Rosemont High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Rosemont High School
Street	9594 Kiefer Boulevard
City, State, Zip	Sacramento, CA 95827
Phone Number	916.395.5130
Principal	Mitchell Jones
Email Address	mitchell-jones@scusd.edu
School Website	Rosemont.scusd.edu
County-District-School (CDS) Code	34-67439-0101972

2023-24 District Contact Information

District Name	Sacramento City Unified School District
Phone Number	(916) 643-7400
Superintendent	Lisa Allen
Email Address	https://www.scusd.edu/form/send-us-email
District Website	www.scusd.edu

2023-24 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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	353
Grade 10	377
Grade 11	395
Grade 12	389
Total Enrollment	1,514

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54.4%
American Indian or Alaska Native	0.5%
Asian	8.5%
Black or African American	14.3%
Filipino	2.2%
Hispanic or Latino	37.5%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	8.6%
White	26.2%
English Learners	13.5%
Foster Youth	0.5%
Homeless	0.9%
Socioeconomically Disadvantaged	63.6%
Students with Disabilities	20.3%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.80	89.23	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	2.99	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.71	70.70	3.53	12115.80	4.41
Unknown	3.70	6.04	128.70	6.43	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.70	81.30	1686.00	84.45	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.76	37.10	1.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.00	12.10	144.80	7.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	4.76	67.40	3.38	11953.10	4.28
Unknown	0.70	1.07	61.00	3.06	15831.90	5.67
Total Teaching Positions	66.10	100.00	1996.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.80	8.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.80	8.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.30
Local Assignment Options	1.00	0.70
Total Out-of-Field Teachers	1.00	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6	8.1
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high-quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education, and Visual and Performing Arts. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. 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.

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA 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 & literature for the IB Diploma Oxford Univ Press 2021-2022 ELD Benchmark Steps to Advance (SPED) K-6 (consumable) 2017 Benchmark Steps to Adv 2-6 ONLINE Inside & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & 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	Yes	0%
Mathematics	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 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	Yes	0%

	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 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020		
Science	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 & 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, & ONLINE) 2020-2021 Amplify Science 6 grade Lab Kits Supplies 2020-2021 Amplify Science 7-8 Lab Kits 2020-2021 STEMScopes Biology (Text & ONLINE) 2020-2021 STEMScopes Biology Workbooks 2020-2021 STEMScopes Biology Lab Kits 2020-2021 AP Biology (Text & ONLINE) Pearson 2020-2021 STEMScopes Physics (Text & ONLINE) 2020-2021 STEMScopes Physics Workbooks 2020-2021 STEMScopes Physics Lab Kits 2020-2021 AP College Physics (Text & ONLINE) BFW 2020-2021 AP College Physics 2 (Text & ONLINE) BFW 2020-2021 AP Physics for Sci & Engineers (Text & ONLINE) Pearson 2023-2024 Savvas Chemistry (Consumable Text & ONLINE) 2020-2021 Savvas Chemistry Lab Kits 2020-2021 AP Chemistry (Text & ONLINE) 2020-2021 Environmental Science (Rosemont only) Holt, Rinehart and Winston 2017 AP Environmental Science (Text & 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 ?	Yes	0%
History-Social Science	K-5 SS McGraw Hill : Text, ONLINE, & Workbooks 2023-2024 6-8 SS Discover Ed: Text & ONLINE, * No TE 2023-2024 6-8 SS Discover Ed: Workbooks 2023-2024 Ethnic Studies (9th) Kendal Hunt Publishing 2016-2017 9-12 SS TCI: Text & ONLINE - Geography (9th), World History (10th), American History (11th), Economics (12th), US Government (12th) 2023-2024 9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024	Yes	0%

	AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024 AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024 AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024 IB Authoritarian states Oxford University Press 2017-2018 IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018 IB Civil rights and social movments in the Americas post-1945 Oxford Univ Press 2017-2018 IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018 IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018 IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018 IB Rights and protest 2017-2018 HISP World history: patterns of interaction (9th) McDougal Littell 2010 HISP World cultures : a global mosaic (10th) 2007 HISP America : past and present (11th) ADDISON-WESLEY 2006 HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009		
Foreign Language	Spanish: En Espanol 1, 2, 3 McDougal Littell 2006 ? AP Spanish: Temas Vista Higher Learning 2018-2019 AP Spanish: Temas Online 2018-2019 Dime! (Spanish for Spanish Speakers) DC Heath & Co 2007 ? Nuestro Mundo (Spanish for Spanish Speakers DC Heath & Co 2007 ? IB Spanish Manana libro del alumno Cambridge University Press 2017 ? IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) 2020 ? IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press 2023-2024 IB MYP Spanish Language Acquisition 3 & 4 (Capable) Oxford Univ Press 2023-2024 French 1,2,3 McDougal Littell 2006 ? AP Themes: French language and culture Vista Higher Learning 2018-2019 AP Allons Au Dela (French) PRENTICE HALL 2018-2019 AP Advanced Placement French Test Prep Book 2018-2019 German 1 EMC/PARADIGM PUBLISHING 2016 German 2, 3 EMC/PARADIGM PUBLISHING 2006 "AP German: Neue Blickwinkel (Text & ONLINE) Wayside Publishing" 2018-2019 Japanese 1, 2, 3, 4 CHENG & TSUI CO 2011 ? Latin 1,2,3,4 Pearson/Prentice Hall, 2006 ? AP Latin: Scandite Muros Scale The Wall Of Latin Sight Reading (Text & Online) Wayside Publishing 2018-2019 AP Caesar Selections from his COMMENTARII DE BELLO GALLICO BOLCHAZY CARDUCCI PUBL. INC 2013 ? Chinese - Ni Hao level 1 CHENG & TSUI CO 2001 ? Chinese - Ni Hao level 2 CHENG & TSUI CO 2008 ? Chinese - Ni Hao level 3 / Simplified CHENG & TSUI CO 2002 ?	Yes	0%

	AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017 AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017 Hmong 1, 2, 3 Hmong Book Center 2014 American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022		
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017		0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Daivs 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Rosemont High School received a Facility Inspection Tool (FIT) overall rating score of Good on their most recent inspection.

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.

Year and month of the most recent FIT report		6/30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom B104: RR Clock WO#200292 RR HVAC WO#200293 Classroom B213: RR HVAC Unit WO#200393 Classroom C120: RR Ceiling Tiles WO#200310 RR HVAC Unit WO#200312 Classroom E112: RR HVAC Unit WO#200381 Classroom E113: RR HVAC Unit WO#200382 RR Carpet WO#200383 RR Shelfs WO#200385
Interior: Interior Surfaces		X		:Administration Credit Recovery A139: RR Ceiling Tile WO#200437 Boys Athletic Lockers G129: RR Loose Door Handle WO#200434 RR Clock WO#200435 Ceramics Classroom J118: RR Ceiling Tiles WO#200431

