

2024

WEST PARK HIGH SCHOOL SELF-STUDY REPORT

2401 Panther Pl, Roseville, CA 95747

Roseville Joint Unified High School District



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Introduction

Brief Background of West Park High School

West Park High School is located at 2401 Panther Place, Roseville, CA and is the sixth and most recent 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 Measure D bond which was passed by voters in 2016. West Park opened its doors to freshmen and sophomores in its inaugural year of 2020-21. The 2022-2023 school year housed all four grade levels on campus and our first class of seniors graduated in June of 2023. WPHS is currently home to approximately 1850 students.

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 (UDL) and Culturally Responsive Education practices. Professional Learning Teams (PLTs) 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 Advanced Placement (AP) program as well as dual enrollment courses offered in conjunction with Sierra College. At West Park High School, our vision is that every student has a chance to find their own pathway to success, so that by graduation, students will understand their own learning process and will be equipped to face any learning challenge they face, whether it be in college or career.

Summary Description of Programs Offered

In addition to the courses outlined by the (linked here) [District](#), West Park High School offers the following courses/programs:

CTE (Career Tech Education)/PLTW (Project Lead the Way) Pathways: Our CTE Pathways, including PLTW, will engage every student in high-quality, rigorous, and relevant educational pathways and programs. Developed in partnership with business and industry, these courses promote creativity, innovation, leadership, community service, and lifelong learning, while allowing students to turn their dreams into careers. Our current CTE Pathways include: Game Development, Graphic Design, Media,, Professional Photography, Engineering and Design, Biomedical Science, and Computer Science.

Advanced Placement: West Park High School offers 16 Advanced Placement courses which are grounded in the curriculum from the College Board national exams. As the school has grown, we have been able to increase the number of AP offerings. We have also seen a significant enrollment increase in our AP classes.

Leadership: Students learn the skills needed to be effective leaders, such as understanding personality and leadership styles, time/stress management, conflict resolution, group dynamics, and public speaking. Skills learned will be useful in Student Government, Athletics, and other co-curricular activities as well as work experiences and career preparation outside of school.

English Learner Program: WPHS provides ELD students language level specific classes where English skills are studied and practiced daily. The counseling department tracks the progress of all ELD students, whether they are currently enrolled in an ELD class, have been designated Reclassified Fluent English Proficient (RFEP), or are a Long Time English Learner (LTEL). Monthly ELD parent informational meetings are held by a WPHS administrator and the site ELD Coordinator.

VAPA: The West Park High School Visual and Performing Arts Department (VAPA) strives to create an inclusive, supportive, and creative environment where students can grow in their artistry as well as in their interpersonal skills. Our fully comprehensive program offers a wide range of courses including

Art, AP Art and Design, Choir, Beginning and Intermediate Piano, Jazz Band, Symphonic Band, Color Guard, Dance, Musical Theatre, and Theatre. Most of our programs participate in regional competitions in our disciplines and offer many opportunities for our students to engage with professional artists and the community.

Dual Enrollment: The tuition-free Dual Enrollment Program allows students to earn high school and college credits from the same class taken at West Park or online through another RJUHSD teacher. West Park currently offers Dual Enrollment US History and Dual Enrollment Spanish 1, which are taught by WPHS teachers during the school day. Students may also register to take DE Personal Finance online or DE English 1A online, taught by RJUHSD teachers. Other courses for the 2024-2025 school year are being planned and discussed with a team of administrators and teachers.

Sierra College Promise Program: The Sierra College Promise program is a partnership with Sierra College to remove barriers in the registering process, and provide financial aid information and counseling resources for graduating seniors. Students who are Sierra College bound after graduation receive priority registration, and are connected to success programs and financial aid professionals, as well as access to a Sierra Transition Counselor on the WPHS campus. The Transition Counselor meets with each student to create an educational plan and provide support in the class registration process.

Summer School: Summer School is held annually for all eligible students: those who earned a D or F grade and/or credit-recovery options for students to meet the graduation or "a-g" requirements, students with an IEP in the Extended School Year (ESY) Program, or English Learners who are identified as "Newcomers."

Collaboration for Self Study

West Park High School's faculty, staff, students and parents began this self-study process in the spring of 2023. The goal of the process was to examine and evaluate our progress toward the established Schoolwide Learner Outcomes, as well as determining new areas of need. To coordinate the process, we designated a WASC Coordinator and provided an instructional period to coordinate, monitor, and oversee the self-study process. The WASC Coordinator, an Assistant Principal, and the WPHS Principal attended virtual WASC training in preparation for the process.

Focus groups, with an average size of 18 to 22 people, used designated meeting times (1x per month) to complete their assigned criteria and prompts. Home groups were established using pre-existing departments, and focus group members collaborated and shared their progress in home groups on a regular basis.

To ensure that this work was a true collaborative effort, we utilized a shared Google Drive as the self-study hub. All focus group work, data collection/input, and works in progress were stored in this location. The thorough nature of this work and the high level of collaboration will be noticeable throughout the document.

All educational stakeholders, including students, played an invaluable role in our self-study process. Our stakeholders participated in meetings, took surveys, and gave insightful feedback. Their contributions provided the necessary information to create our school's Action Plan. Parents provided input through School Site Council meetings, LCAP meetings, and surveys.

CHAPTER 1

PROGRESS REPORT



WASC Chapter 1: Progress Reports

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

After lengthy discussions with our school site stakeholders, we have identified the following areas as the most significant developments at West Park High School since our first WASC visit.

Addition of 11th and 12th Grade Classes

Since our last WASC visit our school has seen our student population more than double in size. With the addition of two new grade levels since our last visit, our student population is roughly 1850 students. During the 2022-2023 school year, we had a series of firsts. We held our first ever Senior events (Senior Sunrise, Senior Sunset, Senior Ball), and we graduated our first group of students. The increase in student population has positively impacted on-campus events, facility use, academic offerings, and campus culture.

New Staff Hires

One of the most important developments at West Park High School has been the hiring of more than 40 new staff members. Our new staff members have joined us through multiple avenues. We have welcomed new staff from other schools in the district, hired individuals who are fresh out of credential programs, and recruited highly experienced teachers from districts around the region. Each of these new staff members was chosen for their passion for teaching, their love of students, and their desire to embody our motto, "We Value People and We Love to Learn."

Changes and Additions in Administration

A consistent change over the last three years has been West Park High School's immense growth. Since our last visit, we have added 2 Assistant Principal (AP) positions and hired a total of three new APs since our last WASC visit. With a total of four APs, we are able to partner each administrator with a grade level that they will follow for all four years. This has allowed for relationship building in addition to the normal roles each AP fills on campus (Facilities, Curriculum Development, Safety, etc.). The delegation of work and the additional responsibilities have allowed our APs to work as a team to mentor new teachers more effectively, develop new and improved safety protocols, and further address campus needs in an efficient and effective manner. We have also added two counselors to our West Park family since our last visit, and each AP is paired with one of our four counselors.

Growth and Additions in Our Athletic Department

When West Park High School opened its doors, the goal was to provide as many meaningful athletic opportunities as possible. Over the last couple of years, the Athletic Department has grown by leaps and bounds. The department has added four new sports programs, two part time assistant athletic directors (three total), and a full time athletic administrative assistant. Additionally, the Athletic Department has started a leadership program for student athletes (Panther Athletic Council) that focuses on developing leadership skills and community service. Currently, West Park High School competes in 25 varsity sports, and has lower level opportunities in almost every sport. Roughly 800 students participate in athletics at West Park High School each year.

3 New Classroom Buildings & Campus Facilities

- The Foothill and Sierra buildings are the two newest buildings on campus. The top 2 floors mirror our original two buildings (River and Oak), however the bottom floor of these buildings house dedicated living skills classrooms and FSP classrooms. Both buildings opened in time for the start of the 2022-2023 school year, helping with our ever-growing student population.
- The Grove building opened in December of the 2022-2023 school year. Grove houses a black box theater, and just weeks after opening, our school's first play was performed there. In addition to the theater, there is a large presentation space where public events as well as

practices for a number of teams occur. The building added another serving area for our cafeteria and a restaurant-like atmosphere for our Panthers to enjoy meals.

- The Panther Aquatic Facility opened in February of 2023 with a Panther Plunge, during which staff and students jumped into the pool for an inaugural swim. West Park's tennis courts were completed in the spring of 2023, just in time for the 2023-2024 season. Prior to their completion, our tennis teams shared the Antelope High School facilities.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

- Our West Park High School Principal reviews the Single Plan for Student Achievement (SPSA) each year, and compares our school progress to our site goals and the LCAP goals that guide our district. Our departments create SMARTER goals (Specific, Measurable, Achievable, Relevant and Equitable outcomes for students) at the start of each school year, and with our student data, the Principal writes the new SPSA plan.
- The plan is reviewed by our English Language Advisory Committee (ELAC) and the School Site Council (SCC) before it is sent to Ed. Services and the School Board for final approval.
- West Park High School monitors the SPSA by sharing data with our staff at our Meeting of the Panthers each month, and our teachers use their SMARTER goals and department common assessments during their monthly meeting times with their Professional Learning Teams (PLT). In addition, the state testing and Advanced Placement (AP) data from the College Board help us monitor academic progress. Social emotional information from our Wellness Center and counselors, data from our Healthy Kids survey, and parent and teacher surveys drive this document and the goals set for our school.
- Universal Design for Learning (UDL) and Learner Driven Instruction are the foundation for our instruction, and strategies for using this pedagogy in our classrooms are shared by teachers at each staff meeting. In addition, all new staff have training in these practices prior to starting the school year.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.

Goal 1: West Park High School will strategically focus on becoming a school that eliminates the margins for all learners.

- Since our last WASC visit, all teachers are trained in the implementation of Universal Design for Learning at the start of each school year.
- The school administration continues to partner with CAST and PCOE to address learning and behavioral strategies to share with teachers and staff.
- All staff meetings have a "Panther Spotlight" focus where Panther staff share strategies complementing UDL and providing support for ALL learners (see sketch of professional development plan [HERE](#)).

Goal 2: West Park High School will focus on building six CTE pathways, developing a strong Advanced Placement program and continuing to build and review four year plans with each student with the goal of preparing all students for higher levels of education after high school.

- From our last visit, we have created 6 CTE pathways that were shared in our introduction.
- WPHS has grown our Advanced Placement courses significantly (see data slide), from 81 AP tests taken in 2021 to 642 tests taken in 2023, and we are on track to surpass this number in 2024. Our students take advantage of our rigorous course offerings.

