

# Rosemont High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Rosemont High School
<b>Street</b>	9594 Kiefer Boulevard
<b>City, State, Zip</b>	Sacramento, CA 95827
<b>Phone Number</b>	916.395.5130
<b>Principal</b>	Mitchell Jones
<b>Email Address</b>	<a href="mailto:mitchell-jones@scusd.edu">mitchell-jones@scusd.edu</a>
<b>School Website</b>	<a href="http://Rosemont.scusd.edu">Rosemont.scusd.edu</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	34-67439-0101972

## 2024-25 District Contact Information

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Lisa Allen
<b>Email Address</b>	<a href="https://www.scusd.edu/form/send-us-email">https://www.scusd.edu/form/send-us-email</a>
<b>District Website</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>

## 2024-25 School Description and Mission Statement

Rosemont students thrive in a rigorous, structured, and supportive academic environment in which graduates are prepared to meet the demands of college and career. Regardless of the paths they choose, Rosemont graduates are life-long learners who give back to their communities.

Our mission is to place students at the center of our work and build a world-class high school that boasts a safe, inclusive, positive environment and rigorous academic programs that support college and career readiness. The Rosemont staff commits to communicating, modeling, and reinforcing high standards for behavior every day, including an emphasis on the development

## 2024-25 School Description and Mission Statement

of social and emotional skills that our students need for college and 21st-century careers. Our students will have the opportunity to pursue their interests in all courses of study, including a variety of focused learning pathways that connect academic preparation with real-world application. Students may choose from among four academic pathways: LEAD, ECD, Media Arts, and RHS Culinary. LEAD is an advanced placement pathway for students whose goal is to enter a four-year university of their choice upon graduation. ECD (Engineering, Construction, and Design) provides students with an overview of basic engineering and design principles and then a more concentrated study in either engineering or construction technology. Students in RHS Culinary learn cooking and food science through hands-on experiences in a commercial kitchen setting. Media prepares students for digital communications and technology.

Through the expanded use of digital technology in our classrooms, students will learn valuable technological competencies and create and share content to demonstrate learning. Rounding out the experience at Rosemont will be a rich selection of extra-curricular activities including after-school tutoring, clubs, sports, and competitive academic teams. We encourage all students to participate in as many activities as they can! The more they're involved, the more they will feel connected to their school.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	367
Grade 10	358
Grade 11	385
Grade 12	405
<b>Total Enrollment</b>	<b>1,515</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
American Indian or Alaska Native	0.4
Asian	8.3
Black or African American	15.8
Filipino	1.5
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	2.2
Two or More Races	9.5
White	25.7
English Learners	14.2
Foster Youth	0.4
Homeless	1.8
Socioeconomically Disadvantaged	66.7
Students with Disabilities	21.6

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.80	89.23	1666.90	83.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	42.30	2.12	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	2.99	93.00	4.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.71	70.70	3.53	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	3.70	6.04	128.70	6.43	18854.30	6.86
<b>Total Teaching Positions</b>	62.50	100.00	2001.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	53.70	81.30	1686.00	84.45	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	0.76	37.10	1.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.00	12.10	144.80	7.25	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.10	4.76	67.40	3.38	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.70	1.07	61.00	3.06	15831.90	5.67
<b>Total Teaching Positions</b>	66.10	100.00	1996.40	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	53.70	77.50	1596.70	82.40	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	0.95	26.20	1.35	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	11.20	16.25	159.10	8.21	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.90	2.86	66.00	3.41	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.60	2.41	89.70	4.63	14303.80	5.15
<b>Total Teaching Positions</b>	69.30	100.00	1937.80	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	4
<b>Misassignments</b>	1.80	8.00	7.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.80	8.00	11.2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	2.30	1
<b>Local Assignment Options</b>	1.00	0.70	0.9
<b>Total Out-of-Field Teachers</b>	1.00	3.10	1.9

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	8.1	11.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0.3

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

District adopted instructional materials are available for all students in grades TK-12. Each year, instructional materials sufficiency is ensured via site visits by the Sacramento County Office of Education and site leader verification. This process occurred throughout the months of August and September 2024 and was approved by the board on September 18, 2024. The Curriculum & Instruction Department maintains a current list of all district-adopted instructional materials, with the intent of adopting new materials as adoptions expire. The standard adoption cycle was interrupted during the COVID-19 pandemic and is now being remedied with planned adoptions for Mathematics and English Language Arts phased over the next four years.

