

West Park High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	West Park High School
Street	2401 Panther Place
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 786-2970
Principal	Becky House
Email Address	bhouse@rjuhsd.us
School Website	https://www.rjuhsd.us/westpark
Grade Span	9-12
County-District-School (CDS) Code	31669280139840

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

West Park High School (WPHS), established in 2020 as the newest comprehensive campus in the Roseville Joint Union High School District, has quickly become a cornerstone of the Roseville community. Funded primarily by the Measure D bond, WPHS successfully graduated its first senior class in 2023 and continues to expand its enrollment, which is projected to grow to a full capacity of 2,800 students.

WPHS is committed to a mission centered on valuing individuals and fostering a lifelong love for learning. The physical campus supports this vision with state-of-the-art facilities designed for collaborative and flexible learning, featuring six modern classroom buildings, transparent operable walls, and specialized science labs. Instruction is innovative and highly technology-integrated, utilizing Universal Design for Learning (UDL) principles to ensure equitable access and success for every student. The school prioritizes a culture of safety, belonging, and active community engagement.

Academically, WPHS offers a robust curriculum, featuring numerous Advanced Placement (AP) courses and a rapidly growing Career and Technical Education (CTE) program that prepares students for college and career pathways. Beyond academics, the school emphasizes holistic development through thriving athletics, visual and performing arts, and a wide variety of extracurricular clubs. With facilities expansion currently underway, including future plans for a dedicated Performing Arts Center, WPHS remains dedicated to recognizing and cultivating each student's unique strengths while preparing them for future success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	564
Grade 10	599
Grade 11	476
Grade 12	440
Total Enrollment	2,079

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	52.6
Non-Binary	0.7
American Indian or Alaska Native	0.9
Asian	16.2
Black or African American	4.2
Filipino	14.2
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.6
White	38.2
English Learners	3.7
Foster Youth	0.3
Homeless	0.8
Socioeconomically Disadvantaged	30.1
Students with Disabilities	6.1

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.4	95.6	511.6	90.35	234405.2	84
Intern Credential Holders Properly Assigned	1	2.2	4.8	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.9	1.58	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	2.18	16.9	3	11953.1	4.28
Unknown/Incomplete/NA	0	0	23.8	4.21	15831.9	5.67
Total Teaching Positions	45.4	100	566.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.9	94.24	514	89.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	1.48	3.9	0.68	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	0.49	11.9	2.08	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.99	24.6	4.29	11746.9	4.23
Unknown/Incomplete/NA	1.1	1.77	20	3.48	14303.8	5.15
Total Teaching Positions	66.8	100	574.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.7	90.36	534.7	90.34	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.9	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	0.96	9	1.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	1.26	16.5	2.79	12112.8	4.34
Unknown/Incomplete/NA	5.8	7.41	27.6	4.66	13705.8	4.91
Total Teaching Positions	78.2	100	591.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.3	0.7
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.3	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.9	0
Local Assignment Options	0.00	0.3	0.9
Total Out-of-Field Teachers	0.90	1.3	0.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006</p> <p>English 9: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p> <p>English 10: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p> <p>English 11: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p> <p>English 12: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p>	0.0%
Mathematics	<p>Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022</p> <p>Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022</p> <p>Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022</p> <p>Precalculus: Pre-Calculus: Enhanced with Graphic Utilities Sixth Edition © 2006; Advance Mathematical Concepts: Pre-calculus with Applications (8th Ed.) © 2013</p> <p>AP Calculus AB/BC: Calculus Early Transcendentals 9th ed © 2009</p> <p>AP Statistics: Stats: Modeling the World, 4th ed., © 2015</p>	0.0%
Science	NGSS Biology: CK12 Flexbooks (Online) © 2022	0.0%

