

West Park High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	West Park High School
Street	2401 Panther Place
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 786-2970
Principal	Becky House
Email Address	bhouse@rjuhsd.us
School Website	https://www.rjuhsd.us/westpark
County-District-School (CDS) Code	31669280139840

2022-23 District Contact Information

District Name	Roseville Joint Union High School District
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website Address	www.rjuhsd.us

2022-23 School Overview

West Park High School is located at 2401 Panther Place, Roseville, CA and is the sixth comprehensive high school built for the Roseville Joint Union High School District. The land was purchased in 2011 and the building project was heavily funded by the 96 million-dollar Measure D bond which was passed by voters in 2016. West Park opened its doors to freshman and sophomores in its inaugural year of 2020-21. Each subsequent school year will add one class until the school reaches its capacity of 2800 students.

There are currently six large classroom buildings (River, Oak, Sierra, Foothill, Grove, and the Performing Arts Panther Arena building). The large open collaboration spaces on the second and third floors of River, Oak, Sierra, and Foothill allow for multiple configurations of large- and small-group instruction. The classrooms are designed with transparent and operable walls to provide both visual and physical connections for students and teachers. Ground-floor Science Labs provide the opportunity for hands-on learning that is aligned to the Next Generation Science Standards (Common Core). Fine Arts Studios and Project Lead the Way (PLTW) programs link classrooms to the outdoors. The Grove is a two-story building which includes three oversized classrooms, a media recording studio, Black Box performing arts media center, library (Research Lab), Makerspace, indoor eatery, and cafeteria. Two additional buildings will be constructed in the coming years: a fifth three-story building (Valley) that will be located on the north side of the property and a Performing Arts Center located in front of the school.

West Park High School's mission statement is: We Value People and We Love to Learn. Instruction is modeled after innovative, technology-embedded classrooms with flexible learning spaces. The school bases its instructional design on Universal Design for Learning and equitable practices. Professional Learning Teams meet weekly to design common assessments, curriculum, analyze student work, and share best practices.

West Park High School is also committed to challenging all students to achieve college level proficiency by completing the California UC/CSU 'a – g' course requirements. In addition, West Park offers a growing AP program as well as dual enrollment courses that will be offered in conjunction with Sierra College in the Fall of 2023. We believe that by offering students a chance to find their own pathway to success that by graduation, students will understand how they learn and will be equipped to succeed in any learning challenge that is in front of them. West Park High School sees students through an asset-based lens emphasizing that every student brings something important to the school community and has the ability to find the genius that is inside of them when offered the right structures and supports. To this end, the West Park staff solicits information and feedback from students and parents and is actively engaged in creating a high school that is based in user-centered design.

2022-23 School Overview

In addition to providing a strong academic program, we believe we can prepare students to be successful in other areas of school life such as athletics and extracurricular involvement. The knowledge and skills that students will acquire at West Park High School will allow them to be effective communicators, flexible learners, empathetic and culturally competent individuals who can integrate a broad range of perspectives into their thinking as well as demonstrate robust academic and technological proficiencies. West Park strives to create a culture of safety and belonging. Professional development and instructional foci stem from these core values and are being designed even as the school continues to grow.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	408
Grade 10	358
Grade 11	247
Total Enrollment	1,013

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.4
American Indian or Alaska Native	0.9
Asian	14.2
Black or African American	4.1
Filipino	15.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.1
White	45.6
English Learners	2.5
Foster Youth	0.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	12.3
Students with Disabilities	6.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	80.81	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	12.33	44.40	8.25	12115.80	4.41
Unknown	1.90	6.80	17.10	3.19	18854.30	6.86
Total Teaching Positions	29.20	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.40	95.60	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.20	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	2.18	16.90	3.00	11953.10	4.28
Unknown	0.00	0.00	23.80	4.21	15831.90	5.67
Total Teaching Positions	45.40	100.00	566.30	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90
Local Assignment Options	3.60	0.00
Total Out-of-Field Teachers	3.60	0.90

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.70	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

1/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006</p> <p>English 9: Literature & Language Arts, 3rd course (Holt) © 2003</p> <p>English 10: Literature & Language Arts, 4th course (Holt) © 2003</p> <p>English 11: Literature & Language Arts, 5th course (Holt) © 2003</p> <p>English 12: Literature & Language Arts, 6th course (Holt) © 2010</p> <p>AP English Literature: Perrine's Literature: Structure, Sound and Sense © 2006</p>	Yes	0.0%
Mathematics	<p>Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022</p> <p>Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022</p> <p>Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022</p> <p>Precalculus: Pre-Calculus: Enhanced with Graphic Utilities Sixth Edition © 2006; Advance Mathematical Concepts: Pre-calculus with Applications (8th Ed.) © 2013</p> <p>AP Calculus AB/BC: Calculus Early Transcendentals 9th ed © 2009</p> <p>AP Statistics: Stats: Modeling the World, 4th ed., © 2015</p>	Yes	0.0%
Science	<p>NGSS Biology: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Physics: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Chemistry: CK12 Flexbooks (Online) © 2022</p> <p>AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005</p>	Yes	

