and Antelope Meadows Elementary School are in PI.

The District will respond to PI status with the following efforts and initiatives:

- The District will revise and update our LEA plan with scheduled reports to the Board of Trustees and community throughout the school year. In addition, these updates will be posted on the district website once approved by the Board of Trustees.
- The District will focus our professional development on Quality Core Instruction with an emphasis on Direct Explicit Instruction for all students and specifically supplemental and intensive support for those students within the identified subgroups.
- District-wide use of research-based intervention programs to help all students reach mastery of essential skills and standards in both Language Arts and Mathematics.
- District-wide implementation of Response to Intervention (RtI) as a comprehensive approach to support all students and specifically the identified subgroups.
- Technical support and assistance to identified Program Improvement schools, in the District (Antelope Crossing Middle School/Antelope Meadow Elementary School).

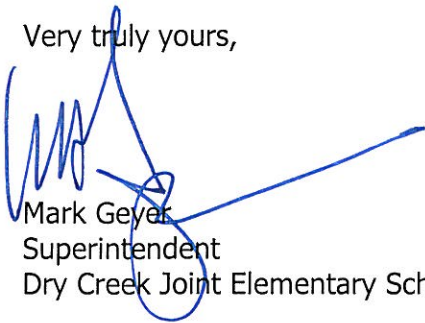
We encourage parents to become involved in School Site Council meetings to discuss student performance reports and data and to provide input into the development and revision of the School Plan for Student Achievement (SPSA). We also invite parents and the community to visit the district and school websites ([www.drycreek.k12.ca.us](http://www.drycreek.k12.ca.us)) to review our Board of Trustees and school site S.M.A.R.T. goals. As always, we welcome you to visit our school campuses and to become partners with us as we meet the challenges of Program Improvement. Together, we can make a difference for all of our students as we prepare them for High School, College and beyond.

If you are a parent of a student who attends a Title I PI school, ask about school choice options to transfer your child, with paid transportation, to a public school in your district that is not identified as a Program Improvement school.

If you are a parent of a student who attends a Title I school that has been in PI for two years or more, ask about supplemental educational services that may be available for your child. Supplemental educational services are tutoring services provided outside of the regular school day for eligible students.

I encourage you to contact Evonne Rogers, Assistant Superintendent of Educational Services or myself for further information on how you can contribute to your son/daughter's success in the Dry Creek Joint Elementary School District.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Mark Geyer', with a long horizontal line extending to the right.

Mark Geyer  
Superintendent  
Dry Creek Joint Elementary School District

MG/srf