	<p>NGSS Physics: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Chemistry: CK12 Flexbooks (Online) © 2022</p> <p>AP Chemistry: AP Chemistry 1 & 2 (Edvantage) © 2025</p>	
History-Social Science	<p>World Studies: World History the Modern World (Pearson) © 2007</p> <p>US History: United States History Modern America (Prentice Hall) © 2008</p> <p>Government: Magruder's American Government (Pearson) © 2019</p> <p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p> <p>AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023</p> <p>AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018</p> <p>AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009</p> <p>AP World History: Ways of the World with Sources for the AP® Modern Course, Fourth Edition © 2020</p> <p>AP Government: AP Government: American Government: Stories of a Nation For the AP® Course with Foundational Documents with Court Cases Reader, Bedford, Freeman, Worth, First Edition © 2021</p>	0.0%
Foreign Language	<p>Spanish 1: Senderos 1 (Vista Higher Learning) © 2023</p> <p>Spanish 2: Senderos 2 (Vista Higher Learning) © 2023</p> <p>Spanish 3: Senderos 3 (Vista Higher Learning) © 2023</p> <p>AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024</p>	0.0%
Health	<p>Health: Glencoe Health (McGraw Hill) © 2011</p>	0.0%
Visual and Performing Arts	<p>Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company © 1995</p> <p>Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010</p>	0.0%
Science Laboratory Equipment (grades 9-12)	<p>District does not formally adopt science equipment. Equipment is supplied by various science equipment vendors.</p>	
<p>Note: Cells with N/A values do not require data.</p>		

School Facility Conditions and Planned Improvements

2021

Year and month of the most recent FIT report

5/5/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. Boys locker room- left 2 sinks not working,
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	70	70	57	60	47	48
Mathematics (grades 3-8 and 11)	38	46	36	41	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	475	98.96	1.04	70.32
Female	219	218	99.54	0.46	85.32
Male	258	254	98.45	1.55	57.09
American Indian or Alaska Native	--	--	--	--	--
Asian	89	87	97.75	2.25	72.41
Black or African American	26	26	100.00	0.00	42.31
Filipino	79	79	100.00	0.00	81.01
Hispanic or Latino	65	65	100.00	0.00	64.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	52.94
White	192	190	98.96	1.04	72.63
English Learners	31	31	100.00	0.00	9.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	38	38	100.00	0.00	60.53
Socioeconomically Disadvantaged	149	146	97.99	2.01	58.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	14.29

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	475	98.96	1.04	45.89
Female	219	218	99.54	0.46	50.46
Male	258	254	98.45	1.55	41.73
American Indian or Alaska Native	--	--	--	--	--
Asian	89	87	97.75	2.25	55.17
Black or African American	26	26	100.00	0.00	23.08
Filipino	79	79	100.00	0.00	64.56
Hispanic or Latino	65	65	100.00	0.00	33.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	11.76
White	192	190	98.96	1.04	44.74
English Learners	31	31	100.00	0.00	9.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	38	38	100.00	0.00	39.47
Socioeconomically Disadvantaged	149	146	97.99	2.01	41.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	9.52

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	56.65	53.4	44.53	44.66	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	905	903	99.78	0.22	53.10
Female	413	412	99.76	0.24	62.62
Male	487	486	99.79	0.21	44.95
American Indian or Alaska Native	13	13	100.00	0.00	61.54
Asian	180	180	100.00	0.00	53.63
Black or African American	50	50	100.00	0.00	32.00
Filipino	149	149	100.00	0.00	71.81
Hispanic or Latino	110	109	99.09	0.91	44.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	48.57
White	361	360	99.72	0.28	50.83
English Learners	49	49	100.00	0.00	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	74	74	100.00	0.00	44.59
Socioeconomically Disadvantaged	278	278	100.00	0.00	38.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	6.06

2024-25 Career Technical Education Programs

West Park High School offers six CTE pathways—Graphic Design, Media, Professional Photography, Game Development, PLTW Biomedical Science, Engineering, Commercial Music, and Computer Science—that align with California’s curriculum standards and prepare students for various industries. The Roseville Joint Union High School District (RJUHSD) also provides districtwide CTE programs, reviewed annually with input from the CTE Advisory Committee, which includes professionals from fields like construction, culinary arts, and biomedical sciences. The district collaborates with Regional Occupational Centers for hands-on training, offering direct workforce and postsecondary pathways. For details, contact Shane Waggoner at RJUHSD.

The Roseville Joint Union High School District (RJUHSD) offers Career Technical Education (CTE) programs across various fields, such as engineering, health sciences, arts, and technology. Students at district high schools can access industry-relevant pathways that integrate core academics with practical career skills, often with dual enrollment options for college credits. Additionally, RJUHSD provides internships for students completing CTE courses, connecting them with local businesses for hands-on experience.

