

Rosemont High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

| | |
|---|---|
| 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/ . |

2025-26 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 |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 34-67439-0101972 |

2025-26 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 |

2025-26 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 365 |
| Grade 10 | 363 |
| Grade 11 | 339 |
| Grade 12 | 418 |
| Total Enrollment | 1,485 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.1 |
| Male | 53.8 |
| Non-Binary | 0.1 |
| American Indian or Alaska Native | 0.5 |
| Asian | 7.9 |
| Black or African American | 16.3 |
| Filipino | 1.3 |
| Hispanic or Latino | 36.6 |
| Native Hawaiian or Pacific Islander | 1.9 |
| Two or More Races | 9.7 |
| White | 25.6 |
| English Learners | 15.4 |
| Foster Youth | 0.5 |
| Homeless | 2.8 |
| Socioeconomically Disadvantaged | 60.1 |
| Students with Disabilities | 19.3 |

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.

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) | 53.7 | 81.3 | 1686 | 84.45 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0.5 | 0.76 | 37.1 | 1.86 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 8 | 12.1 | 144.8 | 7.25 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.1 | 4.76 | 67.4 | 3.38 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.7 | 1.07 | 61 | 3.06 | 15831.9 | 5.67 |
| Total Teaching Positions | 66.1 | 100 | 1996.4 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 53.7 | 77.5 | 1596.7 | 82.4 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.6 | 0.95 | 26.2 | 1.35 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 11.2 | 16.25 | 159.1 | 8.21 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.9 | 2.86 | 66 | 3.41 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1.6 | 2.41 | 89.7 | 4.63 | 14303.8 | 5.15 |
| Total Teaching Positions | 69.3 | 100 | 1937.8 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 54.6 | 75.48 | 1568 | 80.08 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1.5 | 2.07 | 49.7 | 2.54 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.1 | 5.68 | 162.7 | 8.31 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.8 | 3.92 | 60.2 | 3.08 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 9.2 | 12.82 | 117.3 | 5.99 | 13705.8 | 4.91 |
| Total Teaching Positions | 72.3 | 100 | 1958.1 | 100 | 278927.1 | 100 |

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

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 4 | 0 |
| Misassignments | 8.00 | 7.2 | 4.1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 8.00 | 11.2 | 4.1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.30 | 1 | 1 |
| Local Assignment Options | 0.70 | 0.9 | 1.8 |
| Total Out-of-Field Teachers | 3.10 | 1.9 | 2.8 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.1 | 11.1 | 8.6 |
| 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 | 0.3 | 0 |

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

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

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. Site visits occurred throughout the months of August and September 2025. No findings of insufficiency for use in class and at home was presented to, and approved by, the board on October 2, 2025. 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 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|--|
| Reading/Language Arts | <p>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 2025-26 & 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 & Edge 7-12 (Text & Workbook) Cengage 2017 Inside & Edge 7-12 ONLINE : 2025-26</p> | 0% |
| Mathematics | <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 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+ WkBs 2010-2011</p> | 0% |

| | | |
|-------------------------------|---|----|
| | <p>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 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020</p> | |
| Science | <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 & Spanish 2022-2023 Amplify Science K-3 (Kits + Refills) 2022-2023 Amplify Science 4-5 (Kits + Refills) 2022-2023 Amplify Science 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 2025-26</p> | 0% |
| History-Social Science | <p>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</p> | 0% |