				Chair/Table Storage F102: RR Ceiling Tiles WO#200441 Classroom B101: RR-Ceiling Tile WO#200286 RR-Counter Trim WO#200287 Classroom B102: PNP Wall WO#200288 ROR Ceiling Tile WO#200291 Classroom B105: RR Loose Door Handle WO#200294 Classroom B106: RR Baseboard WO#200296 Classroom B110: RR Carpet Seams WO#200302 Classroom B120: PNP Wall WO#200284 Classroom B200: PNP Wall WO#200389 Classroom B201: RR Ceiling Tile WO#200390 Classroom B202: PNP Wall WO#200391 Classroom B209: RR Loose Door Handle WO#200392 Classroom B220: PNP Wall WO#200388 Classroom C119: PNP Wall WO#200314 Classroom C120: RR Ceiling Tiles WO#200310 RR HVAC Unit WO#200312 Classroom C200: RR Ceiling Tile WO#200401 Classroom C201: RR Ceiling Tiles WO#200402 Classroom C202: RR Ceiling Tiles WO#200403 Classroom C220: RR Ceiling Tiles WO#200396 Classroom C225: RR Ceiling Tile WO#200397 Classroom C227: PNP Wall WO#200398 Classroom C228: RR Ceiling Tile WO#200399 RR Carpet Seams WO#200400 Classroom E102: PNP Wall WO#200323 Classroom E104: RR Ceiling Tile WO#200326 Classroom E106: PNP Wall WO#200327 Classroom E113: RR HVAC Unit WO#200382 RR Carpet WO#200383 RR Shelfs WO#200385 Classroom E200: RRCeiling Tiles WO#200428 Classroom E202: RR Ceiling Tiles WO#200427 Classroom E205: RR Ceiling Tile WO#200424 PNP Wall WO#200425 Classroom E210: PNP Wall WO#200423 Classroom E211: RR CeilingTile WO#200420 PNP Wall WO#200422 Classroom E212: PNP Wall WO#200418 Classroom E220: RR Ceiling Tile WO#200429 Common Area B103: PNP WallWO#200304 RR Ceiling Tiles WO#200306 RR Clock WO#200307 Common Area B203: RR Ceiling Tiles WO#200394 Repair Hole In Wall WO#200395 Common Area E 103: RR Ceiling Tiles WO#200387 Common Area E 203: RR Ceiling Tiles WO#200430 Culinary Room F110: RR Ceiling Tile WO#200442 Lower Hallway East C121: RR Ceiling Tiles WO#200318 PNP Wall WO#200319 Studen Store F101: RR Ceiling Tile WO#20440 Student Dinning F100: RR Ceiling Tiles WO#200439
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Boys Athletic Lockers G129: RR Loose Door Handle WO#200434 RR Clock WO#200435 Classroom B104: RR Clock WO#200292 RR HVAC WO#200293 Classroom B109: RR Clock WO#200300

School Facility Conditions and Planned Improvements

			Classroom C116 Science Lab Prep: RR Litch Switch WO#200309 Classroom E111: RR Clock WO#200328 Classroom E206: Girls Locker Rm G144: RR Bad Ballast WO#200432 Girls Team Room G135: RR Bad Ballast WO#200433
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Teacher Planning Center B115: RR Leaking Faucet WO#200283
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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	35	38	38	47	46
Mathematics (grades 3-8 and 11)	13	12	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	374	359	95.99	4.01	35.10
Female	171	163	95.32	4.68	42.94
Male	203	196	96.55	3.45	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	36	34	94.44	5.56	47.06
Black or African American	39	38	97.44	2.56	21.05
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	147	139	94.56	5.44	33.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	25.00
White	98	95	96.94	3.06	34.74
English Learners	36	34	94.44	5.56	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	232	96.27	3.73	31.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	64	92.75	7.25	12.50

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	374	356	95.19	4.81	12.08
Female	171	162	94.74	5.26	12.96
Male	203	194	95.57	4.43	11.34
American Indian or Alaska Native	--	--	--	--	--
Asian	36	34	94.44	5.56	17.65
Black or African American	39	38	97.44	2.56	7.89
Filipino	14	14	100.00	0.00	0.00
Hispanic or Latino	147	139	94.56	5.44	10.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	18.52
White	98	93	94.90	5.10	15.05
English Learners	36	34	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	229	95.02	4.98	10.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	63	91.30	8.70	3.17

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.69	24.83	25.03	25.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	305	95.31	4.69	25.25
Female	149	141	94.63	5.37	21.99
Male	171	164	95.91	4.09	28.05
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	26.67
Black or African American	38	35	92.11	7.89	22.86
Filipino	--	--	--	--	--
Hispanic or Latino	126	119	94.44	5.56	18.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	25.00
White	91	88	96.70	3.30	36.36
English Learners	39	36	92.31	7.69	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	182	92.39	7.61	21.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	54	91.53	8.47	9.26

2022-23 Career Technical Education Programs

Rosemont High School supports three Career Technical Education pathways:
1. Culinary
2. Engineering Construction, and Design (ECD)
3. Media

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified particularly, Linked Learning pathways, Career Technical Education pathways and California Partnership Academies approach preparing students for career and post-secondary experiences. The department works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation. These pathways are career-themed approaches to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. All pathways and academies offer students the opportunity to develop into adults who are prepared for college, career, and life after high school. The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state. Our CTE programs support the CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	463
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.9
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	42.64

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87%	88%	87%	87%	87%

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.