CTE Advisory Committees are led by program teachers who coordinate regular meetings with industry professionals. These professionals provide valuable insights, resources, and strategic guidance to align each program with industry standards. West Park holds its advisory meetings annually in the spring.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1249
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.69

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.52
Graduates Who Completed All Courses Required for UC/CSU Admission	68.79

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.1	96.4	97.1	96.8	97.4

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parents are highly encouraged to be active partners in their student's high school experience, with numerous opportunities available to engage with and support West Park High School programs. One primary avenue for involvement is through support organizations, such as joining the general school booster club or contributing specifically to the booster club associated with their student's sport. These groups play a vital role in funding and assisting extracurricular activities, allowing parents to directly

2025-26 Opportunities for Parental Involvement

enhance the student experience outside of the classroom.

Beyond financial and program support, parents can actively influence the school's direction and operations. West Park encourages participation in monthly decision-making committees. These groups include the School Site Council, which is key to school planning and budget decisions; the School Site Safety Committee, which addresses the well-being and security of the campus; and the English Learner Advisory Committee (ELAC), which focuses on programs and support for English learners. Participation in these committees gives parents a direct voice in shaping the school environment.

Additionally, parent volunteers are critical to the success of various school-wide activities. Volunteers are welcomed to assist with major events and initiatives across different departments. This hands-on involvement includes supporting athletic events, helping facilitate logistics for standardized testing, and assisting with specialized programs like senior events, theater and performing arts productions, and Career and Technical Education (CTE) initiatives. These roles ensure a strong connection between the community and the campus.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.8	1.4	3.9	6.5	5.4	5.7	8.2	8.9	8
Graduation Rate	98.4	97.2	96.1	91.8	93.4	93.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	436	419	96.1
Female	205	199	97.1
Male	228	218	95.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	94	92	97.9
Black or African American	22	22	100.0
Filipino	72	71	98.6
Hispanic or Latino	45	42	93.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	11	78.6
White	172	167	97.1
English Learners	33	25	75.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	177	168	94.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	28	77.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2200	2165	208	9.6
Female	1034	1011	108	10.7
Male	1151	1139	98	8.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	19	4	21.1
Asian	361	360	30	8.3
Black or African American	96	91	6	6.6
Filipino	301	298	9	3.0
Hispanic or Latino	352	346	48	13.9
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	148	144	15	10.4
White	837	822	84	10.2
English Learners	111	111	20	18.0
Foster Youth	--	--	--	--
Homeless	19	18	8	44.4
Socioeconomically Disadvantaged	730	714	101	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	140	32	22.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.93	3.86	3.32	4.09	3.62	3.08	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.05	0.09	0.08	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.32	0.09
Female	2.22	0.00
Male	4.26	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.26	0.00
Asian	2.77	0.00
Black or African American	8.33	0.00
Filipino	1.66	0.00
Hispanic or Latino	4.55	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.41	0.00
White	2.27	0.12
English Learners	10.81	0.00
Foster Youth	0.00	0.00
Homeless	15.79	0.00
Socioeconomically Disadvantaged	4.66	0.27
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.39	1.40

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The West Park High School Comprehensive School Safety Plan (CSSP) is meticulously developed and reviewed annually by the Site Safety Team, which includes administrators, teachers, parents, students, school nurse, campus resource officer, and campus monitor, with additional participants as necessary. The plan was most recently adopted in February 2025 and is renewed every February. Each year, the team reviews established goals, tracks progress, and updates the plan to reflect evolving needs. The CSSP is shared with faculty and staff during monthly staff meetings to ensure consistent awareness and understanding of safety protocols. As new campus facilities become available and usage patterns evolve, the safety team works continuously to enhance the plan. The CSSP encompasses both preventative and responsive strategies, detailing policies on facility use, supervision, and resource accessibility for students and staff, as well as comprehensive emergency response plans for situations such as evacuations, violent threats, environmental hazards, and other safety-related concerns.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	2	12	13
Mathematics	25	9	10	11
Science	31	1	10	10
Social Science	34	0	4	15