| | | |
|--------------------------------|--|-----------|
| | <p>9th grade TCI: Geography Workbooks 2023-2024 AP World History: Ways of the World (10th) Text & ONLINE BFW 2023-2024 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 movements 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</p> | |
| <p>Foreign Language</p> | <p>Adoption 2024-25 through 2031-2 Spanish: Encuentros 2022 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks** AP Spanish: WaySide Publishing: Triangulo Apreciado 6th ed Text, ONLINE, TE and Azulejo 2nd ed Text, ONLINE, TE Spanish for Spanish Speakers: Senderos 2023 L4 and L5, Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks** French: Daccord 2024 L1,2,3 L1,2,3 Vista Text, ONLINE, WkBk **Will do annual shipments of WkBks** AP French: Themes 2ed Text, ONLINE, TE language and culture Vista Higher Learning German: Deutsch Neu L1,2,3/4, Klett Text, ONLINE, TE, WkBk **8 yr WkBk delivery all in Y1** "AP German: Neue Blickwinkel 2ed, Wayside Publishing, Text, ONLINE" Japanese: Adventures in 1, 2, 3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1* Chinese: Go Far with Chinese (Simplified) 1,2,3, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yr WkBk delivery all in Y1* AP Chinese - Integrated Level 3 and Level 4 4ed, Cheng & Tsui, Text, ONLINE, TE, WkBk *8 yrs WkBk delivery all in Y1* Hmong: The Hmong Journey & Keeb Kwm Haiv Neeg Hmoob, HER Publishing, Text 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>0%</p> |

| | | |
|---|--|----|
| | American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon Hmong 1, 2, 3 Hmong Book Center IB Spanish Manana libro del alumno Cambridge University Press IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press | |
| 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 - Davis 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) | NA | 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, Sacramento was built in 2003. It sits on a 9 acre site and houses 76 classrooms, comprising 210,650 built square-feet. The site has 0 playgrounds.

In the 2024-25 School year the site received \$0.00 worth of deferred maintenance spread between the following projects: None.

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.

Year and month of the most recent FIT report

9/3/2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|--|
| | | | <p>Chair/ Table Storage F102: WO# 271207 patch and pain</p> <p>Classroom C217: WO # 271078 sink needed to be snaked & WO # 271077 light latch needed repair</p> <p>Classroom C220: WO # 271080 sink needs to be snaked, WO# 271081 Eye wash station needs to have pressure turned up.</p> <p>Classroom J118:</p> |
| Interior: Interior Surfaces | X | | <p>Classroom B201: WO # 271049 need blinds replaced.</p> <p>Classroom B202: WO # 271050 Patch and paint.</p> <p>Classroom B204: WO # 271051 Patch and paint.</p> <p>Classroom B205: WO # 271052 Tile has water mark.</p> <p>Classroom B213: WO # 271053 Borken Blinds.</p> <p>Classroom C116 Science Prep: WO # 271074 Broken Blinds</p> <p>Classroom C200: WO # 271075 broken corner on shelf.</p> <p>Classroom C202: WO # 271076 Stuck door</p> <p>Classroom C217: WO # 271078 sink needed to be snaked & WO # 271077 light latch needed repair</p> <p>Dance/ PE Classroom G110: WO# 2711198 Need new outside room number sign</p> <p>Gym G100: WO # 271170 Need room sign for outside classroom</p> <p>Practice Room J127: WO# 271209 missing ceiling tile</p> <p>Training RM G130: WO # 271203 Need new classroom number sign</p> <p>Wrestling Room G132: WO# 271204 patch and paint, WO# 271205 patch and paint</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | X | | <p>Black Box Room J101: WO# 271217 clock not working</p> <p>Classroom J112: WO# 271213 clcok is not working</p> <p>Classroom J113: WO# 271212 clock is not working</p> <p>Kitchen Office F114:</p> <p>Mini Auditorium J131: WO # 271216 clcok not working</p> |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | <p>Classroom C202: WO # 271076 Stuck door</p> |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 34 | 30 | 38 | 40 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 11 | 15 | 29 | 31 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 323 | 312 | 96.59 | 3.41 | 30.45 |
| Female | 160 | 156 | 97.50 | 2.50 | 35.26 |
| Male | 163 | 156 | 95.71 | 4.29 | 25.64 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 28 | 27 | 96.43 | 3.57 | 40.74 |
| Black or African American | 49 | 49 | 100.00 | 0.00 | 30.61 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 125 | 117 | 93.60 | 6.40 | 24.79 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 27 | 96.43 | 3.57 | 40.74 |
| White | 80 | 79 | 98.75 | 1.25 | 31.65 |
| English Learners | 68 | 65 | 95.59 | 4.41 | 1.54 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 11 | 91.67 | 8.33 | 18.18 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 189 | 181 | 95.77 | 4.23 | 23.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 56 | 54 | 96.43 | 3.57 | 7.41 |