Goal 3: Social-emotional and academic learning are two interdependent elements of the learning experience. West Park High School will provide multiple access points for students, parents, and staff to collaboratively build a system of shared support so that student and family engagement provides the foundation for a thriving community.

- 51% of students see themselves reflected in their learning in all four courses each term.
- All departments on campus are trained and encouraged to use curricular materials that represent diverse perspectives.
- 100% of WPHS head coaches attended InsideOut training, which focuses on the whole athlete, not just results on the playing field.

Goal 4: **West Park High School will build a tradition of high levels of academic achievement at multiple levels.**

- WPHS teachers work together to produce Essential Learning Outcomes (ELO) for all courses.
- All teachers create SMART goals related to targeted areas of academic achievement.
- Teachers review data in Professional Learning Teams (PLT) and adjust teaching strategies as needed after analyzing formative and summative student data.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

- What was called "Hub" during our last WASC visit is now "Panther Period." This time provides all students an opportunity to get extra help and conference with teachers, and allows students with IEPs to meet their SEL needs. This process has been tightened up and an extra bell added to our schedule to remind teachers to transition to this time with students.
- CTE has expanded to include six pathways, including Game and Professional Photography.
- Since our last visit, West Park High School has become one of the fastest growing dual enrollment schools in the area.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

- West Park is just now analyzing CAASPP data and using it for our instructional and curriculum decisions. Our data for the 2022-2023 school year did not show the results we were hoping for in some areas, so this year a team of teachers and the administration attended the state CAASPP conference. As a result, all teachers in English, Math, and Science are administering interim assessments to familiarize students with the platform and the questions they will encounter.

CHAPTER 2

STUDENT/ COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS



Student Demographics

1. Enrollment Data

Current Data Trends:

- Over the last 4 years, WPHS has grown 280% since our initial enrollment (485 total students in 2020-21 to our current total of 1850 students).
- Our White population makes up 39% of our student body, which is significantly lower than our community's makeup of 65.2%.
- Our second largest student population is Asian (Non-Hispanic) with an enrollment of 287 students (15.59%), which is higher than the community average (11.8%).
- We have seen an 11.03% decrease in our White population, and a 5.69% increase in our Asian (Non-Hispanic) population.
- 30% of our student population is considered socioeconomically disadvantaged, which represents an increase of 17% from the previous year, and a 10% increase from our first year (2020-21).
- 7.84% of our students are part of our Special Education program. This population percentage has ranged from 5% to 7.84% over our first 4 years.

Analysis:

WPHS serves a very diverse population of students. As the school has grown in size, so too has our diversity. Additionally, we have seen an increase in students who are socioeconomically disadvantaged. To better serve our ever changing population, WPHS has remained committed to creating and delivering high quality instruction, while also creating a safe and welcoming environment for all of our students.

For social emotional needs, our counseling department works with students regularly and provides community support resources for our families and individual students. Our Wellness Center has Interns working with students daily to help students navigate struggles that may go beyond our counseling team and require therapy. This practice involves thorough communication and permission from parents should a student want regular therapy assistance.

As mentioned, our school has become very diverse. Our English Language Development team—a combination of administrators and teachers that share a passion for EL students—works to serve the needs of our growing population of English Learners. Our English Language Development teacher ensures that important information is translated for our English Learners, and our staff learns about an ELD teaching strategy at nearly every staff meeting.

Student Performance Data

1. CAASPP- English Language Arts

Current Data Trends:

- In 2023, our ELA scores dropped by 3% (from 69% standard met and exceeded in 2022 to 66% standard met and exceeded in 2023).
- There is a wide gap between our Female population (76% standard met and exceeded in 2023) and our Male population (55% standard met and exceeded in 2023).

- There is a wide gap between our Non-SED population (69% standard met and exceeded in 2023) and our SED population (51% standard met and exceeded in 2023).
- The gap between our top performing populations (Filipino [88% standard met and exceeded], Asian [76% standard met and exceeded], and Black/African American [72% standard met and exceeded]) and our lowest performing populations (White [66% standard met and exceeded], Hispanic/ Latino [49% standard met and exceeded], and 2 or more races [58% standard met and exceeded]) is noticeable.
- Our students with disabilities performed at a rate significantly higher than the district average (33% standard met or exceeded vs. 21% standard met or exceeded).

2. CAASPP- Mathematics

Current Data Trends:

- In 2023, our Math scores dropped by 5% (from 35% standard met and exceeded in 2022 to 30% standard met and exceeded in 2023).
- Our students performed at a similar level to comparable schools in our district. The district average for similar schools was 32.4%.
- The gap between our top performing populations (Asian [58% standard met or exceeded], Filipino [50% standard met or exceeded]) and our lowest performing populations (Black/ African American [14% standard met or exceeded], Hispanic or Latino [22% standard met or exceeded], White [24% standard met or exceeded], and 2 or more races [26% standard met or exceeded]) is noticeable.
- In 2023 the gap between our male and female students was minimal (5% difference).
- There is a wide gap between our Non-SED students (33% standard met or exceeded) and our SED students (16% standard met or exceeded).
- Our students with disabilities performed at a rate significantly higher than the district average (25% standard met or exceeded vs. 8% standard met or exceeded).

3. CAASPP- Science

Current Data Trends:

- In 2023, our Science scores rose by 15% (from 35% standard met or exceeded in 2022 to 54% standard met or exceeded in 2023).
- Our students performed at a higher level when compared to similar schools in our district. The district average for similar schools was 43.6%.
- There was no significant difference between the performance of our female population and our male population (56% standard met or exceeded compared to 53% standard met or exceeded).
- There is a wide performance gap between our Non-SED students and our SED students (58% standard met or exceeded compared to 39% standard met or exceeded).
- Our students with disabilities performed at a rate significantly higher than the district average (22% standard met or exceeded vs. 12% standard met or exceeded).

Analysis:

Although we land above state averages, our CAASPP scores from spring of 2023 in ELA and Math need improvement. In addition to the high quality instruction and focus on rigor in both Math and ELA, we are raising the importance of the CAASPP test with our community. We sent a team of teachers and administrators to the CAASPP conference in the fall. As a result of the learning at that conference, we are administering interim assessments and building student knowledge of CAASPP strategies. In addition, we have launched a campus-wide campaign to encourage positive attitudes about CAASPP throughout the spring of 2024.

Our CAST scores for science showed improvement and were a highlight in our data profile. They reflect the learning and enjoyment that students are experiencing in WPHS science classes.

3. English Learner Data

Current Data Trends:

- Our number of level 1 EL students ("Newcomers") increased from 2021-22 to 2022-23.
- Our total number of EL students increased from 24 to 44..
- Our number of Reclassified Fluent English Proficient (RFEP) students increased from 28 students in 2021-22 to 49 students in 2022-23.
- Our ELD class offerings increased from 3 ELD classes (ELD1-ELD3) in 2022-23, with the addition of ELD Seminar in 2023-24. In 2024-25, we are adding an ELD Peer Helping class.

Analysis:

As a new site, we have seen a dramatic increase in our student population. With that growth we have also seen our EL numbers increase by close to 90%. We currently have 4 full time ELD courses to serve our students, which has given us the opportunity to better meet their academic needs. As we have grown as a site, our program has added two Learning Support Specialists. This has allowed us to better track student academic progress, resulting in better academic performance across multiple subjects and disciplines. Additionally, we are in the process of adding a second ELD teacher to support our growing EL population. Our English Learner Advisory Committee (ELAC) convenes 4 times a year in order to better inform our parents while providing them an opportunity to give feedback and help us create a vision for our ELD department.

College and Career Preparation

1. Students Meeting a-g Requirements
2. Career Technical Education Completion Results
3. Advanced Placement Data
4. College and Career Readiness Indicator

Current Data Trends:

- a-g requirements were met by 76% of WPHS graduates, which is 31% higher than the state average.
- All subcategories of students were above the state average in terms of meeting a-g requirements
- 30% of our 2022-23 graduates completed a CTE pathway. This number will increase by about 10% in the 2023-24 school year.
- For the last 3 years, WPHS has seen significant growth in AP participation. In 2020-21, 67 WPHS students took a total of 81 tests. Last year (2022-23), 359 WPHS students took a total of 642 tests.
- WPHS has seen a significant increase in AP success over the last 3 years. 64% of AP tests at WPHS resulted in a score of 3 or higher.
- 65% of WPHS students qualify as prepared for college and career, which is 21% higher than the state average. All subcategories of students significantly outperformed the state average.

Analysis: Over the 4 years that WPHS has been open, we have focused on providing high quality opportunities for our students. From the top down, our site has fostered an environment of being prepared for life after high school. Our teachers and counselors work to ensure that students are taking and succeeding in as many a-g courses as possible. A combination of CTE classes, AP classes,

and rigorous college prep courses enhances our students' college and career preparedness upon graduation.

Graduation Report

Graduation Rate:

- WPHS had a 98.4 % graduation rate in 2022-23, which exceeds the state graduation rate (86.4%) and the district graduation rate (93%).
- Our projected graduation rate in 2023-24 is 98%.
- The following data was self-reported by graduating seniors in the spring of 2023:

Graduating Class	4yr College/ University	Community College	Vocational Ed or other Post-Secondary	Military	Straight to Career or Other Plans
2023 (238 Total Students, 203 survey respondents)	70	113	N/A	6	14

Current Data Trends: West Park High School has a graduation rate that is significantly higher than the state average, and is 5% higher than our district average.

Analysis:

West Park High School has numerous built-in advantages that help our students graduate. The 4x4 block schedule provides our students with the required number of credits, but also allows them to take an additional 80 credits. These additional credits ensure that our students remain on track to graduate. Additionally, our site/district offers 4 credit recovery opportunities each school year, as well as summer school and concurrent enrollment with Roseville Adult School for our most credit deficient students. These built-in supports have proven to be very successful in our short time.

School Climate

1. [Suspension and Expulsion Rates](#)
2. [CA Healthy Kids Survey Data](#)
3. [Perception Data](#)
4. [Athletics and Activities](#)

Current Data Trends:

- WPHS has successfully dropped our schoolwide suspension rate from 6.1% to 3.9%.
- Students feel connected to the school and academically motivated; they believe that staff has high expectations for them and that they have good relationships with caring adults on campus.
- Students universally have a strong desire for classroom decor upgrades, improved cleanliness of our brand new campus, and an increase in CTE pathways.
- Athletes on campus universally agree that our coaching staff should engage in transformational coaching practices, ensure safety for all athletes, and help them become better people, while also ensuring that they have a fun time on the team.