History-Social Science	World Studies: World History the Modern World (Pearson) © 2007	Yes	0.0%
	US History: United States History Modern America (Prentice Hall) © 2008		
	Government: Magruder's American Government (Pearson) © 2010		
	Economics: TCI Econ Alive! The Power to Choose (Online) © 2022		
	AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018		
	AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009		
	AP World History: Ways of the World with Sources for the AP® Modern Course, Fourth Edition © 2020		
	AP Government: American Government Institutions and Policies, 14th Edition (Cengage) © 2015		
	AP Economics: Economics: Principles and Practices (Glencoe) © 2008		
Foreign Language	Spanish 1, 2, 3, 4: Realidades (Pearson) © 2011	Yes	
	AP Spanish: Temas (Vista Higher Learning) © 2014		
Health	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0
Science Laboratory Equipment (grades 9-12)	District does not formally adopt science equipment. Equipment is supplied by various science equipment vendors.		

School Facility Conditions and Planned Improvements

2021

Year and month of the most recent FIT report

4/2/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The pool is under construction (fencing provided to meet safety standards).

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	35	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	244	236	96.72	3.28	68.94
Female	117	112	95.73	4.27	80.18
Male	127	124	97.64	2.36	58.87
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	33	100.00	0.00	87.88
Black or African American	13	12	92.31	7.69	41.67
Filipino	38	38	100.00	0.00	84.21
Hispanic or Latino	32	31	96.88	3.12	48.39
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	118	114	96.61	3.39	68.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	33	33	100.00	0.00	57.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	10	90.91	9.09	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	244	235	96.31	3.69	35.32
Female	117	112	95.73	4.27	33.93
Male	127	123	96.85	3.15	36.59
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	33	100.00	0.00	42.42
Black or African American	13	12	92.31	7.69	33.33
Filipino	38	38	100.00	0.00	60.53
Hispanic or Latino	32	31	96.88	3.12	22.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	118	113	95.76	4.24	27.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	33	33	100.00	0.00	21.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	11	10	90.91	9.09	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.47	46.88	46.73	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	235	97.51	2.49	35.47
Female	116	113	97.41	2.59	42.48
Male	125	122	97.6	2.4	28.93
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100	0	33.33
Black or African American	13	12	92.31	7.69	8.33
Filipino	38	38	100	0	59.46
Hispanic or Latino	32	31	96.88	3.12	16.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	116	113	97.41	2.59	36.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100	0	24.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2021-22 Career Technical Education Programs

West Park High School offers six Career Technical Education Pathways: Graphic Design, Media, Photography, Gaming, PLTW Biomedical Science and PLTW Engineering. Additionally, a districtwide Clinical Medical Assisting program is available to all students in the district. All RJUHSD programs are reviewed on a yearly basis by the district CTE team. This evaluation of success uses student enrollment, CTEAC meeting outcomes, alignment with standards and assessments of student learning to monitor program effectiveness. All programs provide career guidance throughout their program by including instruction and information on the types of careers and jobs available within that industry and the qualifications and steps necessary for getting those jobs. For information about the district's career technical advisory committee, which includes representatives from local industries including construction, culinary, biomedical sciences, engineering, and computer technology, please contact Shane Waggoner at the district office, (916) 786-2051 or swaggoner@rjuhsd.us.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	576
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.41
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.1%	86.5%	85.7%	85.0%	88.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are multiple ways not only for parents to get involved and support the school's programs but also for parents to provide their input on the design and operations of the school. Parents can find ways to get involved through monthly School Site Council, which is comprised of parents, students, and teachers who have been elected and make up the voting body of the council. Anyone can attend the regular monthly meetings, but only the voting members are responsible for the decisions that are made. In addition, West Park hosts ongoing focus groups made up of both parents and students that have been meeting since before the school opened its doors. Parents have been asked to weigh in on important aspects of the high school experience they are hoping to see provided for their children. They have also been invited to provide feedback on West Park's academic programs. Parents also take part in ongoing surveys where they can ask questions and provide additional feedback on West Park's developing programs and can join or assist with the Boosters, which supports our programs and the school as a whole.

Before West Park opened its doors, the staff also held monthly community meetings at the local middle school to announce new programs, to invite feedback and build relationships with community members. Two parent booster organizations currently operate in support of Performing Arts as well as athletics and other co-curricular groups. Incoming families enjoy tours of the school and program overviews during regularly held showcase nights, athletics parent nights, and group-specific events.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate					8.5	5.8		8.9	7.8
Graduation Rate					90.1	90.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1065	1043	138	13.2
Female	508	501	66	13.2
Male	553	538	71	13.2
American Indian or Alaska Native	9	9	2	22.2
Asian	148	145	13	9.0
Black or African American	45	45	6	13.3
Filipino	158	158	12	7.6
Hispanic or Latino	147	145	32	22.1
Native Hawaiian or Pacific Islander	6	5	0	0.0
Two or More Races	59	56	4	7.1
White	485	472	66	14.0
English Learners	30	28	7	25.0
Foster Youth	2	2	1	50.0
Homeless	7	6	2	33.3
Socioeconomically Disadvantaged	174	167	32	19.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	76	12	15.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions		2.69	2.45
Expulsions		0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.34	6.10	0.69	3.63	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.10	0.00
Female	3.74	0.00
Male	8.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.05	0.00
Black or African American	6.67	0.00
Filipino	2.53	0.00
Hispanic or Latino	11.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.08	0.00
White	6.19	0.00
English Learners	20.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.19	0.00

2022-23 School Safety Plan

The West Park High School Comprehensive School Safety Plan (CSSP) is developed and reviewed annually by the Site Safety Team. The safety team consists of administrators, teachers, at least one parent and one student, the school nurse, campus resource officer, and campus monitor, with additional participants as needed. The most recent adoption was February 2022 and is renewed every February. The contents of the plan are reviewed with faculty and staff during monthly staff meetings. Progress is underway to continually revise and update the plan based on new areas of campus that become available to the school and as the safety team experiences how students and staff utilize the various spaces on campus. The safety plan includes preventative content including policies relating to facility use, supervision, and availability of resources for students and staff in addition to comprehensive response plans for such instances as evacuations, violent threats against the campus, environmental hazards, and an array of other safety related issues.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	42			9
Mathematics	30	3	5	6
Science	31		5	4
Social Science	40		2	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	1	5	9
Mathematics	32	1	4	14
Science	32	1	3	11
Social Science	32	1	2	10

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	506.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,044	\$1,609	\$13,435	\$75,361
District	N/A	N/A	\$9,242	\$91,127
Percent Difference - School Site and District	N/A	N/A	37.0	-18.9
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	68.3	-22.1

2021-22 Types of Services Funded

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services. The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and Districtwide Actions. English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters. The College Readiness for All strand helps students access college- and career-readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include Naviance, Equal Opportunity Schools Program, College Visits, PSAT for all 10th graders and Credit/ A-G Recovery. The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afterschool hours, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns. In addition, Districtwide activities include ensuring students and teachers are supported with the shift to Common Core State Standards in math and literacy, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support. At West Park High School our systems of support are aligned with the four main areas of the RJUHSD LCAP Plan. In 2018-2019, English Learners were supported by a one to one device ratio for every student as well. Since then, one-to-one Chromebook devices are provided to all RJUHSD students. College Readiness for all is supported via the PSAT for all 10th graders, a growing dual enrollment program in partnership with Sierra College, and Credit/ A-G Recovery. Programs offered to help Support Struggling Learners include math tutoring and study hall after school hours, Panther Period, home visits, parent focus groups and information nights, Marriage and Family Therapist (MFT) Interns, School-Based Therapy interns, an Intervention Responsive Team (RTI) that meets weekly and assesses student progress and a developing, comprehensive discipline/wellness program that integrates our discipline policies with our wellness center, school counselors, onsite MFT's and the Roseville PD. All stakeholders are working together to provide a comprehensive approach that will allow us to maximize support for students that is rooted in MTSS practices.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,974	\$55,947
Mid-Range Teacher Salary	\$83,212	\$90,080
Highest Teacher Salary	\$108,986	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$161,631	\$164,633
Superintendent Salary	\$252,500	\$261,984
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	16.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

The Roseville Joint Union High School District (RJUHSD) utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full days annually) professional development training focused on curriculum implementation, instructional strategies, and assessments aligned to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing district common assessments in order to analyze results to determine best instructional practices and interventions to support learning.

RJUHSD has recently taken on additional professional development areas that addresses student wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement. This is especially true for students who have historically struggled in school.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. RJUHSD focus on digital equity ensures that every student has a personal digital device for learning. Additionally, ongoing and regular professional development opportunities are provided to staff throughout the school year. In addition to the three full-day district led events, our Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer.

New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Professional development includes but is not limited to: administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part all teachers have developed and implemented Essential Learning Outcomes across the district, however, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides. West Park has partnered with CAST and PCOE to create a user-centered design that creates multiple access points for students; our staff has collected community data from focus groups and surveys and compiled that data to create a school that fosters equitable outcomes. This year, CAST and PCOE have worked alongside the West Park teacher to engage in instructional rounds designed to promote ongoing Learner Driven Instruction (LDI) practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5