**Year and month in which the data were collected** October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>ELA</p> <p>Benchmark K-6 2017-2018 MyPerspectives 7 - 12 2017-2018 AP English Lang of Comp (11th) BFW 2017-2018 AP English Lang of Comp (11th) - ONLINE 2017-2018 AP English Lit and Comp (12th) BFW 2017-2018 AP English Lit and Comp (11th) - ONLINE 2017-2018 IB Textual analysis for English language &amp; literature for the IB Diploma Oxford Univ Press 2021-2022</p> <p>ELD</p> <p>Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside &amp; Edge 7-12 (Text &amp; Workbook) Cengage 2017 Inside &amp; Edge 7-12 ONLINE : Inside Fundamental = 26 Licenses, A = 120 Licences, B = 120 Licences ; Edge Fundamental = 425 Licenses, A = 250 Licenses, B = 150 Licenses. 2018-2019</p>	Yes	0%
<b>Mathematics</b>	<p>Envisions K-2 (2024 Update) Savvas 2023-2024 Envisions K-2 - ONLINE (2024 Update) 2023-2024 Envisions 3-6 Savvas 2013-2014 Envisions 3-6 - ONLINE 2023-2024</p>	Yes	0%



	<p>Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) Big Ideas Learning 2013-2014  Big Ideas 7-8 ONLINE (2021-2022 usage: 7th=1505, 8th=1884) (22/23 = 1900) 2023-2024  Walch Math 1, 2, 2+, 3, 3+ WkBks 2010-2011  Walch Math 1, 2, 2+, 3, 3+ ONLINE 2023-2024  AP Pre-Calculus Prentice Hall 2018-2019  Pre-Calculus ONLINE 2021-2022  AP Calculus for AP Cengage 2018-2019  Calculus for AP ONLINE 2021-2022  AP Calculus : Fast Track to a 5 Online 2018-2019  AP Practice of Statistics 2018-2019  Practice of Statistics ONLINE 2021-2022  IB MYP Mathematics 2 Oxford Univ Press 2023-2024  IB MYP Mathematics 3 Oxford Univ Press 2023-2024  IB MYP Mathematics 4 &amp; 5 Oxford Univ Press 2023-2024  IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p>		
<b>Science</b>	<p>Amplify Science K-5 ONLINE Teacher Guide Licences 2022-2023  Amplify Science K-3 ONLINE Student (independent study/Cap City only) Licenses and 4-5 grade Licenses 2022-2023  Amplify Science K-5 (Workbooks) English &amp; Spanish 2022-2023  Amplify Science K-3 (Kits + Refills) 2022-2023  Amplify Science 4-5 (Kits + Refills) 2022-2023  Amplify Sceince Spanish K-5 Teacher Licenses and 4-5 Student Licenses ONLINE 2022-2023  Amplify Science K-5 Spanish (Kits) 2022-2023  Amplify Science 6-8 (Text, Workbook, &amp; ONLINE) 2020-2021  Amplify Science 6 grade Lab Kits Supplies 2020-2021  Amplify Science 7-8 Lab Kits 2020-2021  STEMScopes Biology (Text &amp; ONLINE) 2020-2021  STEMScopes Biology Workbooks 2020-2021  STEMScopes Biology Lab Kits 2020-2021  AP Biology (Text &amp; ONLINE) Pearson 2020-2021  STEMScopes Physics (Text &amp; ONLINE) 2020-2021  STEMScopes Physics Workbooks 2020-2021  STEMScopes Physics Lab Kits 2020-2021  AP College Physics (Text &amp; ONLINE) BFW 2020-2021  AP College Physics 2 (Text &amp; ONLINE) BFW 2020-2021  AP Physics for Sci &amp; Engineers (Text &amp; ONLINE) Pearson 2023-2024  Savvas Chemistry (Consumable Text &amp; ONLINE) 2020-2021  Savvas Chemistry Lab Kits 2020-2021  AP Chemistry (Text &amp; ONLINE) 2020-2021  Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017  AP Environmental Science (Text &amp; ONLINE) Pearson 2020-2021  Hole's Human Anatomy (Text only) McGraw-Hill 2006 ?  IB Biology for the IB diploma Oxford Univ Press 2017 ?  IB Cambridge Learning Physics for IB diploma Oxford Univ Press 2012 ?  IB Physics for the IB Diploma Oxford Univ Press 2015 ?  IB Chemistry Oxford Univ Press 2023-2024  IB Environmental Systems and Societies Oxford Univ Press 2009 ?</p>	Yes	0%