2023-24 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

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.3	6.2	11.9	10.1	7.7	11.3	9.4	7.8	8.2
Graduation Rate	87	87.7	85.3	81.3	85.2	79.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	354	302	85.3
Female	158	140	88.6
Male	196	162	82.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	30	28	93.3
Black or African American	39	31	79.5
Filipino	--	--	--
Hispanic or Latino	141	121	85.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	17	81.0
White	102	87	85.3
English Learners	55	37	67.3
Foster Youth	--	--	--
Homeless	11	8	72.7
Socioeconomically Disadvantaged	273	223	81.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	63	46	73.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1689	1601	546	34.1
Female	777	740	256	34.6
Male	911	860	289	33.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	7	7	3	42.9
Asian	135	132	25	18.9
Black or African American	253	238	97	40.8
Filipino	35	33	9	27.3
Hispanic or Latino	634	600	225	37.5
Native Hawaiian or Pacific Islander	41	41	16	39.0
Two or More Races	144	136	51	37.5
White	438	414	120	29.0
English Learners	257	232	79	34.1
Foster Youth	21	11	8	72.7
Homeless	30	24	17	70.8
Socioeconomically Disadvantaged	1107	1043	401	38.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	354	333	148	44.4

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.74	10.07	0.04	4.73	6.16	0.20	3.17	3.60
Expulsions	0.00	0.06	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.07	0
Female	7.59	0
Male	12.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.44	0
Black or African American	21.34	0
Filipino	5.71	0
Hispanic or Latino	8.83	0
Native Hawaiian or Pacific Islander	2.44	0
Two or More Races	6.94	0
White	8.9	0
English Learners	5.45	0
Foster Youth	14.29	0
Homeless	16.67	0
Socioeconomically Disadvantaged	11.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.54	0

2023-24 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2022-2023

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
Section 6............Bullying Policies and Procedures
Section 7............Dangerous Student Notification / Email Notifications Made by IT Dept.
Section 8............Wellness Plan
Section 9...........District Handbook

2023-24 School Safety Plan

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	38	9	27
Mathematics	25	18	14	23
Science	22	19	13	23
Social Science	18	44	9	31

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	40	31	10
Mathematics	18	42	26	6
Science	23	17	18	18
Social Science	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
English Language Arts	16	58	26	15
Mathematics	18	38	30	8
Science	19	29	15	15
Social Science	16	59	18	23

2022-23 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	270.36

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$7,841	$1,470	$6,371	$77,591
District	N/A	N/A	$6,048	$87,329
Percent Difference - School Site and District	N/A	N/A	5.2	-7.2
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-3.4	-9.5

Fiscal Year 2022-23 Types of Services Funded

Rosemont provides supplemental programs and services through categorical funds and other sources to support the needs of all students, including 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.

Rosemont High School and district supplemental programs and services include:
- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- ASSETs after school tutoring
- LEAD and AP pathway
- Culinary CTE program
- Engineering and Construction Design CTE pathway
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Student Support Center on site
- 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$49,228	$55,550
Mid-Range Teacher Salary	$54,542	$80,703
Highest Teacher Salary	$106,174	$109,418
Average Principal Salary (Elementary)	$125,578	$137,703
Average Principal Salary (Middle)	$132,459	$143,760
Average Principal Salary (High)	$144,817	$159,021
Superintendent Salary	$327,071	$319,443
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for Administrative Salaries	4.73%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22

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	1
Mathematics	3
Science	3
Social Science	9
Total AP Courses Offered 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 numerous 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 culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. 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: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. 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.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8