Analysis:

Over the past academic year, there has been a notable decline in student suspension rates at WPHS, dropping from 6.1% to 3.9% of students being suspended. This significant reduction reflects a concerted effort by both faculty and administration to implement proactive disciplinary measures and support systems aimed at fostering a positive learning environment. Through targeted interventions such as restorative justice practices, increased counselor availability, and personalized support for at-risk students, we have successfully mitigated behaviors leading to suspensions.

Transformational coaching encourages individuals to become more aware of their thoughts, feelings, and behaviors, as well as the underlying patterns and beliefs that drive them. Coaches help individuals to recognize their own power and agency in creating change in their lives. This often involves challenging limiting beliefs and fostering a sense of confidence and self-efficacy. WPHS takes pride in this model for athletes as it supports our motto of valuing people and helping our students to be their best selves.

This and other measures have improved our student connectedness to WPHS. We will continue to monitor our student body surveys and other data to monitor our progress with school climate and overall culture.

Attendance Data

Chronic Absenteeism

Current Data Trends:

- Students with disabilities account for the highest rate of chronic absenteeism with a rate of 34.8%.
- English Learners account for the second highest rate of chronic absenteeism with a rate of 15.3%.

Analysis:

Chronic absenteeism at West Park is well below the state averages for all student groups except for students with disabilities. As a site we have a multi-tiered support system in place to help ensure that students and families are aware of daily attendance records. We have a full time attendance clerk, and a Learning Support Specialist who helps keep students on track with attendance issues during the school year. We will continue to monitor and support students with disabilities to ensure that they have all the support they need to be successful at West Park High School.

Major Preliminary Student Needs

- Continue comprehensive support services, including counseling, social emotional learning programs, and special education services, that are responsive to the diverse needs of students and their families.
- Regularly monitor and evaluate the effectiveness of support programs and initiatives targeted towards disadvantaged students, making necessary adjustments and improvements based on feedback and data analysis to ensure equitable outcomes for all students.
- Rather than suspension, continue to collaboratively develop behavior by outlining expected behaviors, consequences for infractions, and steps for improvement. These steps create clear expectations and accountability while promoting a sense of ownership over one's actions.
- Continue to use attendance data to identify trends, assess the effectiveness of interventions, and make informed decisions to address chronic absenteeism.

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- What are other effective strategies and resources for supporting the language development and academic success of EL students?
- How can we actively engage families and caregivers in the education of socioeconomically disadvantaged students?
- What further resources and support systems are available to implement restorative practices effectively?
- What other successful practices or initiatives have other institutions implemented to combat chronic absenteeism that we could adopt or adapt?

CHAPTER 3

SELF-STUDY FINDINGS



Category A:

Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. The school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>Our mission statement, "We Value People and We Love to Learn," is the guiding force for all that we do at West Park High School. We consistently revisit our mission statement during School Site Council, Vision and Leadership Team meetings, PLT time, Department Coordinator meetings, staff meetings, and administrative meetings. The mission statement is also highly visible to all stakeholders: it is posted in classrooms and common areas, written into the Parent/Student Handbook, posted on the web page, and posted on every PLT and leadership agenda.</p> <p>WPHS's mission and vision are aligned with the SPSA, current LCAP goals, and the schoolwide philosophy of promoting critical thinking, collaboration, and communication to foster college and career opportunities for West Park graduates.</p> <p>The School Site Council meets to discuss and make decisions around curriculum, materials and overall school success. Site Council votes on approving the SPSA. At the district level, there are several LCAP meetings, surveys, and forums to discuss how LCAP funds are used at all sites. The district and site LCAP support the mission and vision of West Park High School. We are in the process of developing a graduate profile building on the Schoolwide Learner Goals to deepen students' and families' understanding of our school goals and expectations.</p> <p>Schoolwide Learner Goals are developed through staff collaboration and communicated to all partners. Through the School Site Council, as evidenced through the meeting minutes,</p>	<p>West Park Mission Statement</p> <p>WPHS Course Catalog</p> <p>School Plan for Student Achievement (SPSA)</p> <p>LCAP</p> <p>School Site Council Meeting Notes</p> <p>Vision and Leadership Team Meeting Agendas/Notes</p> <p>Department Coordinator Notes</p> <p>Head Coaches Slide Deck</p> <p>PAC Slide Deck</p> <p>Purpose Statements</p> <p>BTSN Slide Deck</p> <p>Panther Preview Night Agenda</p>

there is an opportunity for students and families to revisit our Schoolwide Learner Goals and mission and vision. One area for growth is for administration to increase communication with staff and families to develop a more collaborative culture and create collective accountability for student success. We communicate our Schoolwide Learner Goals with our parent/guardians and during Back-to-School Nights, Parent Information Nights for Athletics and during our Panther Preview Night.

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.	
Findings	Evidence
<p>The board policies and procedures regarding the roles of the board and district administration are clear. The Governing Board of the Roseville Joint Union School District publishes all board policies and administrative regulations on the district website, as evidenced in the District Parent Handbook, Code of Conduct, and Board Policy and Procedures. Included is the Athletic Handbook with policies and procedures for student athletes and their families.</p> <p>The Superintendent and his cabinet provide the leadership for the board. Decisions resulting from board actions are implemented through the Superintendent's office down through the established channels for action at the school site. This communication is shared with all stakeholders through emails from HR and the Superintendent office, School Site Council, Advisory Committees, ParentSquare, Faculty Handbook, and Parent Surveys.</p> <p>The school community understands the importance of the governing board in the success of the schools. Through posted <u>Board Agendas</u> and <u>livestream meetings</u> of the open sessions, the community has an opportunity to view, even if they are not present. Parents regularly participate in board meetings to advocate for a program, support a measure, or participate in public comment. Their activity is reflected in the board minutes available on the district website.</p> <p>Summary Analysis: The school board policies are supportive of West Park's vision, purpose, and Schoolwide Learner Goals. The community continues to support and share in the district and school's visions for educational excellence, as evidenced by bond</p>	<p>WPHS Handbook</p> <p>School Site Council</p> <p>RJuHSD School Board Agendas and Policies</p> <p>Staff Website with Policies and Procedures</p> <p>ELAC</p> <p>CILT example</p> <p>LCAP Survey</p> <p>Site Tours for Board Members</p> <p>Faculty Handbook</p> <p>Site Council</p> <p>LCAP Student Meetings</p> <p>District Staff Handbook</p> <p>Boosters: Athletics and Performing Arts</p>

<p>measures for new facilities and upgrades. Community support for board goals and policies impacts student achievement and well-being by focusing on the aim of preparing students for college and career.</p>	<p>Board Approvals for Overnight field trips, curriculum, donations, curriculum ordering</p> <p>RSEA and CSEA Contract</p> <p>First professional development days of each term</p> <p>Back to School Site PD</p> <ul style="list-style-type: none"> • UDL Training for new staff • Principal Welcome Back Letter <p>Back to School District PD</p>
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Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action

plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
<p>Using student assessment data, course grades, attendance and graduation status, and input from various stakeholder meetings, the school leadership and stakeholder groups make decisions and initiate activities that focus on students achieving the Schoolwide Learner Goals, academic standards and college and career readiness standards. This is evidenced in our Leadership Agendas, LCAP, School Site Council meeting notes, CILT, IRT meetings, and various data-driven meetings.</p> <p>West Park's staff effectively support student learning throughout all programs. Teachers meet by department and subject to continually better serve our student population. Within departments, teachers regularly share strategies to increase student achievement based on data. Teachers meet at least weekly by PLT to discuss specific goals for students by department.</p> <p>Staff in all areas also support the student body and the overall school climate by being present at extracurricular events, lending support to student activities, and celebrating student achievements.</p> <p>Developed by the School Site Council, the school's Single Plan for Student Achievement (SPSA) provides disaggregated data regarding student achievement, which is used to identify major student learner needs and address academic and career standards. The data is analyzed to create goals that will address areas of need. These include specific actions to be taken, timelines, and the expenditures needed to ensure the goals will be met in a timely manner in accordance with the district LCAP. Every effort is made to ensure that our SPSA aligns with our District Plan and LCAP goals. The school plan is correlated to student learning. The staff uses student achievement data to ensure career readiness and preparation for their postsecondary goals. Students, parents, teachers, administrators, and classified staff serve on the School Site Council, which meets regularly to allocate funds to support student achievement and the goals of West Park High School outlined in the SPSA.</p>	<p>Vision and Leadership Team Meetings and Agendas</p> <p>LCAP</p> <p>Staff Surveys for School Wide Decisions</p> <p>IRT Meetings (Confidential, can share process upon request)</p> <p>SPSA Report: Reviewing CAASPP and AP scores</p> <p>Department Coordinator Meetings</p> <p>AP/IB Coordinator Meetings</p> <p>District Department Lead Meetings</p> <p>Collaborative PLT with Sierra College</p> <p>Schoolsite Council Meetings and Agendas</p> <p>Department Collaboration and PLT</p> <p>CTEAC Meetings and Agendas</p> <p>CILT</p> <p>Monthly Staff Meetings</p> <p>ELAC</p> <p>School Site Safety Team Meetings</p>

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p>West Park High School follows the hiring guidelines established by RJUHSD, which specifies that the most highly qualified and suitable candidate be hired for any open position. Once they join the faculty, teachers are assigned to teach within their areas of credential. Teachers continue to hone their skills by participating in ongoing staff development and personalized training in the areas of technology, subject-specific courses, and instructional strategies. These include Canvas training, Canvas Summits, and professional development and training at both the district and the department level.</p> <p>The district and site plan of staff development follows a systematic approach. We consistently meet to develop UDL strategies and cross-departmental collaboration, as evidenced in staff meeting agendas.</p> <p>Site administration implements trainings based on district needs (e.g., when new technology or programs are installed). When deemed necessary, trainings are also offered based on departmental or individual needs.</p> <p>Professional Learning Teams ensure consistency with the curriculum that is being taught at each grade level. Formative and summative assessment data is shared and analyzed within each PLT to ensure student achievement. Some departments meet with district-wide PLT groups to keep the same high standards across sites.</p> <p>At the first staff meeting of the school year, each administrator communicates his or her responsibilities (see Administrator Responsibilities in evidence) and expectations. At that meeting, staff also discuss and review the staff website, which houses</p>	<p>Staff Website</p> <p>Evaluation Examples</p> <p>WPHS PD Plan</p> <p>Evaluation Process: Self Study Prior</p> <p>Pre Meeting</p> <p>Evaluations (3 day) once each term for 6 total</p> <p>Post eval meeting with documentation</p> <p>Staff Meeting Agendas</p> <p>Professional Development</p> <p>Canvas Summit</p> <p>Canvas Training</p> <p>Weekly PLT Meetings</p> <p>Ed Services Newsletters</p>

<p>administrator responsibilities, clerical responsibilities, and policies and procedures for most of what occurs on our school campus.</p>	<p>Department Conferences</p> <p>AP Teacher Training</p> <p>CAASPP Practice Testing</p> <p>District TOSA Support on campus</p> <p>Induction Training for New Teachers</p> <p>RJUHSD Subject Specific Trainings</p> <p>Staff Website which includes all policies and staff handbook</p> <p>Classroom Emergency Binders</p> <p>Admin Responsibility Organization chart</p>
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Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
Budget expenditures support the goals of the SPSA, LCAP and site goals.	SPSA

<p>Purchase orders are created according to state guidelines, reviewed by Department Coordinators, and submitted to the principal and then to the district office to ensure proper and appropriate allocation of funds. New vendors must be approved through RJUHSD via the form.</p> <p>The School Site Council members meet monthly to discuss the allocation of funds for West Park High School. The members of the SSC are administrators, certificated teachers, classified staff, parents and students. As we create our SPSA for the year, the principal seeks input from the staff, site leadership team, and the ELAC before deciding on the expenditures for the SPSA.</p> <p>West Park employs a full time on-site Information Systems Analyst to assist students and teachers with technology problems or questions. He also has paid student interns to support WPHS students and staff. RJUHSD supports staff as well, offering tech support via the Help Desk.</p> <p>The policies and procedures for acquiring instructional materials and equipment effectively support student learning.</p> <p>The campus is well-maintained, as evidenced in the Maintenance Request Form and Custodial Clean-Up Schedule. We have a team of on-site custodial staff</p> <p>Summary Analysis: The distribution of resources at West Park High School is equitable and the allocation of funds is based on data indicating student groups with the most need. Distribution and use of resources impacts student learning and well-being by ensuring that the allocation and use of resources (people, time, and money) creates student experiences that enable all students to reach rigorous learning outcomes, no matter their background or income.</p>	<p>LCAP</p> <p>Site Leadership Agendas</p> <p>Staff Meeting agendas</p> <p>Department Chair Meeting Agendas</p> <p>District policy for adopting books</p> <p>District curriculum</p> <p>Textbook adoption through CILT</p> <p>Custodial Clean-up schedule</p> <p>Work order process</p> <p>Safety Team Meeting Minutes</p> <p>Annual Budget Summary</p> <p>Budget Spreadsheet</p> <p>Hot spots provided by RJUHSD for low income students upon request</p> <p>MST demonstrates teacher-student ratio</p> <p>On site tech support</p> <p>Research Lab support for Chromebooks</p> <p>Common Areas</p> <p>Maintenance Request Form</p> <p>1:1 Chromebook</p> <p>Canvas use for the site</p> <p>Department Chairs budget meetings</p> <p>Site fund purchases are first through DC and then Admin</p> <p>New Vendor request forms</p>
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	Safety Team Custodial Clean up schedule CILT Site Council Drill Procedures and maps
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ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. Communication of policies, procedures, and expectations to all staff
2. Access and opportunities for professional development
3. Organization of financial responsibilities and support from district leadership

Areas of Growth

1. Continue to develop and implement use of data systems to better inform instruction and determine needed support. Work with the district as they increase support to schools through ongoing formative and other data reports.
2. Continue to develop and implement methods of communication to ensure that all stakeholders are informed of progress, procedures and goals.
3. Analyze data as an entire staff to make decisions and allocate resources related to goals and priorities, including support for English Learners, math tutoring, and professional learning options for teachers, plus additional support materials as needed.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

<p>B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.</p> <p>B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.</p>	
Findings	Evidence
West Park's vision for innovative instructional approaches is clearly evident in our curriculum—all departments foster student engagement, critical thinking, and real-world skill	CTE: Course outlines Common IM Syllabus

<p>development.</p> <p>Many departments, including Science and Health, prioritize real-world application of knowledge. They provide opportunities for students to engage in inquiry-based learning, observe natural phenomena, and apply their learning to relevant scenarios, ensuring that education is connected to practical applications outside of school. Departments such as Math emphasize integrated learning where different areas of study overlap and build upon prior knowledge. This approach encourages students to apply analytical tools and problem-solving strategies in a variety of different contexts.</p> <p>World Language instruction focuses on developing students' cross-cultural competence through research, analysis, and comparison of different cultural products, practices, and perspectives. This emphasis on intercultural communication prepares students for an increasingly globalized world.</p> <p>As a UDL school, we are aligned in our commitment to building UDL strategies and principles into our curricula. These strategies promote student choice, engagement, and the removal of barriers to learning. At the beginning of each school year, WPHS reinforces its commitment to UDL principles by training new hires in implementation.</p> <p>Across departments, there is a shift towards diverse assessment methods that allow students to demonstrate their understanding through a variety of methods. Whether it's through performances in VAPA classes, presentations in Social Science, or digital coursework in Physical Education, students are assessed authentically and comprehensively.</p> <p>WPHS teachers view students as essential partners in learning. We regularly ask students to engage in reflective practices such as self-assessment and critical analysis of peer work samples. These practices encourage students to reflect on their learning process, evaluate their skills, and develop metacognitive awareness, fostering lifelong learning habits.</p> <p>Practices across the curriculum prepare students for a wide variety of college and career pathways. Social Science and other departments help students develop critical thinking skills, research abilities, and the capacity to communicate effectively. By making connections between academic content and students' lives, education becomes relevant and meaningful for pursuits past high school, such as college and career.</p> <p>Across the curriculum, students experience learner-driven instruction, relevance to real-world contexts, and the</p>	<p>Math Pathways</p> <p>English 12 Capstone Research Paper Overview and Requirements</p> <p>NGSS Physics Objectives</p> <p>CTE Graphic Design Project Sequence</p> <p>Physical Education Syllabus</p> <p>Archery Study Guide 1</p> <p>Archery Study Guide 2</p> <p>Health & Wellness Scope & Sequence</p> <p>NGSS Biology: Human Impact Case Study</p> <p>VAPA Showcase Spring 2022</p> <p>Band Field Show</p> <p>Dance Halftime Performance</p> <p>World Language - Spanish 4 - Essential Questions and ELOs</p> <p>World Studies Stanford History Education Group (SHEG) Assessment</p> <p>World and US Writing Rubric</p>
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development of skills essential for success in the 21st century.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.

Findings	Evidence
<p>Across departments, our courses are aligned with California Common Core Standards and the vast majority are a-g approved. Science courses are NGSS-aligned, and PE uses the state Model Content Standards. Additionally, the CTE department builds employability expectations into its curriculum.</p> <p>Beyond alignment with state and content-area standards, courses at WPHS focus on college and career readiness as well as life skills and wellness. For example, the health department's Health and Wellness course equips students with life and health skills, while collaborative group work in science classes prepares our students for real life workplaces and helps them jumpstart key problem solving skills. In visual and performing arts courses, students are exposed to professional level artists and given many opportunities to share their artistry out in the community.</p> <p>In each department, curriculum is vertically aligned to increase in rigor and match the increasing complexity at each level of study, ensuring students are prepared for college or career pathways. For example, in math courses, teachers adopt a truly integrated approach, scaffolding content between levels from IM1 to IM3. This spiraling approach allows students to study the same umbrella of topics throughout each course, building understanding progressively and preparing them for higher-level math courses.</p> <p>Campus-wide, our curricular approaches provide students with a well-rounded education that provides skills and knowledge necessary for their future endeavors after high school.</p>	<p>a-g Requirements & WP Courses Offered</p> <p>Social Science: World Studies Scope and Sequence US History Scope and Sequence</p> <p>CTE: all CTE courses use the same standards for career ready practice</p> <p>CTE Employability Grade</p> <p>NGSS Physics Gravity Car</p> <p>English ELO and Course Outlines-Grades 9-12</p> <p>California PE Model Content Standards</p> <p>Health & Wellness Life Skills / Health Skills Checklist</p>

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p>Civic involvement and experiential learning are key components of courses across departments at WPHS. Many courses maintain partnerships with local organizations and institutions to expand learning outside the four walls of the classroom. The Counseling Department collaborates with feeder schools and Sierra College to support students' academic transitions, while the Science Department partners with waste and water treatment plants to provide students with real-world experiences and career exploration opportunities. The CTE and VAPA departments engage guest speakers from the local community. In PE, students interact with the community at large through the outdoor curriculum, taking a variety of trips to utilize community resources and develop ties to the outdoor community at large. Several departments, such as CTE, organize field trips and college visits to connect students with resources in the community.</p> <p>Students also address local issues through research and project-based learning. In Ethnic Studies and English 12, students design solutions and conduct sustained outreach related to community issues, fostering critical thinking and civic responsibility. In World Languages, students plan community projects that consider cultural needs.</p>	<p>CTE: Ye Olde CTE Faire is an event explicitly targeting coordination with local feeder schools.</p> <p>Panther Preview Night - Incoming freshmen and their parents visit the campus and get a sneak peak of what West Park has to offer!</p> <p>Senior Showcase planning documents: Capstone Research Paper Capstone Outreach Project</p> <p>Elementary School Outreach Dance Performance</p>

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes a wide variety of opportunities and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.	
Findings	Evidence
<p>WPHS offers a diverse array of courses spanning the arts, academics, career and technical education (CTE), physical education (PE), and health and wellness. These offerings cater to students' diverse interests and provide opportunities for exploration and growth.</p> <p>Most courses, including those in Social Science, Science, English, Math, and World Language, are a-g approved and college preparatory, ensuring students receive a rigorous</p>	<p>VAPA Course Catalog</p> <p>Science Course Offerings</p> <p>CTE Pathway Map</p> <p>a-g Requirements</p> <p>English College Prep Description pg 3-5</p>