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	4	2	26
Mathematics	33	1	5	22
Science	30	5	6	16
Social Science	31	4	6	17

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	11	9	24
Mathematics	32	1	11	22
Science	28	5	9	13
Social Science	29	7	2	29

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	369

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,017	\$1,251	\$8,766	\$91,668
District	N/A	N/A	\$10,696	\$112,766
Percent Difference - School Site and District	N/A	N/A	-19.8	-10.7
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-20.5	-13.8

Fiscal Year 2024-25 Types of Services Funded

State resources, including the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant, are leveraged to address State Priorities for all students, as outlined in the Local Educational Agency's (LEA) Local Control Accountability Plan (LCAP). Federal categorical programs further support this goal, including Title I, Part A; Title II, Parts A and D; Title III, Part A; Title IV, Part A; and Title V, Part A. Additional assistance is provided for students qualifying for McKinney-Vento Homeless services. Through the LCFF Supplemental Grant, district schools offer a range of student support services. The district's LCAP emphasizes four key areas: English Learners, College Readiness for All, Interventions for Struggling Learners, and Districtwide Actions.

Support for English Learners includes teacher training, supplemental instructional materials, additional staffing for English Language Development (ELD) classes, and increased parent engagement through translators and interpreters. The College Readiness for All initiative ensures that all students have equitable access to college and career readiness courses. The Interventions for Struggling Learners component provides academic and social-emotional support through programs such as extended after-school hours, additional transportation, home visits, and the involvement of Social Work and School-Based Therapy interns. Districtwide actions focus on the transition to Common Core State Standards in math and literacy, utilizing technology to enhance learning, and implementing Positive Behavior Intervention and Supports (PBIS) to strengthen the multi-tiered system of support.

At West Park High School, we align our support systems with the four primary areas of the RJUHSD LCAP. Since the 2018-2019 school year, all RJUHSD students have received one-to-one Chromebook devices. College readiness is further promoted through Career and Technical Education (CTE) pathways, an expanding dual enrollment program with Sierra College, and Credit/A-G Recovery initiatives. To support struggling learners, we offer year-round math tutoring before and after school, after-school tutoring provided by our Learning Support Specialist, and a range of in-school interventions.

The weekly Panther Period provides students with targeted academic intervention led by their teachers, while additional supports include attendance interventions such as home visits and parent information nights. Comprehensive mental health services are available through Marriage and Family Therapist (MFT) interns, School-Based Therapy interns, and an Intervention Response Team (IRT) that meets weekly to evaluate student progress. Our comprehensive discipline and wellness program integrates disciplinary policies with our wellness center, school counselors, on-site MFTs, and collaboration with the Roseville Police Department. Together, our stakeholders work collaboratively to provide a robust, multi-tiered system of support (MTSS) designed to maximize student success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,576	\$67,238
Mid-Range Teacher Salary	\$101,945	\$106,841
Highest Teacher Salary	\$133,522	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$199,219	\$193,950
Superintendent Salary	\$315,000	\$314,304
Percent of Budget for Teacher Salaries	33.84%	29.51%
Percent of Budget for Administrative Salaries	5.58%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.8
------------------------------------------	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	4
Science	5
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

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

Professional Development

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

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. RJUHSD focus on digital equity ensures that every student has a personal digital device for learning. Additionally, ongoing and regular professional development opportunities are provided to staff throughout the school year. In addition to the three full-day district led events, our Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer. The most recent supports have included ongoing training and workshops to support the transition to the Canvas LMS (Learning Management System) to provide a consistent modality for students to access their work while also providing parents with access to their student's work.

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

In addition, select groups also received professional development by attending workshops and training annually. The counseling department regularly attends trainings and workshops geared towards learning updates from the CSU and UC system as well as our local community college, Sierra College. The admin and counseling team are attending BTAM (Behavior Threat Assessment Management) to ensure they can identify and refer threats to the site BTAM team for assessment and monitoring. A select group of teachers and administrators attended the California Assessment Conference to learn about the annual state assessments, CAASPP, and each department has specific and unique conferences they attend as needed, such as Advanced Placement training, CATE for English teachers, and the Activities Director regularly attends CATA.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5