<b>History-Social Science</b>	<p>K-5 SS McGraw Hill : Text, ONLINE, &amp; Workbooks 2023-2024</p> <p>6-8 SS Discover Ed: Text &amp; ONLINE, * No TE 2023-2024</p> <p>6-8 SS Discover Ed: Workbooks 2023-2024</p> <p>Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017</p> <p>9-12 SS TCI: Text &amp; ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024</p> <p>9th grade TCI: Geography Workbooks 2023-2024</p> <p>AP World History: Ways of the World (10th) Text &amp; ONLINE BFW 2023-2024</p> <p>AP US History: Fabric of a Nation; Text &amp; ONLINE (11th) BFW 2023-2024</p> <p>AP Krugman's Economics: Text &amp; ONLINE (12th) BFW 2023-2024</p> <p>AP Government: Stories of a Nation (12th) Text &amp; ONLINE 2023-2024</p> <p>IB Authoritarian states Oxford University Press 2017-2018</p> <p>IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018</p> <p>IB Civil rights and social movements in the Americas post-1945 Oxford Univ Press 2017-2018</p> <p>IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018</p> <p>IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018</p> <p>IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018</p> <p>IB Rights and protest 2017-2018</p> <p>HISP World history: patterns of interaction (9th) McDougal Littell 2010</p> <p>HISP World cultures : a global mosaic (10th) 2007</p> <p>HISP America : past and present (11th) ADDISON-WESLEY 2006</p> <p>HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009</p>	Yes	0%
<b>Foreign Language</b>	<p>Adoption 2024-25 through 2031-2</p> <p>Spanish: Encuentros 2022 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks**</p> <p>AP Spanish: WaySide Publishing: Triangulo Apreciado 6th ed Text, ONLINE, TE and Azulejo 2nd ed Text, ONLINE, TE</p> <p>Spanish for Spanish Speakers: Senderos 2023 L4 and L5, Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks**</p> <p>French: Daccord 2024 L1,2,3 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks**</p> <p>AP French: Themes 2ed Text, ONLINE, TE language and culture Vista Higher Learning</p> <p>German: Deutsch Neu L1,2,3/4, Klett Text, ONLINE, TE, WkBk **8 yr WkBk delivery all in Y1**</p> <p>"AP German: Neue Blickwinkel 2ed, Wayside Publishing, Text, ONLINE"</p> <p>Japanese: Adventures in 1, 2, 3, Cheng &amp; Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1*</p> <p>Chinese: Go Far with Chinese (Simplified) 1,2,3, Cheng &amp; Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1*</p> <p>AP Chinese - Integrated Level 3 and Level 4 4ed, Cheng &amp; Tsui, Text, ONLINE, TE, WkBk *8 yrs WkBk delivery all in Y1*</p>	Yes	0%

	<p>Hmong: The Hmong Journey &amp; Keeb Kwm Haiv Neeg Hmoob, HER Publishing, Text</p> <p>Hmong: Ua Lub Neej Raws Txoj Hmoo; Hmoob Nyob Paj Tawg Teb, Lub Neej Dai Taw; Naid Khu Maiv Lig Vwj Lub Neej; Txiv Nraug, Ntsuag thiab Zaj Laug Ntxhais Ntxawm; English-Hmong/Hmong-English Dictionary 3rd ed; Learn Hmong the Jay Way; Hmoob Puav Pheej; Kev Cai thiab Dab Qhuas, Txoj Kev Taug; Keeb Txuj Mem toj; Cim Xeeb Hav Txiv Daw, Hmoob Piv Lus Txhiaj Teeb Meem; Hmong ABC Publishing, TEXTS</p> <p>Other Prior Adoptions</p> <p>American Sign Language 1, 2 and ONLINE (?) Allyn &amp; Bacon</p> <p>Hmong 1, 2, 3 Hmong Book Center</p> <p>IB Spanish Manana libro del alumno Cambridge University Press</p> <p>IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition)</p> <p>IB MYP Spanish Language Acquisition 1 &amp; 2 (Emergent) Oxford Univ Press</p> <p>IB MYP Spanish Language Acquisition 3 &amp; 4 (Capable) Oxford Univ Press</p>		
<b>Health</b>	<p>Thinking About Psychology: Text &amp; ONLINE Worth Publishing 2023-2024</p> <p>AP Myers' Psychology: Text &amp; ONLINE BFW 2023-2024</p> <p>IB Sports Exercise and Health Oxford Univ Press 2017</p>		0%
<b>Visual and Performing Arts</b>	<p>AP Musician's Guide to Theory &amp; Analysis W.W. Norton &amp; Company, Inc. 2020-2021</p> <p>IB Visual Arts Course Book Oxford Univ Press 2018</p> <p>IB Theory of knowledge Oxford Univ Press 2021</p> <p>Experience clay (American Legion) Davis 2019</p> <p>Exploring visual design: the elements &amp; principles - Davis 2014 ?</p> <p>Film art : an introduction McGraw Hill 2010 ?</p> <p>Theatre : art in action Glencoe/McGraw-Hill 2006 ?</p> <p>The visual experience Davis 2009 ?</p> <p>Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023</p>		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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

## School Facility Conditions and Planned Improvements

Rosemont High School, located at 9594 Kiefer Blvd, was built in 2003. It sits on a 65 acre site and houses 76 classrooms.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe, and functional. The district Operations Department takes great pride in following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The Sacramento City Unified School District award winning facilities master plan outlines the modernization of SCUSD schools and facility buildings, many of which are over 50 years old. The plan is a living document, reviewed regularly. It can be viewed at [scusdplan.org](http://scusdplan.org).

Year and month of the most recent FIT report

11/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom B201: Ac is nit cooling turns on WO#251054 Classroom C218: broken facit,WO250993 clockWO250994 Classroom J118: Girls RR C105: right hand dryer is off WO#251066, left side sink needs facit turned on WO#251067, stall 4 tampon box WO#251068 Girls RR C130: Both sinks need two facits tuned on WO#251082
<b>Interior:</b> Interior Surfaces	X			Classroom B102: Wet spot on ceiling tile WO# 250875, cracked counter top,WO#250875 Classroom B104: Split carpet seem, WO250878 Classroom B106: Broken boarder WO250822, broken internet plug in.250959 Classroom B109: Rip in carpet WO250961 Classroom B110: broken internet outlet WO#251048, Rip in carpet WO#251049 Classroom B112: broken blinds,WO#251050 Classroom B120: Broken boarder,WO#251051 Classroom B201: Ac is nit cooling turns on WO#251054 Classroom B204: Carpit seam is rip WO#251056, junction box cover is missing WO#251057, blinds need new cod too short WO#251058 Classroom B205: Counter needs to be sealed,WO#251059 Classroom B211: Broken boarder.WO#251061 Classroom C 119: 17 floor tiles broken WO#251077, 4 ceiling tiles.WO#251078 Classroom C202: exspose internet wire two sidesWO250998, one broken tile.carpet seem is broken next to tile. Classroom E109: two Carpet seem is ripped, WO250978 Classroom E220: Carpet seems areip WO250963, Paint patchesWO250964, Repair wall, Ceiling tile, small hole in wall,WO 250966

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Classroom B200: Floor jaunction cover WO#251052, Blinds need fixing WO#251053
<b>Electrical</b>	X		Classroom B101: Broken junction in floor WO#250869, Broken ceiling tile WO#250870 Classroom B102: Wet spot on ceiling tile WO#250875, cracked counter top,WO#250875 Classroom B200: Floor jaunction cover WO#251052, Blinds need fixing WO#251053 Classroom B202: Floor jaunction cover. WO#251055 Classroom C129 Head End/Tech: Classroom C202: exspose internet wire two sidesWO250998, one broken tile.carpet seem is broken next to tile. Kitchen Office F114: Receiving F109: Student Dinning F100: Lights are out.WO#249268
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Boys RR C106: Broken latch WO#251069, both sinks need two sinks turned on.WO#251070 Boys RR C130: Right hand sink has no water, left side sink needs two faucits turned on WO#251083, need a new tampon box insatllled.WO#251084 Boys RR C206: Classroom C 117: south side room sink leaks WO#251074, missing ceiling tile WO#251075, Classroom C 120: Broken celing tile WO#251079, Middle sink needs new handel, WO#251080 Classroom C109: four leaking sinks,WO#251071 Girls RR C105: right hand dryer is off WO#251066, left side sink needs facit turned on WO#251067, stall 4 tampon box WO#251068 Girls RR C130: Both sinks need two facits tuned on WO#251082 Girls RR C205:
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Ceramics Storage J116: door is sagging WO #249139
<b>Structural:</b> Structural Damage, Roofs	X		Boys RR C106: Broken latch WO#251069, both sinks need two sinks turned on.WO#251070 Classroom B100: Broken internet plug WO#250865, Scews are blocking tile WO#250866 Classroom B101: Broken junction in floor WO#250869, Broken ceiling tile WO#250870 Classroom B105: Broken ceiling tileWO#250879, Broken internet outlet WO#25082 Classroom B209: small hole behind teachers desk.WO#251060 Classroom B211: Broken boarder.WO#251061 Classroom B212: Classroom B213: water mark on ceiling tile WO#251062, broken blinds.WO#251063 Classroom B220: Broken blinds WO#251064, water mark on cveiling tile WO#251065 Classroom C 117: south side room sink leaks WO#251074, missing ceiling tile WO#251075,

## School Facility Conditions and Planned Improvements

				<p>Classroom C 118: Missing ceiling tile.WO#251076            Classroom C 119: 17 floor tiles broken WO#251077, 4 ceiling tiles.WO#251078            Classroom C 120: Broken celing tile WO#251079,            Middle sink needs new handel, WO#251080            Classroom C116 Science Prep: Two broken ceiling tile.WO#251073            Classroom C123 TextBook Storage: one ceiling tiles.WO#251081            Classroom C201: 2 water mark on cieling tile WO#251085            Girls RR C105: right hand dryer is off WO#251066, left side sink needs facit turned on WO#251067, stall 4 tampon box WO#251068</p>
<b>External:</b> 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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	34	38	38	46	47
<b>Mathematics</b> (grades 3-8 and 11)	12	11	28	29	34	35

## 2023-24 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
<b>All Students</b>	379	369	97.36	2.64	34.06
<b>Female</b>	168	163	97.02	2.98	36.42
<b>Male</b>	211	206	97.63	2.37	32.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	32	100.00	0.00	28.13
<b>Black or African American</b>	61	59	96.72	3.28	20.34
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	137	135	98.54	1.46	28.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	29	93.55	6.45	41.38
<b>White</b>	109	105	96.33	3.67	49.04
<b>English Learners</b>	57	57	100.00	0.00	7.02
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	237	228	96.20	3.80	29.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	66	98.51	1.49	12.12



## 2023-24 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
<b>All Students</b>	379	365	96.31	3.69	10.71
<b>Female</b>	168	162	96.43	3.57	8.70
<b>Male</b>	211	203	96.21	3.79	12.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	30	93.75	6.25	20.00
<b>Black or African American</b>	61	59	96.72	3.28	8.47
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	137	135	98.54	1.46	8.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	27	87.10	12.90	11.11
<b>White</b>	109	105	96.33	3.67	13.33
<b>English Learners</b>	57	57	100.00	0.00	1.79
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	237	225	94.94	5.06	7.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	65	97.01	2.99	3.08

## 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	24.83	18.52	25.46	25.04	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	359	333	92.76	7.24	19.22
<b>Female</b>	156	144	92.31	7.69	21.53
<b>Male</b>	203	189	93.10	6.90	17.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	35	32	91.43	8.57	18.75
<b>Black or African American</b>	42	39	92.86	7.14	10.26
<b>Filipino</b>	13	13	100.00	0.00	30.77
<b>Hispanic or Latino</b>	140	129	92.14	7.86	15.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	26	92.86	7.14	19.23
<b>White</b>	91	84	92.31	7.69	26.19
<b>English Learners</b>	40	35	87.50	12.50	2.86
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	227	208	91.63	8.37	14.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	63	84.00	16.00	9.52

## 2023-24 Career Technical Education Programs

Rosemont High School supports three Career Technical Education pathways:

1. Culinary
2. Engineering Construction, and Design (ECD)
3. Media

Arts, Media & Entertainment

MEDIA I 1P  
 MEDIA I 2P  
 MEDIA II 1P  
 MEDIA II 2P  
 MEDIA III 1P  
 MEDIA III 2P

Mechanical Systems Installation & Repair

Building & Construction Trades  
 ENG CONST DGN 1P  
 ENG CONST DGN 2P  
 CONSTRUCTION TECH - RES 1P  
 CONSTRUCTION TECH - RES 2P

## 2023-24 Career Technical Education Programs

ADV CONSTRUCTN TECH - MECH 1P  
 ADV CONSTRUCTN TECH - MECH 2P

Engineering Technology  
 Engineering and Architecture  
 ENGINEERING TECHNOLOGY 2P  
 ENGINEERING TECHNOLOGY 1P  
 ADV ENGINEERING TECH 1P  
 ADV ENGINEERING TECH 2P

Food Service & Hospitality  
 Hospitality Tourism & Recreation  
 CULINARY II 1P  
 CULINARY II 2P  
 CULINARY III 2P  
 CULINARY III 1P

The College and Career Readiness Department collaborates with local business and community professionals, teachers, students, administrators and parents to form a CTE Advisory Board. The CTE Advisory Committee brings together diversity talent from the health, manufacturing, energy, agricultural, construction and education communities to support educators, students and businesses in developing, establishing and evaluating our CTE programs to ensure students are well prepared for the world of work.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	451
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	91.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.17
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	47.65

## 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. 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	84.8%	85.1%	91.3%	86.4%	92.9%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Freshman Orientation  
Back-to-School Night  
Parent Nights per grade level regarding academic and college preparation  
Awards Assemblies  
Essence of Rosemont Community Event  
FAFSA Parent Events  
College Presentations for Parents  
Weekly Parent Communication via progress reports, emails, attendance sheets, Connect Ed and phone contacts  
Parent Volunteers – A wide variety of volunteer opportunities exist at Rosemont  
PTSA  
School Site Council  
English Learner Advisory Committee  
Athletic Boosters - Parent participation group to support athletics  
Music Boosters - Parent participation group to support the arts  
News Blast- Parent Teacher Student Association  
Student Study Team Meetings (SSTs) – Parents, Students and Staff meet to discuss individual student needs  
IEP/504 Meetings for Special Education Students  
One-On-One Counseling Sessions  
Senior Project Presentations through English Classes  
Coffee with the Principal (bi-monthly)  
Family Lunch Day  
Parent Advisor, Tammy Vann, to coordinate with parents and guide involvement opportunities as well as providing a computer lab

For more information, contact Mitchell Jones, Principal, at (916) 395-5130

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	6.2	11.9	9.8	7.7	11.3	10.6	7.8	8.2	8.9
<b>Graduation Rate</b>	87.7	85.3	84.9	85.2	79.9	80.9	87.0	86.2	86.4

#### 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	378	321	84.9
<b>Female</b>	166	150	90.4
<b>Male</b>	212	171	80.7
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	35	32	91.4
<b>Black or African American</b>	44	35	79.5
<b>Filipino</b>	12	12	100.0
<b>Hispanic or Latino</b>	147	127	86.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	29	27	93.1
<b>White</b>	97	77	79.4
<b>English Learners</b>	51	36	70.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	18	13	72.2
<b>Socioeconomically Disadvantaged</b>	305	259	84.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	75	53	70.7

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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1657	1597	541	33.9
Female	767	738	266	36.0
Male	890	859	275	32.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	135	130	28	21.5
Black or African American	269	253	114	45.1
Filipino	23	23	5	21.7
Hispanic or Latino	603	586	194	33.1
Native Hawaiian or Pacific Islander	37	36	13	36.1
Two or More Races	154	151	54	35.8
White	426	408	128	31.4
English Learners	267	256	84	32.8
Foster Youth	13	--	--	--
Homeless	55	50	29	58.0
Socioeconomically Disadvantaged	1123	1086	406	37.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	359	345	139	40.3

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	8.74	10.07	11.35	4.73	6.16	6.04	3.17	3.60	3.28
Expulsions	0.06	0.00	0.00	0.01	0.05	0.01	0.07	0.08	0.07



## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.35	0.00
Female	10.82	0.00
Male	11.80	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.74	0.00
Black or African American	27.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.62	0.00
Native Hawaiian or Pacific Islander	8.11	0.00
Two or More Races	9.74	0.00
White	8.45	0.00
English Learners	4.49	0.00
Foster Youth	7.69	0.00
Homeless	10.91	0.00
Socioeconomically Disadvantaged	13.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.43	0.00

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 School Safety Plan

Sacramento City Unified School District  
 Comprehensive Safe School Plan 2023-24  
 Reviewed by Safe School Director Annually

Section 1... Crisis Communication Flow

Section 2... Site Level Emergency Procedures:

a. Lockdown Response

b. Fire

c. Bomb Threat, ATF Bomb Threat Checklist

d. Active Shooter

e. Chemical Accident

f. Severe Weather / Loss of Power (City of Sacramento) Section 3 Earthquake Emergency Procedures

a. Earthquake Emergency Response for Students with Special Needs Section 4 Site Level Use of Schools as a Community Shelter \*

Section 5 District Policies Related to Safety and Missing Student Protocol:

a. Board Policy 5020: Custodial & Parent Rights and Board Policy 5021: Noncustodial Parents

b. Mandated Child Abuse Reporting

c. Suicide Risk Assessment

d. Missing Student Protocol

e. Mental Health Crisis Response

Section 6 Bullying Policies and Procedures

Section 7 Dangerous Student Notification / Email Notifications Made by IT Dept.

## 2024-25 School Safety Plan

Section 8 Wellness Plan  
 Section 9 District Handbook  
 Section 10 Component I: Social Climate  
 Component II: Physical Climate/Campus  
 Section 11 Site Level Incident Command System (ICS) roles and ICS Team  
 Section 12 Site Level Communication Procedures  
 a. Emergency Phone Tree  
 Section 13 Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus  
 Section 14 Site Level Safe Ingress & Egress Procedures and Route Maps  
 Section 15 Site Level Family Reunification Plans  
 a. Reunification Logs  
 Section 16 Site Level Provisions for Students/Staff with Special Needs  
 a. Site Evacuation for Persons With Special Needs  
 Section 17 School Site Safety Committee Member List and Approval of CSSP  
 Section 18 Staff / School Handbook  
 Section 19 Site Map (Please Label All Rooms)  
 Section 20 OPTIONAL-Additional Site-Specific Safety Information

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>	19	40	31	10
<b>Mathematics</b>	18	42	26	6
<b>Science</b>	23	17	18	18
<b>Social Science</b>	20	35	26	21

## 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
<b>English Language Arts</b>	16	58	26	15
<b>Mathematics</b>	18	38	30	8
<b>Science</b>	19	29	15	15
<b>Social Science</b>	16	59	18	23

## 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	18	46	19	22
Mathematics	22	26	18	17
Science	21	20	20	15
Social Science	17	52	29	17

## 2023-24 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	270.54

## 2023-24 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)	5.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.2
Social Worker	1.2
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$9,210.07	\$2,145.77	\$7,064.30	\$88,090.71
<b>District</b>	N/A	N/A	\$7,880.65	\$96,972
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.9	-9.6
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-41.6	-7.2

## Fiscal Year 2023-24 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

School and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- College and Career Support
- Athletics program
- Credit Recovery
- High School Specialty Programs
- Restorative intervention program
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,448	\$56,573
Mid-Range Teacher Salary	\$81,025	\$87,186
Highest Teacher Salary	\$117,431	\$119,665
Average Principal Salary (Elementary)	\$125,578	\$148,486
Average Principal Salary (Middle)	\$132,459	\$154,835
Average Principal Salary (High)	\$144,817	\$170,008
Superintendent Salary	\$327,071	\$338,699
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	4
Social Science	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	22

## Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides meaningful and relevant opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to and benefit from culturally responsive high-quality instruction, universally designed and differentiated instruction, and anti-bias/anti-racist practices in a robust multi-tiered system of support. District leaders and partners also provide professional learning and resources specifically focused on Literacy, English Learners, Mathematics,

## Professional Development

Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Culture & Climate. The learning opportunities afforded through district professional learning deeply aligns with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: student engagement, culture and climate, standards-aligned curriculum, universally designed and differentiated instruction, and assessment for teaching for learning. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility. Provided staff with trauma-informed behavior response training. Provided staff community learning opportunities where staff have opportunities to share best practices with each other.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3