<p>academic education that prepares them for the demands of college.</p> <p>Departments provide Advanced Placement (AP) and Dual Enrollment options, allowing students to earn college credit and challenge themselves academically. These opportunities enhance students' readiness for higher education and provide valuable academic experiences.</p> <p>Counseling supports students in creating personalized four-year plans aligned with their post-secondary goals, while Special Education offers Transition Plans to explore college and career interests. This individualized approach ensures that all students receive guidance tailored to their unique needs and aspirations.</p> <p>The Health & Wellness department, along with PE courses, prioritizes students' holistic well-being by equipping them with life skills, health skills, and physical fitness activities. This emphasis on overall wellness prepares students for academic success and productive living.</p> <p>From student-directed One Act plays in Theatre to engaging with complex ideas in dual enrollment courses, WPHS students have ample opportunities to explore and hone their passions, interests, and skills within the classroom setting and prepare for a wide variety of options beyond high school.</p>	<p>Social Science pg. 18-21</p> <p>English 10 Inform/Explain Unit (College & Career Writing Project)</p> <p>PE: Outdoor Course Calendar</p> <p>Math Pathways</p>
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<p>B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.</p>	
Findings	Evidence
<p>Students at WPHS frequently engage in activities that connect classroom learning to practical scenarios, promoting critical thinking and application of knowledge beyond the classroom. Departments such as VAPA, Social Science, Science, English, PE, Math, World Language, and Health integrate real-world examples and projects into their curriculum.</p> <p>Across the curriculum, students are empowered to take an active role in their learning. For example, in Theatre classes, students have opportunities to plan, direct, and promote their work, fostering ownership and agency in their educational experiences. Additionally, collaborative projects and</p>	<p>Dance Poster</p> <p>Working with Guest Choreographer</p> <p>World Language: ELO - La escuela - Spanish 1</p> <p>ELO - Vender una casa o apartamento - Spanish 2</p> <p>Planning for the future - Spanish 4</p>

<p>inquiry-based labs in Science classes encourage teamwork and creative problem-solving skills.</p> <p>Interdisciplinary connections appear in several departments, such as VAPA, Social Science, Science, English, and World Language. Students analyze historical events in Social Science courses, apply scientific concepts in real-world labs, and explore cultural topics in World Language classes, demonstrating the interconnectedness of different subject areas.</p> <p>PE and Health courses at WPHS prioritize lifelong skills and holistic health. Students engage in activities that promote physical, mental, emotional, and social well-being, while also being given choice in how they access information and demonstrate their learning.</p>	<p>Visual Art: Creative Design Process</p> <p>CTE: Use of Adobe Creative Suite, Unity, Blender, Fusion 360.</p> <p>Enzyme Lab CER</p> <p>Flame Test CER</p> <p>Econ Life Project</p> <p>District Adopted Math Curriculum</p> <p>Folder with examples of math curriculum</p>
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B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
<p>Parents are actively involved in supporting programs such as the Performing Arts Boosters, attending meetings, fundraising, and volunteering for events and activities. They play a vital role in enhancing the student experience and fostering a sense of community within the school.</p> <p>In order to foster that participation, departments utilize various communication platforms such as newsletters, social media, Aeries Communications/ParentSquare, and email to keep parents informed about upcoming events, deadlines, and important information related to their students' classes and activities.</p> <p>WPHS provides a wide variety of options for parent and community engagement through regular meetings, social media updates, and events like Panther Preview Night. These interactions provide opportunities for parents to stay informed, ask questions, and actively participate in their students' educational journey.</p> <p>A key component of assessment across the curriculum includes student reflection on learning progress and personal growth, fostering self-awareness and a sense of ownership in their education. This collaborative approach involves parents in</p>	<p>CTE: CTEAC minutes</p> <p>VAPA: Performing Arts Boosters Dance Meeting Agenda</p> <p>Visual Art Newsletter</p> <p>SPED: IEP Transition Plan</p> <p>Parent Email template Social Science</p> <p>English: English 12 BTSN Letter</p> <p>English 11 TED Letter</p> <p>English 10 Reading Philosophy</p> <p>Book Club Letter</p> <p>Senior Showcase Flier</p> <p>Panther Preview Night Photos</p>

<p>understanding their students' strengths, areas for improvement, and future goals.</p> <p>The Counseling and Special Education departments work closely with students and parents to develop personalized education plans aligned with post-secondary goals. This collaborative effort ensures that students receive tailored support and guidance throughout their educational journey, and provides timely, relevant information for all stakeholders about the progress of students.</p>	<p>Math Department Website</p>
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ACS WASC Category B: Curriculum

Areas of Strength

1. We are providing our students with consistency across platforms, technology use (the heavy majority of West Park classes are utilizing Canvas), and school-wide policies and expectations such as no phone usage within the first 30 minutes of class, which prioritizes and emphasizes learning. These expectations allow the curriculum to have the maximum positive impact on student learning.
2. Expectations and outcomes for courses are clearly communicated.
3. Relevance to students and real-world connections are a prominent feature of learning activities in courses across the curriculum.

Areas of Growth

1. Students could benefit from the offering of even more elective choices and a wider variety of course offerings across all departments and types of courses (dual enrollment, AP, on-level, etc).
2. Additional CTE Pathways based in emerging career fields.
3. Maintain the ability for teachers to implement school vision for innovative, student-centered curriculum while incorporating district-adopted materials.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

<p>C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.</p>	
Findings	Evidence
<p>Our Mission as a school site is "We Value People and We Love to Learn." This is demonstrated in our approach to curriculum design, where our students feel represented, challenged, and empowered in their learning.</p> <p>West Park High School is a Universal Design for Learning (UDL)</p>	<p>English 11 Book Club Final Project</p> <p>Photo 2 Professional Proposals</p>

<p>focused campus where we offer multiple options for students to demonstrate skill, proficiency, and engagement with their learning. We have learned that when students feel ownership and belonging in the curriculum they are more likely to achieve at higher levels.</p> <p>Within our UDL focus, teachers at WPHS offer a wide range of content options for students to access learning at a level that meets the needs of all learners and promotes confidence and competency. For example, PE offers different levels of circuit training for students to self select based on comfort and ability. A school-based initiative that supports this is the development of "Panther Period," where we have created space to offer enrichment and review opportunities for our students while other groups are receiving foundational instruction to support their learning. Another example of this approach is across our Integrated Mathematics Courses, teachers have created a "Panther Pass Down" model that allows groups to receive direct instruction reteaching from the teacher or "bridge" assignments to help them access the next level of curriculum.</p> <p>Many teachers are creating learner-centered templates that allow for support while creating space for students to be challenged in their thinking and execution. In ELA, templates for analytical writing provide the necessary scaffolds for every student to produce organized writing that meets or exceeds grade-level standards.</p> <p>Our Special Education department and ELD program are interwoven with subject-area departments to provide challenge and needed support for these populations of students. A co-teaching model in ELA, Math, Science, and Social Science offers the benefit of two qualified instructors in the room, allowing students with special needs to access the curriculum while staying in the classroom. Our ELD Coordinator regularly shares strategies and tools with staff to make the curriculum accessible to students learning English.</p>	<p>Theater Use of Voice Performance</p> <p>Biology Research Topic/Communicating Results</p> <p>Kami for all notetaking in math (voice, writing, drawing)</p> <p>Panther Period Menu with challenge/Pre-AP as well as review options</p> <p>Science task cards</p> <p>English analysis paragraph with template</p> <p>VAPA SMARTE goals</p>
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C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study to demonstrate learning and college and career readiness.	
Findings	Evidence
<p>A standard at West Park High School is to bring clarity to our lessons for increased student understanding of purpose and application. Essential Learning Outcomes are regularly listed on daily agenda slides, and public-facing websites, documented in our syllabi, and are discussed with classes at the beginning of each unit and individual lessons. We believe this clarity helps students focus their learning and track their progress across courses. In classes such as AP World History, students participate in discussions to understand how daily learning targets fit into larger ELOs for the course. Various departments provide students with calendars for the whole semester in order to help students understand what they will learn throughout the class.</p>	<p>Theatre Master Acting Rubric</p> <p>Theater Pantomime Performance Critique Google Form</p> <p>Digital storytelling rubric (English 10)</p> <p>English 12 Capstone Research Paper</p>

<p>Across disciplines, teachers provide rubrics or assessment criteria in advance to enhance student understanding of expectations and outcomes. Teachers are also using rubrics during student self-assessment and peer critiques to support academic language and norming on performance expectations. Students are justifying why an example/model is receiving certain scores based on rubric criteria.</p>	<p>ELD Informative Essay/Self Assessment Rubric</p> <p>WL SP1 ELO #2 Rubric</p> <p>Biology CER Rubric Analysis</p> <p>Biology Sample Rubric</p> <p>Math ELO's</p> <p>Photo 2 Targets for headshots</p> <p>English ELO's (Linked on School Website)</p>
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Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning.

<p>C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.</p> <p>C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.</p>	
Findings	Evidence
<p>One advantage of being a young campus is that West Park teachers hold a shared vision for learning and innovative pedagogy. Across subject areas, students are exposed to rich and varied evidence-based instructional strategies such as scaffolding, inquiry-based learning, and project-based learning. Teachers capitalize on the potential of several digital tools available to students such as one-on-one Chromebooks, online educational resources, and digital learning tools to engage all students.</p> <p>Inquiry-Based Learning Across departments, teachers provide inquiry-based learning opportunities to allow students to take charge of their learning. In World Languages, students are encouraged to expand their vocabulary by using the online dictionary wordreference.com (as compared to the teacher telling them what a word is). Their vocabulary has more personal significance when they explore and define the words on their own. In Science, students engage in inquiry-based learning labs in which they must write</p>	<p>Science Inquiry Stoichiometry Lab</p> <p>Mindset/Work Ethic Self Reflection</p> <p>In Class Peer Rehearsal Time Procedure (Theatre Arts)</p> <p>Student Sample Self Reflection (English 9)</p> <p>Spanish 1: cuestionarios</p> <p>Minilesson example (English 11)</p> <p>Midterm Self-Reflection Survey (results)</p>

procedures/data tables and use claims, evidence, and reasoning to support their ideas.

Multiple Modes of Learning

As mentioned above, UDL is woven into the fabric of West Park teaching practices. Students often choose from multiple options for learning new content. For example, they may have a choice of watching a video lecture, meeting in a small group with the teacher, or reading a slide deck independently. Students often choose the medium in which to demonstrate their mastery of material as well. In English classes, students may demonstrate their expository writing skills in the form of a traditional essay, a podcast, an infographic, or a digital story.

Scaffolding (chunking, mini-lessons)

West Park teachers use a wide variety of strategies to scaffold student learning. Instructors chunk new content by presenting it in a "mini-lesson" format providing guided notes and additional support to help students organize and synthesize information. CP World History and AP Calculus teachers use a flipped classroom model to give students access to teacher support when completing work.