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 324 | 311 | 95.99 | 4.01 | 15.43 |
| Female | 160 | 155 | 96.88 | 3.12 | 10.32 |
| Male | 164 | 156 | 95.12 | 4.88 | 20.51 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 28 | 27 | 96.43 | 3.57 | 25.93 |
| Black or African American | 49 | 49 | 100.00 | 0.00 | 10.20 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 116 | 92.06 | 7.94 | 11.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 27 | 96.43 | 3.57 | 22.22 |
| White | 80 | 79 | 98.75 | 1.25 | 20.25 |
| English Learners | 68 | 65 | 95.59 | 4.41 | 4.62 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 10 | 83.33 | 16.67 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 190 | 180 | 94.74 | 5.26 | 10.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 57 | 54 | 94.74 | 5.26 | 3.70 |

CAASPP Test Results in Science for All Students

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

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 18.52 | 28.27 | 25.04 | 26.94 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 342 | 329 | 96.20 | 3.80 | 28.27 |
| Female | 155 | 146 | 94.19 | 5.81 | 25.34 |
| Male | 187 | 183 | 97.86 | 2.14 | 30.60 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 29 | 29 | 100.00 | 0.00 | 17.24 |
| Black or African American | 48 | 46 | 95.83 | 4.17 | 30.43 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 122 | 96.83 | 3.17 | 15.57 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 28 | 93.33 | 6.67 | 28.57 |
| White | 102 | 98 | 96.08 | 3.92 | 46.94 |
| English Learners | 46 | 46 | 100.00 | 0.00 | 2.17 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 186 | 178 | 95.70 | 4.30 | 19.66 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 63 | 60 | 95.24 | 4.76 | 8.33 |

2024-25 Career Technical Education Programs

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 the California Partnership Academies approach, preparing students for career and post-secondary experiences. The department works closely with industry and community partners and post-secondary institutions to support our schools in preparing students to succeed after graduation. These pathways are career-themed approaches to learning that prepare 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 each school's specific culture and needs. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

The CTE District Wide Advisory Committee comprises 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.

2024-25 Career Technical Education Programs

The Pathway, Course, and Program Sequence at this school are:

Multimedia Production; Arts, Media & Entertainment

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

Engineering Technology; Engineering and Architecture

ENGINEERING TECHNOLOGY 1P, ENGINEERING TECHNOLOGY 2P, ADV ENGINEERING TECH 1P, ADV ENGINEERING TECH 2P

Food Service & Hospitality; Hospitality, Tourism & Recreation

CULINARY II 1P, CULINARY II 2P, CULINARY III 1P, CULINARY III 2P

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 448 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 73.3 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 9.1 |

2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 96.03 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 49.85 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9 | 94% | 79% | 51% | 56% | 77% |

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 11.9 | 9.8 | 9.7 | 11.3 | 10.6 | 8 | 8.2 | 8.9 | 8 |
| Graduation Rate | 85.3 | 84.9 | 86.4 | 79.9 | 80.9 | 85.9 | 86.2 | 86.4 | 87.5 |

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

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 382 | 330 | 86.4 |
| Female | 172 | 151 | 87.8 |
| Male | 210 | 179 | 85.2 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 29 | 27 | 93.1 |
| Black or African American | 56 | 49 | 87.5 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 144 | 119 | 82.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 31 | 30 | 96.8 |
| White | 113 | 98 | 86.7 |
| English Learners | 70 | 51 | 72.9 |
| Foster Youth | -- | -- | -- |
| Homeless | 15 | 10 | 66.7 |
| Socioeconomically Disadvantaged | 291 | 247 | 84.9 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 78 | 59 | 75.6 |

