

# West Park High School

2401 Panther Place • Roseville, CA 95747 • • Grades 9-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Roseville Joint Union High School District

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#### District Governing Board

Andrew Tagg, President

Scott E. Huber, Vice President

Julie Hirota, Clerk

Pete Constant, Member

Heidi Hall, Member

#### District Administration

Jess Borjon  
Superintendent

Jess Borjon  
Interim Superintendent

Brad Basham  
Assistant Superintendent, Human  
Resources

Joe Landon  
Assistant Superintendent, Business  
Services

Dr. Suzanne Laughrea  
Interim Asst. Superintendent,  
Education Services

### School Description

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 three large classroom buildings (River, Oak, and the Performing Arts Panther Arena building). The large open collaboration spaces on the second and third floors of River and Oak allow for multiple configurations of large and small groups. 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. Fine Arts Studios and Project Lead the Way programs link classrooms to the outdoors.

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 Culturally Responsive Education 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 offered in conjunction with Sierra College. 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, whether it be in college or careers. 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 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.

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. With a focus on equity-based outcomes for all students, 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 the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	new school: no data
Grade 10	new school: no data
Grade 11	new school: no data
Grade 12	new school: no data
Ungraded Secondary	new school: no data
Total Enrollment	new school: no data

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	new school: no data
American Indian or Alaska Native	new school: no data
Asian	new school: no data
Filipino	new school: no data
Hispanic or Latino	new school: no data
Native Hawaiian or Pacific Islander	new school: no data
White	new school: no data
Two or More Races	new school: no data
Socioeconomically Disadvantaged	new school: no data
English Learners	new school: no data
Students with Disabilities	new school: no data
Foster Youth	new school: no data
Homeless	new school: no data

## 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

Teacher Credentials for West Park High School	18-19	19-20	20-21
With Full Credential	new	new	27
Without Full Credential	new	new	1
Teaching Outside Subject Area of Competence	new	new	0

Teacher Credentials for Roseville Joint Union	18-19	19-20	20-21
With Full Credential	♦	♦	459
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at West Park High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	new school:	new school:	0
Total Teacher Misassignments*	new school:	new school:	0
Vacant Teacher Positions	new school:	new school:	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts The textbooks listed are from most recent adoption: Yes
Mathematics	Carnegie, Sullivan The textbooks listed are from most recent adoption: Yes
Science	CK12 The textbooks listed are from most recent adoption: Yes
History-Social Science	The textbooks listed are from most recent adoption: Yes
Foreign Language	Realidades The textbooks listed are from most recent adoption: Yes
Health	Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

2021

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### 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, which 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); and
- 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.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	no data	N/A	no data	N/A	no data	N/A
Math	no data	N/A	no data	N/A	no data	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	no data	N/A	no data	N/A	no data	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

There are multiple opportunities for parents to get involved at West Park High School - 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. West Park also holds regular Parent Information Nights that provide additional information and support for parents who have questions. 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. Booster organizations are also underway to provide additional opportunities for parents to support West Park's many new programs.

#### 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.

#### School Safety Plan (School Year 2020-2021)

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	new school: no	new school: no	4.7	3.2	3.5	3.5
Expulsions	new school: no	new school: no	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	new school: no data	2.87	2.5
Expulsions	new school: no data	.01	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	new school: no data

\*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.

#### Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	new school: no data
Library Media Teacher (Librarian)	new school: no data
Library Media Services Staff (Paraprofessional)	new school: no data
Psychologist	new school: no data
Social Worker	new school: no data
Nurse	new school: no data
Speech/Language/Hearing Specialist	new school: no data
Resource Specialist (non-teaching)	new school: no data
Other	new school: no data

\*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.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	new	new	new	new	new	new	new	new	new	new	new	new
Mathematics	new	new	new	new	new	new	new	new	new	new	new	new
Science	new	new	new	new	new	new	new	new	new	new	new	new
Social Science	new	new	new	new	new	new	new	new	new	new	new	new

\*Number of classes indicates how many classrooms 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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	new	new	5

The Roseville Joint Union High School District 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.

The RJUHS has recently taken on other professional development areas that addresses social emotional learning and wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement. Especially so for students who have historically struggled in school. The RJUHS is in the process of acquiring, developing and implementing two approaches that address school climate; Culturally Responsive Teaching and Restorative Practices. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups.

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. The RJUHS focus on digital equity ensures that every student will have a personal digital device for learning by the 2020-21 school year. In the meantime, every student will have access to a digital device during school hours on school campuses. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, 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. Content Teacher Leaders guide general staff professional development from each school site. 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 High School has also dedicated summer days, staff meetings, and ancillary trainings to develop Culturally Responsive Teaching and Universal Design for Learning.

We have partnered with CAST 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, we have also partnered with National Equity Project to identify equity initiatives that drive change.



**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,010	\$52,670
Mid-Range Teacher Salary	\$79,902	\$89,660
Highest Teacher Salary	\$104,652	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$153,863	\$158,074
Superintendent Salary	\$247,200	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	32.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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 RJUHS D LCAP Plan. In 2018-2019, English Learners are supported by a one to one device ratio for every student as well as teacher training in UDL and culturally responsive and restorative practices. 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 extended after school hours (HUB time), a tutoring center, home visits, parent focus groups and information nights, Marriage and Family Therapist Interns, School-Based Therapy interns, an Intervention Responsive Team 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.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for West Park High School	2016-17	2017-18	2018-19
Dropout Rate	new	new	new
Graduation Rate	new	new	new

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$89,424
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

Note: Cells with N/A values do not require data.

Rate for Roseville Joint Union High	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			89.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			84.5

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	new school: no data
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	new school: no data

### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All courses	2	13

\*Where there are student course enrollments of at least one student.

### Career Technical Education Programs

West Park High School opened offering four Career Technical Education Pathways: Graphic Design, Media, 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](mailto:swaggoner@rjuhsd.us)

### 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.