Additional strategies that West Park Teachers implement within daily lessons include the use of unit reflections, peer feedback workshop time, and multiple technological resources to offer a variety of opportunities to learn independently, collaboratively, and with targeted teacher support. Students are independently learning through their use of resources like Desmos graphing, Kami, content-specific Google Sites, and interactive slide decks. Students are learning collaborative strategies such as Think-Pair-Shares, Writing Workshops, and group rehearsals. All of these scaffolds help promote independence and confidence, and allow time for teachers to provide support and meet students where they are.

Digital Learning

West Park teachers embrace technology as a tool to enhance student learning. Canvas serves as our LMS and the hub for teachers to push out a variety of learning tasks and experiences. Teachers use Google Suite for tasks such as tracking student reading in Google Sheets, collecting data using Google Forms, and creating digital portfolios in Google Sites. Tools like Vocaroo and Screencastify allow students to practice engaging in academic discussions or presentations. Students also engage in independent practice across subject areas using tools such as IXL, Kahoot, Desmos, and Conjuguemos.

[Corn Genetics Lab Google Site](#)

[English 9 Argument Unit Topic Selection Notebook Work](#)

[Digital portfolio in Google Sites](#)

[Math calendar example](#)

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their learning, strategic thinking, and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that

extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Student agency is woven into the fabric of our campus and teaching philosophy at West Park High School. Across curricula, this is a strong focus for all teachers because we know that celebrating student voice and promoting ownership leads to a more engaged learning environment.</p> <p>Student Voice and Agency Teachers use a variety of student self-reflection and peer assessment strategies to grow student efficacy and agency, and promote a strong class culture. For example, teachers use reflective Google Forms at the start of a unit or quarter to encourage students to set goals and launch them into productive and focused class time. Additionally, students are frequently given end of unit reflective assignments to help track their learning.</p> <p>Interacting with the community Musical Theatre and Dance 4 students go out to our feeder schools and perform for them. Additionally, the students lead workshops to help build strong articulation across our grade levels. Yearly, Theatre Arts students and our athletic programs plan and execute a Summer Camp for the community. They create curriculum and facilitate lessons for grades K-2, 3-5, and 6-8. 12th grade students deliver a formal presentation to multiple stakeholders in English and develop community service projects in Government class. In VAPA, guest speakers come in for master classes and workshops.</p> <p>Our students advocated for, planned, and executed a TEDx West Park event. They brought in guest speakers and worked with local students to create talks around the theme of "Breaking the Ice."</p> <p>Real-world learning In World Languages, students have the opportunity to research Spanish countries: the culture as well as the education system. Students do research online and read through additional articles about a school in a Spanish country and the education system in the U.S</p> <p>In World Languages, each level incorporates cultural figures, events, and issues that go along with each unit. Students do not only learn content but also real-world events and how they impact our world today.</p> <p>In English, students are asked to create a variety of writing projects and presentations designed to prepare them for real-world writing and presenting across a variety of careers/subjects.</p>	<p>Rubric self-assessment - English 10</p> <p>ELO #4 Schools in Spanish Speaking Countries</p> <p>ELA career choice writing piece</p> <p>Student Directed One Acts</p> <p>Lights Up Theatre Arts Summer Camp Example Schedule</p> <p>Senior Showcase/Capstone Presentation Overview</p> <p>Biology: Cancer Gene Detection Lab</p> <p>CTE: Internship Flier</p> <p>CTE: Field Trip Flier</p> <p>Econ: Shark Tank Projects</p> <p>Math Rubric Example</p>

<p>In Social Studies, students in Economics/Govt. are asked to create a community service project of their choice, and consider college and personal finance budgeting projects as a reflection beyond the class curriculum. Econ students create a <u>shark tank business model</u> of their choice and present it to community leaders in December. US History students are given CA propositions and debate the positives and negatives.</p> <p>Career exploration Teachers facilitate lessons that provide students with the opportunity to explore various careers, particularly in Science and ELA through a career choice project.</p> <p>In the realm of Science, specific lessons are crafted to immerse students in the roles of professionals like doctors and genetic counselors. For instance, in Biology class, a cancer gene detection lab serves as a hands-on experience where students step into the shoes of an oncologist. During this lab, they engage in tasks such as genetic testing, gathering patient information and history, and effectively communicating their findings to the patient.</p> <p>Our CTE classes have field trips and guest speakers that expose students to workplaces and workers in their career fields. Each pathway has internships available for students who have completed two classes in the pathway. Capstone classes focus on completing real world projects that meet the professional standards of each career field.</p>	
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ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. Digital learning - We strive to be a paperless school which automatically drives us toward digital opportunities, while we also value the impact and relevance that digital learning opportunities afford our students to access content and demonstrate their learning.
2. Student agency - Students are provided with multiple pathways to show mastery. Teachers build student choice into their lessons because we all see the benefits of increased student engagement.
3. Shared mission - The staff exhibits a shared commitment to the instructional vision of the school. Teachers share best practices, articulate goals, and collectively work in a variety of group settings to actualize the mission of the school – We Value People and We Love to Learn.
4. Commitment to improving instruction - Our PLT culture on campus is strong. Our teachers are committed to developing rigorous and engaging lessons and assessment opportunities through collaboration.
5. Real life experiences - Athletics and CTE classes have partnered to create real world products and services on campus. Performing Arts brings in industry professionals to work with our students and we seek opportunities to engage our local community and feeder schools in our programs/productions.

Areas of Growth

1. Career preparedness - We are continuing to look for opportunities to grow our CTE pathways. We currently offer 6 career pathways and are looking at adding 4 within the next year.

2. Increased Pathways/Dual enrollment - The dual enrollment program is continually expanding. This year, West Park offered two dual enrollment classes and next year we will offer ten. We boast a growing roster of teachers who are working on their Master's degrees in the hopes of teaching a future dual enrollment class; our hope is to offer one of the strongest dual enrollment programs in the district. As an emerging school, West Park High School is also looking at relevant and innovative pathways to include in our course catalog to better suit our students' interests and career opportunities.
3. Clarity of learning targets - Teachers continue to work on communicating learning targets and rationale for each learning task so that students understand how each day's lesson fits into overall mastery of the content and skills.
4. Collaboration teams- PLTs are still growing and continually identifying data based goals and objectives.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
<p>WPHS uses the Aeries Student Information System to assist in collecting, disaggregating, analyzing, and sharing student data. Parents and students have access and can check student assignment grades as well as overall grades at any time using the app or through the online portal. CAASPP performance is shared with families and staff for review. Parents and students have access to the commonly used Canvas and Google Classroom management platforms remotely for review of assignments and grading. AP exam scores are shared with students and families.</p> <p>WPHS case managers conduct annual IEPs for all students with special needs. In addition, triennials are done every 3 years to reassess students. Parents and general education teachers attend the meetings as well as administration and counselors.</p> <p>General Education disciplines are using common rubrics and/or common grading practices. Academic disciplines meet in the PLT designated time to examine data and adjust curriculum practices. Common assessments are used throughout disciplines. The AP team meets to assess data from past exams and adjust curriculum accordingly.</p>	<p><u>Creative Inform Self Assessment</u></p> <p><u>Social Science PLT Meeting Agenda</u></p> <p><u>Common World Studies Exam</u></p> <p><u>Sample Assessment Rubric</u></p>

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
<p>There are several meetings that the site administration attends with our district leadership to assess programs and expectations for students' academic growth and progress.</p> <ul style="list-style-type: none"> • The Curriculum Instruction Leadership Team (CILT) is a committee made up of district Educational Service leaders including members of our Board of Trustees, site administration, teachers, and parents. The group listens to guests presenting new curriculum such as textbooks and new courses, and assesses these materials and course outlines to recommend or not recommend them to our Board of Trustees. • Our administration facilitates our School Site Council team (SSC) each month which, like CILT, is an advisory team made up of several stakeholders (admin, teachers, students, and parents). SSC communicates to our district leadership through CILT and to our Educational Services Team and Student Services Team. • Administrators attend department and district-level subject area meetings to better partner with teachers in adjusting curricula. For example, our administrator overseeing English attends English Language Arts meetings with our district English lead teachers, and district leadership. These meetings have evolved most recently to discuss our new adoption of English Language Arts curriculum which has been recently piloted and adopted. This new curriculum will be implemented district wide. • There are regular district and state level athletic meetings that involve our student participation in athletics and league schools. • West Park implements the district initiative on learner-driven instruction and incorporates UDL to strengthen and give all stakeholders strategies to apply the UDL guidelines in classrooms. • CAASPP: In Fall 2023, pairs of teachers from the Math, English, and Science departments attended the California Assessment Conference (CAASPP) to learn more about student data that is available, interim assessments, practice platforms, etc. to help prepare the students for the CAASPP test. • WPHS aligns with all RJUHSD grading expectations and policies as laid out by our school board and district office. <p>Additionally, departments are modifying programs and curricula based on assessment data:</p> <ul style="list-style-type: none"> • Social Science: The Social Science department incorporates a robust writing curriculum aligned to the Common Core Standards and the California History Social Science Framework. Students regularly analyze primary source documents and apply content to real world scenarios. • Special Education: Based upon how the students perform on iReady and READ 180 assessments, the programs are 	<p>Panther Period Menu</p> <p>Grammar Bell Ringers</p> <p>World and US History</p> <p>Writing Rubric</p>

<p>self-adjusting according to students' needs. Once the students achieve a level of mastery at domain, they are moved on to the next topic. In whole group instruction, when it is evident the group is struggling, we modify, scaffold, and reteach to help students gain a clearer understanding.</p> <ul style="list-style-type: none"> • Science: Based on the first round of CAST results, we decided to make changes to the curriculum and tests to increase the emphasis of Earth science standards. • ELA: In CP English 9, we have observed issues with grammar in our students' written work. In response, we have created daily Grammar Bell Ringers, weekly IXL practice during Panther Period, and an IXL exam for finals that measures student learning (Panther Period Menu, Grammar Bell Ringers, IXL Exam). • World Language: Common level ELO assessments help our department assess students' academic progress based on Spanish levels. During our PLT time, the focus is to discuss students' improvement, class engagement, and discuss the outcome of formative assessments and suggestions for curriculum improvement. 	
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.	
Findings	Evidence
<p>Vertical alignment goals and district-wide standards guide many departments in curriculum development and assessment practices. A variety of tools such as rubrics, self-assessments, and summative assessment data help teachers measure student progress and mastery of the academic standards.</p> <p>Teachers across departments use a variety of formative assessments such as quizzes, daily checks for understanding, and conferencing to monitor student progress in real-time. They provide timely feedback and adjust instructional strategies to address individual student needs.</p> <p>Collaboration within departments, across the curriculum, and district-wide allows teachers to compare data with other teachers and adjust classroom practices to better serve students.</p> <p>Special Education (SPED) case managers email quarterly progress reports and monitor progress on Individualized Education Program (IEP) goals. They conduct assessments such as Read 180, phonics inventory, and iReady diagnostic to monitor student growth and adapt instructional strategies accordingly.</p> <p>Math teachers collaborate within district teams to create vertical alignment and District Common Assessments (DCAs) to track math outcomes and</p>	<p>ART- Project based rubrics and requirements and Digital Art portfolios that follows students from Art 1 through Art 4.</p> <p>Elements of Art Review_MidtermFinal_Cardoza.pdf</p> <p>Art 1 Elements of Art Review- Quarter Final student samples</p> <p>English: here is a conference notes document.</p> <p>Here is an example of rough draft/ best draft side by side</p>