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

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

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1646 | 1578 | 536 | 34.0 |
| Female | 769 | 735 | 255 | 34.7 |
| Male | 876 | 842 | 280 | 33.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 130 | 125 | 20 | 16.0 |
| Black or African American | 279 | 266 | 116 | 43.6 |
| Filipino | 21 | 20 | 6 | 30.0 |
| Hispanic or Latino | 596 | 571 | 205 | 35.9 |
| Native Hawaiian or Pacific Islander | 33 | 31 | 9 | 29.0 |
| Two or More Races | 164 | 156 | 51 | 32.7 |
| White | 414 | 400 | 126 | 31.5 |
| English Learners | 281 | 267 | 78 | 29.2 |
| Foster Youth | 13 | -- | -- | -- |
| Homeless | 77 | 68 | 43 | 63.2 |
| Socioeconomically Disadvantaged | 1049 | 995 | 374 | 37.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 333 | 311 | 132 | 42.4 |

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 10.07 | 11.35 | 17.01 | 6.16 | 6.04 | 6.04 | 3.6 | 3.28 | 2.94 |

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

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.05 | 0.01 | 0.05 | 0.08 | 0.07 | 0.06 |

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

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 17.01 | 0.00 |
| Female | 12.22 | 0.00 |
| Male | 21.23 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 10.00 | 0.00 |
| Black or African American | 32.62 | 0.00 |
| Filipino | 9.52 | 0.00 |
| Hispanic or Latino | 13.76 | 0.00 |
| Native Hawaiian or Pacific Islander | 6.06 | 0.00 |
| Two or More Races | 23.17 | 0.00 |
| White | 11.84 | 0.00 |
| English Learners | 10.68 | 0.00 |
| Foster Youth | 30.77 | 0.00 |
| Homeless | 33.77 | 0.00 |
| Socioeconomically Disadvantaged | 20.02 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 20.12 | 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.

2025-26 School Safety Plan

Sacramento City Unified School District
Comprehensive Safe School Plan 2025-26

- 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
- 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. Employee Mandated Trainings
 - c. Student Risk Assessment Procedures for Suicide, Harm to Self and/or Harm to Others
 - d. Missing Student Protocol
 - e. Mental Health Crisis Response and Recovery Procedures
 - f. Workplace Violence Prevention Plan
 - g. Instructional Continuity Plan
- 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
- 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

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2018 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.

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 |

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 |

2024-25 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 18 | 41 | 27 | 16 |
| Mathematics | 21 | 29 | 22 | 11 |
| Science | 22 | 15 | 3 | 20 |
| Social Science | 21 | 32 | 20 | 24 |

2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|-------------------------------------|--------|
| Pupils to Academic Counselor | 270.54 |

2024-25 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5.6 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.1 |
| Social Worker | 1.3 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,756.93 | \$3,580.15 | \$7,176.78 | \$91,038.45 |
| District | N/A | N/A | \$7953.82 | \$90,916.67 |
| Percent Difference - School Site and District | N/A | N/A | -10.9 | -9.6 |
| State | N/A | N/A | \$11,146 | \$100,333 |
| Percent Difference - School Site and State | N/A | N/A | -41.6 | -7.2 |

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$57,715 | \$60,863 |
| Mid-Range Teacher Salary | \$85,887 | \$93,575 |
| Highest Teacher Salary | \$124,477 | \$125,548 |
| Average Principal Salary (Elementary) | \$152,281 | \$157,645 |
| Average Principal Salary (Middle) | \$160,625 | \$165,341 |
| Average Principal Salary (High) | \$175,611 | \$182,580 |
| Superintendent Salary | \$325,000 | \$357,064 |
| Percent of Budget for Teacher Salaries | 29.65% | 30.36% |
| Percent of Budget for Administrative Salaries | 5.43% | 4.88% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 20.3 |
|--|------|

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 | 4 |
| Fine and Performing Arts | 2 |
| Foreign Language | 0 |
| Mathematics | 3 |
| Science | 3 |
| Social Science | 8 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 20 |

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 Culture and 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: 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. Rosemont also has an instructional coaching program to provide mentoring and professional development to new and development teachers.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |