Rosemont High School

9594 Kiefer Blvd. • Sacramento, CA 95827 • 916.228.5844 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Sacramento City Unified School District
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Superintendent

José L. Banda
Superintendent

Lisa Allen
Interim Deputy Sup.

School Description

Rosemont High School provides every student with an education that is rigorous and structured. All students thrive in a challenging and supportive academic environment, and graduates are prepared to meet the demands of college and career without the need for remediation. Regardless of the path chosen, Rosemont graduates are capable, and resourceful citizens who give back to the community.

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. 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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 916.228.5844 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	386
Grade 10	339
Grade 11	337
Grade 12	313
Ungraded Secondary	1
Total Enrollment	1,376

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	19.1
American Indian or Alaska Native	0.6
Asian	6.8
Filipino	2.4
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	1.7
White	32.9
Two or More Races	5.2
Socioeconomically Disadvantaged	67.4
English Learners	10.8
Students with Disabilities	15.6
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Rosemont High School	**13-14**	**14-15**	**15-16**
With Full Credential	44	45	57
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	0	0
Sacramento City Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1826
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rosemont High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	3

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	95.3	4.7
Districtwide		
All Schools	96.0	4.1
High-Poverty Schools	95.7	4.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: November 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt Literature and Language Arts, Course 3 English 9 2003 Holt Literature and Language Arts, Course 4 English 10 2003 Holt Literature and Language Arts, Course 5 English 11 2003 Holt Literature and Language Arts, Course 6 English 12 2003 Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007 The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008 Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007 Perrine's Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009 **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012 Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell Advanced Algebra 2000 Algebra 2, McDougal Littell Advanced Algebra 2001 Geometry: Measuring Reasoning, McDougal Littell Geometry 2004 Algebra 2 (California Edition), Pearson Prentice Hall Algebra 2 and/or Adv. Geometry 2004 Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006 Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007 Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008 Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997 Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007 Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007 Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006 **Percent of students lacking their own assigned textbook:** 0%
Science	Invitation to Psychology. Prentice Hall Psychology AP 2008 Psychology, 7th Ed., Worth Psychology 2004 Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006 Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005 Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002 Biology, Prentice Hall Biology/Biophysical Science 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005 Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007 Chemistry in the Community, Freeman Chemistry 2000 Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005 Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007 Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003 **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: November 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	Visions, Levels Basic and A,Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C,Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003 **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 2004. This school has 75 permanent classrooms which include a multipurpose room, a library, and an administrative building.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/30/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom B209: HVAC not functioning properly. WO #62737; One water spotted ceiling tile. WO #62902 Girls RR C206: Very noisy exhaust fan. WO #63685
Interior: Interior Surfaces	X			Classroom B100: 2 damaged ceiling tiles. WO #62570 Classroom B102: One water damaged ceiling tile. WO 62572; Broken mini blind. WO #62569 Classroom B104: One broken ceiling tile. WO #62573 Classroom B209: HVAC not functioning properly. WO #62737; One w
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			F121: 2 bad ballasts. WO #62010

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/30/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom C218: Three water spotted ceiling tiles. WO #62905; Water pipe vibration north sink. WO #62907 Girls RR C229: One non-operable hand dryer. WO #63187
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Media Center C133: Persistent roof/wall leaks in area of Librarian's work station - many orders over years.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor	All repairs noted on the inspection have had work orders submitted for repair.
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	42	35	44
Math	25	28	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	49	50	34	49	53	47	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	20.30	24.40	25.60

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	34
Male	38
Female	29
Black or African American	16
American Indian or Alaska Native	--
Asian	32
Filipino	--
Hispanic or Latino	26
Native Hawaiian or Pacific	--
White	50
Two or More Races	30
Socioeconomically Disadvantaged	17
English Learners	16
Students with Disabilities	26
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	317	306	96.5	22	36	31	12
Male	11		150	47.3	29	36	27	7
Female	11		156	49.2	14	35	35	16
Black or African American	11		51	16.1	29	41	24	6
Asian	11		29	9.1	14	31	38	17
Filipino	11		11	3.5	9	36	27	27
Hispanic or Latino	11		93	29.3	24	42	25	10
Native Hawaiian or Pacific Islander	11		4	1.3	--	--	--	--
White	11		101	31.9	20	30	35	15
Two or More Races	11		17	5.4	18	24	53	6
Socioeconomically Disadvantaged	11		189	59.6	23	39	28	10
English Learners	11		26	8.2	46	50	4	0
Students with Disabilities	11		33	10.4	70	21	9	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	317	307	96.8	50	25	17	8
Male	11		151	47.6	52	23	17	8
Female	11		156	49.2	48	26	17	9
Black or African American	11		52	16.4	65	19	6	10
Asian	11		29	9.1	21	31	24	24
Filipino	11		11	3.5	36	27	27	9
Hispanic or Latino	11		93	29.3	58	26	14	2
Native Hawaiian or Pacific Islander	11		4	1.3	--	--	--	--
White	11		101	31.9	46	25	20	10
Two or More Races	11		17	5.4	47	18	29	6
Socioeconomically Disadvantaged	11		190	59.9	50	24	15	11

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	**11**	26	8.2	85	12	0	4	
Students with Disabilities	**11**	33	10.4	97	3	0	0	
Foster Youth	**11**	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

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

Opportunities for Parental Involvement
Career/Parent Center - Provides college information, college scholarship information, financial aid information, parent support groups, drug and alcohol counseling and job searches
Parent Nights per grade level regarding academic and college preparation
Intervention Dinner
Awards Dinner
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 – Parents serve as Judges
Parent Focus Groups
Parent University
Parent Literacy Class

For more information, contact Leise Martinez, Principal at (916) 228-5844, ext.1011.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan 2015-2016