<p>ensure alignment with graduation and college readiness requirements. They also communicate with other teachers within and across departments to share best practices and support student learning.</p> <p>Career and Technical Education (CTE) courses integrate employability grading and coaching to assess and develop students' career readiness skills such as timeliness, preparation, and workplace behavior.</p> <p>WPHS teachers continually assess, reflect, and adjust to prompt learning, growth, and agency among students.</p>	<p>We are also continuously working on the 4 year articulation that utilizes CCSS and district ELOS to align each grade level -- Current Scope and Sequence</p> <p>Econ: Create Your Own Music Festival (Supply & Demand)</p> <p>Gov: Executive Branch Test</p>
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<p>D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.</p>	
Findings	Evidence
<p>As a "paperless" school, teachers take advantage of the wide variety of technological tools at their disposal to provide immediate feedback to students. Platforms like Canvas, Google Classroom, Kami, Delta Math, and IXL offer features like instant grading, example problems, completed solutions, and videos to support learning. Additionally, technology assessment tools are used to provide instant feedback and peer review to students.</p> <p>In addition to technology, teachers embody our school motto, "We Value People and We Love to Learn," by using class time to implement continuous checks for understanding and offer in-person feedback and support. These take the form of anything from an informal "thumbs up" to indicate if they're ready to move on or more thorough conferences in English class where teachers read and provide feedback on writing.</p> <p>Students also engage in self-assessment and reflection to identify areas of need and seek appropriate support for current and future work. Students participate in surveys and reflections to self-assess their skills and attitudes toward learning. This feedback helps teachers understand students' needs and guide instruction accordingly. At midterms and finals, students create portfolios showcasing their growth and answer reflection questions, providing valuable insight into their progress.</p> <p>In addition to instructor feedback, students regularly engage in collaborative learning and receive feedback from peers throughout the process. In subjects like art, students go through a design process and receive formative feedback to refine their work. Various forms of critiques, including teacher and peer critiques, are used to facilitate student growth. English classes utilize peer writing groups to reinforce key writing skills,</p>	<p>SPED - Ac Lab B end of term survey</p> <p>Holland Code Career Assessment</p> <p>ENGLISH</p> <ul style="list-style-type: none"> • Writing Survey (Beginning) • Reading Survey (Beginning) • Midterm Portfolio Directions • Finals Portfolio Directions <p>Best Drafts</p> <ul style="list-style-type: none"> • 100 Word Memoir • Single Scene Narrative • Multi-Scene Narrative • Creative Inform • Persuasive Editorial <p>MATH</p> <p>Post Assessment Reflection Form</p>

<p>promote classroom community, and develop collaboration skills.</p> <p>More standardized assessment also helps provide students clarity about assessment and success criteria. Rubrics are used to assess student work across departments, providing clear criteria for evaluation and specific feedback to students.</p> <p>WPHS teachers also gather data and feedback from students in order to ensure that teaching practices are responsive to student needs and preferences.</p>	<p>Delta Math Example</p> <p>SOCIAL SCIENCE Google Rubric</p> <p>ART- Project based rubrics and requirements - Self and peer review</p> <p>Science: Learning target</p>
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D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	
Findings	Evidence
<p>As mentioned above, West Park's strong commitment to PLTs allows departments ample opportunities to develop common assessments, analyze student data, and adjust curriculum and instruction as needed. For example, the Math department maintains a shared document to discuss possible changes for future terms.</p> <p>Teachers in each department regularly use formative assessments, such as quizzes or check-ins, within units to gauge student understanding. Formative checks in science, warm-ups in Math and quickwrites in English are some examples of formative assessments that give teachers valuable data for monitoring progress. Teachers analyze the results of these assessments to identify areas where students need additional practice or instruction. This analysis informs future lessons and instructional approaches to address student needs.</p>	<p>SPED - Sample of MODIFIED quiz for students on modified gradebook</p> <p>ENGLISH -- PLT Notes/ Agenda</p> <p>MATH - Shared doc - improvement for future terms</p> <p>SOCIAL SCIENCE- PLT Agenda</p>

ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Common Assessments by subject area
2. Data analysis of assessments by PLTs
3. Growing AP community and enrollment to provide additional measures and data points
4. Campus-wide use of UDL strategies and a variety of assessment methods
5. Panther Spotlights on different staff members during meetings, focusing on assessment approaches
6. English courses use a District Common Assessment that drives instruction and assessment
7. Graduation Rate
8. Attendance Rate (e.g. habitual tardiness/absences)
9. Multiple subjects where students with disabilities pass rate is above 80%

Areas of Growth

1. Better access for all staff to sitewide assessment data and results

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement:

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

<p>E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.</p> <p>E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.</p> <p>E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.</p>	
Findings	Evidence
<p>West Park High School families' regular involvement with academics and extracurriculars begins in February before freshmen enroll with Panther Preview Night. At Panther Preview Night, counselors, departments, clubs, athletic teams, and student leaders showcase all aspects of West Park High School. West Park offers both a Fall and Spring Back to School Night. An additional level of support is made available for freshmen and new panther parents at Back to School Night with a parent meeting prior to Back to School Night to provide information and support in the transition to West Park High School. Canvas and Google Classroom are the platforms operated by staff at West Park, and families can link to their students' classes to directly follow what is going on in their classes.</p> <p>The School Site Council is composed of parents, students, and administrators who meet monthly. The English Language Advisory Committee (ELAC) is made up of parents of EL students, teachers, administrators, and counselors. The committee meets monthly and collaborates to provide system wide support for all stakeholders.</p> <p>West Park High School holds a Culture Fest month in November where the culture clubs on campus hold activities during one lunch Wednesdays. There is also a Culture Fest week in February which includes an evening event for students and families, as well as a rally on Friday which includes student-led cultural performances.</p> <p>Translation services are made available for those in need supported at the district level.</p> <p>We hold monthly staff meetings, department coordinator meetings, and vision and leadership meetings where staff are included in the information shared and decision-making process.</p>	<p>Panther Preview Night Flier</p> <p>Back to School Night Flier</p> <p>Athletic Parent Night</p> <p>Schoolsite Council</p> <p>ELAC</p> <p>LCAP Committee</p> <p>Site Safety Committee</p> <p>Weekly Updates</p> <p>Catapult</p> <p>Culturefest Week</p> <p>Panther Walk</p>

West Park uses Minga as a pass system to allow students to easily access the Wellness Center, counselors, and administrators as needed. Staff communicate through Parent Square on a weekly basis. Teachers communicate frequently with students and families via Canvas, Google Classroom, Aeries, and Parent Square about both academics and extracurriculars. Additionally, athletics and clubs utilize social media such as Instagram for more informal communication and marketing. Families like Aeries as they can instantly see attendance and academic information.

Summary Analysis:

Family involvement and communication is a strength of West Park High School. Communication and attendance is strong, and our community is highly involved in athletics, visual and performing arts, and academic events. An area of growth for staff is ongoing training in Diversity, Equity and Inclusion. Many of the staff members at West Park High School are newer teachers not only to the school and district, but also the profession. Ongoing training in these areas would benefit the staff as a whole to continue to build relationships and rapport within the community.

Criterion E2: School Culture and Environment (1-2 pages maximum)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings and Evidence

A top priority at West Park High school is that our students have a safe environment which reinforces our mission statement: We Value People and We Love to Learn. Our Site Safety Team is composed of administrators, teachers, campus monitors, our SRO, parents, and students and meets monthly to address concerns and proactively address issues. We conduct monthly drills and utilize the platform Catapult for two-way communication to address all things related to safety. RJUHSD educates and reinforces a policy of See Something, Say Something for all stakeholders. West Park has an onsite nurse and Wellness Center, which is made up of full time staff, interns, and a coordinator, a school psychologist, and a Learning Support Specialist (LSS) who all work together with administration and staff to provide MTSS for our students. In order to maintain a high level of order and cleanliness our on site maintenance and operations team, custodial teams, campus monitors, and staff work together to clean and monitor facilities.

Before each school year begins our incoming freshmen class and transfer students are provided with a Link Crew day. During the Link Crew day, incoming students go through a welcome rally and are broken into teams with leaders who go through a variety of welcome activities, a campus tour, technology/schedule pick-up, and social events to prepare our new Panthers for life at high school. The returning students go through Panther Pick-Up days and are introduced to our online ID and pass system, Minga. Throughout the first week of school the teachers go over the student handbook, and work collaboratively to reinforce our culture of care and expectations. West Park

strives to instill our mission statement, We Value People and We Love to Learn, in all students through creating a passion for learning in the practice of UDL teaching, fostering a campus culture built on trust, respect, and high expectations for all students so that when they leave West Park they will be college and career ready.

West Park places a high emphasis on co-curricular activities and self-exploration through numerous clubs on campus. Clubs allow students to connect with fellow Panthers through common interests, values or cultural connections. We have vast athletic opportunities in every season which focus on creating life-changing connections while having fun, maximizing athletic potential, and transforming human potential. Along with our tremendously successful and accomplished VAPA programs, our co-curricular opportunities have led to tremendous value and is evident in student survey data (**see chapter 2 data**). To unite our school in spirit around events, when we have major away matches or competitions, we hold a Panther Walk. The Panther Walk is where the school comes out and lines the quad as the members of the team walk from the gym to the bus and we cheer them on as they lead in an effort to show total school community support. Additionally, we invite families to continue the tunnel outside the gate to the buses.

Every week there are announcements led by ASB officers on Tuesdays and West Park TV announcements created and produced by our media class. The Student Government class utilizes its window wall to display events for the week, administration puts out a Sunday email with a week at-a-glance for the WPHS community, and many on-campus organizations utilize social media to promote and advertise events and groups. After major events such as dances or rallies, ASB puts out a feedback form to continuously gain student feedback in an effort to maximize student engagement. Additionally, Catapult is utilized for anonymous reporting and/or students to work with office staff for areas of concern.

All staff members at West Park High School hold themselves to the highest level of professionalism. At the end of every term, teachers give course evaluation surveys to students as a model for continuous improvement. There are monthly Vision and Leadership meetings, Department Coordinator meetings, and staff meetings. Every Wednesday is a late start day so PLTs can meet the hour before first period and collaborate with their colleagues. The teaching staff participates in supervision duties which allows them to engage students outside of the classroom. We also have a staff member who coordinates monthly activities specific for staff and their families to increase the community connections amongst staff members. These range from a BBQ at a football game in the fall, to a chili cook-off in the winter and family skate night events in the spring. Teachers participate in a Back to School Night event in the fall and spring to allow families to connect with their teachers and continue to build relationships amongst all stakeholders.

Summary Analysis: As our school population has grown exponentially over the past 3 years, we have worked to adapt our school culture to the needs of students and staff. As a school we are growing our elective opportunities every year. Our pathways have increased each year, and as a site and district, we are growing our dual-enrollment opportunities for our students. Our AP class enrollment and test enrollment has skyrocketed each year. With an increase in diversity in our school population, the staff at West Park High School desires more training in culturally responsive teaching practices, equity/access, and trauma-informed teaching. Additionally, we held student focus groups through the fall term to gain feedback on what WPHS does well, and where we need improvement. This data was used to create and roll out 3 campus-wide policies to address cell phone usage, tardies, and respecting our campus. In conjunction with the yearly CHKS data, we believe this model of data-driven decision making will continue to yield results which will push us to not only be a better school, but continue to provide the best possible learning environment and educational opportunity for all students.

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure

student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
<p>West Park has four full-time counselors, one dedicated to each grade level. Additionally, West Park has a Wellness Center staffed with two full time positions, one community liaison, one wellness coordinator, wellness interns, one school psychologist, and one college and career coordinator. Our Wellness Center offers a variety of support models, including one-on-one support, group support, and support for specific populations, such as our on-campus LGBTQ+ club. WPHS has a full time nurse to support the varying needs of our students, and a year-round athletic trainer for athletic team needs.</p> <p>The Intervention Response Team (IRT) team meets to address the needs of students who need support and intervention. West Park has adopted the MTSS method for supporting those in need of support. Teachers and staff are trained in using Aeries to communicate and identify students who they believe need additional support. The IRT meets weekly to identify, engage, support, and plan out the services needed for students. The IRT consists of administrators, counselors, wellness staff, and our SRO. Additional staff may attend as needed. In the absence of a pre-referral, other sources that will be used include but are not limited to D/F rates, discipline concerns, attendance records, or at-risk lists provided from feeder schools. The team makes recommendations for interventions and checks on the student's progress. If needed, the student may require tutoring, wellness groups/support, or an SST meeting.</p> <p>RJUHSD offers Roseville Pathways as an option for students who find that the comprehensive high school model is not a good fit for their learning. Additionally, those students who have fallen behind have opportunities for summer school or credit recovery. Credit recovery is offered through RJUHSD in partnership with Edgenuity.</p>	<p>MTSS</p> <p>RTI Team</p> <p>Clubs - List National clubs</p> <p>Athletic Teams</p> <p>Counseling Services</p> <p>Wellness Center</p> <p>Project Lead The Way</p> <p>CTE Pathways</p> <p>VAPA Pathways</p> <p>SSC</p> <p>Panther Period</p> <p>Student School Board Rep</p> <p>Lab Classes</p> <p>Co-Taught Classes/Modified gradebooks/diploma track</p> <p>1-1 School Psych</p> <p>Tutoring</p> <p>Community Camps</p>

West Park's bell schedule has built-in school business time on Tuesday and Thursday to allow time for school announcements, video news bulletins, or school/district based tasks such as surveys. Additionally, on Wednesdays we have built in an intervention time called Panther Period for the last 30 minutes of each class.

West Park has growing pathways in many fields. In VAPA our dance, drama, band, and art pathways are bursting at the seams. All areas have won regional awards and recognition. In CTE we offer Game Design, PLTW, Graphic Design, Media, and Bio-Med. These pathways have garnered increasing interest, led to student collaboration with community leaders and organizations, and earned recognition for their success in the career related industries.

There are many opportunities to amplify student voices on our campus. We have a student school board representative who regularly attends meetings and advocates for WPHS. We have a vibrant and active student section, The Claw, which students regularly participate in to support co-curricular activities. We have a Panther Athletic Council (PAC), which meets regularly and does outreach within our community. We hold monthly Club President meetings to hear from Club Presidents about their upcoming events and garner feedback about current processes. We hold Club Rush events which are consistently over-flowing with student attendance and engagement. In the spring we hold a community event to highlight the diversity on our campus called "A Taste of West Park," where students, clubs, and community groups come to campus and taste different cuisines from all of the cultures in our school community.

There are many opportunities for our stakeholders to provide a voice and share in our mission statement. Parents and students are elected to be a part of our School Site Council. We hold monthly English Learner Advisory Committee (ELAC) parent meetings. Students, staff, and parents make up our WPHS LCAP committee, which meets every other month at a district-level meeting. We have held four different student focus group meetings to hear from our students. Unified Sports and our Best Buddies programs work diligently to support and highlight our students with special needs. We have 2 Back to School Nights, 3 Athletic Parent Nights, and community camps in the summer around different athletic programs, the drama program, the dance program, and band program. We celebrate our student success with yearly Panther Awards and Junior and Senior Award Nights, which come with cords and recognition pins. West Park's Student Government program and many clubs/programs on campus have a strong sense of community by donating

English Senior Showcase

CTE/VAPA Showcase

IRT-Teacher Referral

LCAP Community Group

Student Focus Groups

Unified Sports

Best Buddies

PAC

ELAC

AMA

Seal of Biliteracy

Cords

their time to community service events throughout the year. Multiple programs on campus also hold end-of-season/program banquet awards to celebrate student success.

Summary Analysis: West Park has a well-developed process for supporting students and responding to student needs using IRT and the MTSS process. The staff uses Aeries and a data-driven process to support students in attendance, behavior, and academics. Our student information system, Aeries, and Minga pass system will help us track data and analyze the impact of our interventions and decisions. The CHKS data will help us continue to support and grow our programs and analyze needs as they arise.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength

1. Struggling learners have several opportunities to improve their grades and understanding of content and concepts.
2. Staff has many opportunities for collaboration and professional development, both site- and district-led.
3. Parents, students, and the community have ample opportunities for involvement in school life.
4. WPHS prioritizes mental wellbeing for all stakeholders.
5. WPHS offers several opportunities, inside and outside of the classroom, where students can pursue their passions and interests and explore possible future career interests.

Areas of Growth

1. The district, administration, and teachers understand the need for improved communication with students and parents and are currently working toward more opportunities for their voices to be heard. Cohesion and consistency of messaging across campus is also a need.
2. Not all staff have fully transitioned to Canvas, which would allow consistency in student experiences and use of technology.
3. The WPHS population is increasingly diverse, so professional development focused on improving pedagogy and structures to address the unique needs of our students would help improve student outcomes and achievement.

CHAPTER 4

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS



Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Summary from Analysis of Identified Major Student Learner Needs

	Category A	Category B	Category C	Category D	Category E
Strength	<p>Communication of policies, procedures, and expectations to all staff.</p> <p>Access and opportunities for professional development</p> <p>Organization of financial responsibilities and support from district leadership</p>	<p>We are providing our students with consistency across platforms, technology use (the heavy majority of West Park classes are utilizing canvas), and school wide policies and expectations such as no phone usage within the first 30 minutes of class.</p> <p>Expectations and outcomes for courses are clearly communicated</p> <p>Relevance to students and real-world connections are a prominent feature of learning activities in courses across the curriculum.</p> <p>Maintain ability for teachers to implement school vision for innovative, student-centered curriculum while incorporating district-adopted materials.</p>	<p>Digital Learning Opportunities</p> <p>Student Agency</p> <p>Shared Mission</p> <p>Commitment to improving instruction</p> <p>Real life experiences</p>	<p>Common Assessments by subject area</p> <p>Data Analysis of Assessments by PLT's</p> <p>Growing AP community and enrollment to provide additional measures and data points</p> <p>UDL strategies and a variety of assessments campus wide</p> <p>Panther spotlights focusing on assessment approaches</p> <p>English DCA</p> <p>Graduation Rate</p> <p>Attendance Rate (e.g. habitual tardiness/ absences)</p> <p>Multiple subjects where students with disabilities pass rate is above 80%</p>	<p>Struggling learners have several opportunities to improve their grades and understanding of content and concepts.</p> <p>Many opportunities for collaboration among staff and professional development both site and district led.</p> <p>Many opportunities for parent, student and community involvement.</p> <p>Prioritize mental well being for all stakeholders</p> <p>Offers several opportunities, inside and outside of the classroom, where students can pursue their passions and interests and explore possible future career interests.</p>

Growth	Continue to develop and implement use of data systems to better inform instruction and determine needed support. Work with the district as they increase support to schools through ongoing formative and other data reports.	Continue to grow internship opportunities.	Career preparation	Better Access for all staff to site-wide to assessment data and results	The district, administration and teachers understand the need for improved communication with students and parents and are currently working toward more opportunities for their voices to be heard. Cohesion and consistency of messaging across campus.
	Continue to develop and implement methods of communication to ensure that all stakeholders are informed of progress, procedures and goals.		Dual Enrollment/ Pathways		Transition to Canvas
	Analyze data as an entire staff to make decisions and allocate resources related to goals and priorities, including support for English learners, math tutoring and professional learning options for teachers, and additional support materials as needed.		Collaboration teams		PD focused on improving pedagogy and structures to address the needs of our increasingly diverse population Continue to develop our schoolwide culture and norms

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities:

- **Utilize data-driven decision making.** Including departments choosing success criteria that align with district and site goals.
- **Communication plan with all stakeholders.**
- **Professional Development Plan** that includes training related to an increasingly diverse population, PLT implementation, and other department specific needs.
- **Continue to develop CTE, AP, and Dual Enrollment opportunities for all students.**
- **Closing the achievement gap in specific populations.**

CHAPTER 5

SCHOOLWIDE ACTION PLAN/SPSA



Chapter 5: Schoolwide Action Plan/SPSA

[Schoolwide Action Plan/WASC and SPSA Goals Link](#)