Section 1………… Crisis Communication Flow
Section 2………….Emergency Plan: Site Level Drill and Emergency Procedures
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical
Section 3……………Emergency Plan: Earthquake Emergency Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5…………District Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights

(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
(d) Suicide Risk Assessment
Section 6…………Bullying Policies and Procedures
Section 7…………Dangerous Student Notification
Section 8…………Wellness Plan
Section 9…………District Handbook
Section 10……………Component I: Social Climate
Component II: Physical Climate/Campus
Section 11………… Emergency Plan: Site Level Incident Command System
Section 12………… Emergency Plan: Site Level Communication Procedures
Section 13…………Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
Section 14……………Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 15... Emergency Plan: Site Level Family Reunification Procedures
Section 16……… Emergency Plan: Site Level Provisions for   Students/Staff with Special Needs
Section 17…………School Site Safety Committee Member List
Section 18…………School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
Section 19…………Staff Handbook
Section 20…………Site Specific Documents (option to add documents)
** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 3382 of the 2015 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

The following Table of Contents were discussed and offered to Principals at all sites within the District:

Section 1……………Component I: Social Climate, Component II: Physical Climate/Campus
Section 2……… Emergency Plan: Site Level Incident Command System
Section 3………… Emergency Plan: Site Level Communication Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5……… Emergency Plan: Site Level Provisions for   Students/Staff with Special Needs
Section 6... Emergency Plan: Site Level Family Reunification Procedures
Section 7……………Emergency Plan: Site Level Earthquake Emergency Procedures
Section 8………… Emergency Plan: Site Level Drill Procedures: Fire, Chemical, Bomb Threat, ATF Bomb Threat Checklist, Lockdown, Active Shooter
Section 9……………Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 10…………Before and After School Programs
Section 11…………School Site Safety Committee Member List
Section 12…………School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
Section 13…………District and Site Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
Section 14…………Dangerous Student Notification to Teachers' Signature Pages (Spring & Fall)
Section 15…………Bullying Policies and Procedures
Section 16…………Wellness Plan
Section 17…………District Handbook
Section 18…………Staff Handbook
Section 19…………Site Specific Documents (option to add documents)

The revised Safety Plan was developed to bring the District up to current standards while addressing each of the components as it relates to a unique school site. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	12.48	9.20	15.02
Expulsions Rate	0.13	0.00	0.07
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.57	4.88	6.10
Expulsions Rate	0.02	0.03	0.02
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		53
Percent of Schools Currently in Program Improvement		79.1

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	18	20	22	37	27	25	2	4	14	27	18	18
Math	21	26	23	21	16	20	5	3	17	21	23	14
Science	24	30	24	19	8	17	6	12	14	22	22	17
SS	23	21	24	25	23	24	7	7	14	31	18	26

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	1.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.2000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	0.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	420

* 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.

Professional Development provided for Teachers

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 program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$39,885	$43,165
Mid-Range Teacher Salary	$52,419	$68,574
Highest Teacher Salary	$86,028	$89,146
Average Principal Salary (ES)	$100,430	$111,129
Average Principal Salary (MS)	$102,617	$116,569
Average Principal Salary (HS)	$118,237	$127,448
Superintendent Salary	$245,000	$234,382
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,509	$1,580.26	$4,928.36	$69,472.77
District	♦	♦	$4,556	$65,695
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			5.2	3.5
Percent Difference: School Site/ State			-7.7	0.6

* Cells with ♦ do not require data.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:
Class Size Reduction
Tutoring
Supplemental Instructional Materials and Books in Mathematics, Reading/Language Arts and ELD
Extended Day/Year/ Summer School
Enrichment Programs
Access to Technology
AVID- Advancement Via Individual Determination
Parent Education/Family Nights
Student/Family Primary Language Support
Translation for Home-School Communication
Counseling (academic and career)

Advanced Placement Classes
Special Education
Professional Development
Support Staff, 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.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	24	26	46	36	18
All Students at the School	61	22	17	54	32	14
Male	68	20	11	53	31	16
Female	51	25	24	54	34	13
Black or African American	75	14	11	76	17	7
Asian	63	5	32	28	33	39
Hispanic or Latino	66	22	12	58	34	8
White	48	30	22	43	38	19
Two or More Races	67	13	20	44	44	13
Socioeconomically Disadvantaged	66	20	14	59	30	11
English Learners	85	10	5	67	23	10
Students with Disabilities	92	6	2	89	9	2

*   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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Rosemont High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	47	43	39
Mathematics	53	54	46
Sacramento City Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	49	42	43
Mathematics	55	47	47
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

*   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.

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	249
% of pupils completing a CTE program and earning a high school diploma	0.2894
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.25

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rosemont High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	9.80	4.80	4.40
Graduation Rate	85.01	91.67	90.20
Sacramento City Unified School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	11.50	6.10	5.50
Graduation Rate	79.91	85.27	85.01
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	90.55	82.13	84.6
Black or African American	80	74.6	76
American Indian or Alaska Native	100	70	78.07
Asian	88.46	87.1	92.62
Filipino	100	111.11	96.49
Hispanic or Latino	90.43	78.07	81.28
Native Hawaiian/Pacific Islander	100	75.36	83.58
White	93.88	89.94	89.93
Two or More Races	95.65	87.32	82.8
Socioeconomically Disadvantaged	73.81	67.4	61.28
English Learners	73.17	63.8	50.76
Students with Disabilities	88.79	80.35	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	94.99
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	26.98

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	3	♦
Science	1	♦
Social Science	5	♦
All courses	14	.5

*   Where there are student course enrollments.

Career Technical Education Programs

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.