

Rose City High (Continuation)
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address: 300 Madre St.
Pasadena, CA , 91107-
4634

Principal: Raymond Cross, Principal

Phone: (626) 396-5620

Grade 9-12
Span:

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/>.

About This School

Raymond Cross, Principal

📍 Principal, Rose City High (Continuation)

Contact

Rose City High (Continuation)
300 Madre St.
Pasadena, CA 91107-4634

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Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Rose City High (Continuation)
Street	300 Madre St.
City, State, Zip	Pasadena, CA , 91107-4634
Phone Number	(626) 396-5620
Principal	Raymond Cross, Principal
Email Address	cross.raymond@pusd.us
Website	http://rosecity.pusd.us
Grade Span	9-12
County-District-School (CDS) Code	19648811936806

School Description and Mission Statement (School Year 2025–26)

Rose City High School serves as Pasadena Unified School District's continuation high school. The population is comprised of students sixteen years of age or older, who are at risk of not graduating with their class. Students are placed at RCHS by an alternative education placement committee, which meets four times per year. Students are placed at RCHS strictly due to credit deficiency which can be attributed to several factors, including poor attendance, parenthood, or unfortunate personal circumstances. Students have the option of either graduating from RCHS, returning to their school of residence, or transferring into a district adult diploma program.

Students may also enroll at RCHS voluntarily during their sophomore, junior, and/or senior year.

RCHS offers students a flexible schedule and the opportunity to make up credits quickly. Instruction at RCHS is flexible based on student needs and consists of blended instruction, online courses, independent study, or a combination thereof.

The curriculum addresses the CA State Standards, California Common Core Standards, PUSD Scope and Sequence and the Schoolwide Learner Outcomes identified by the school. The school provides curriculum that allows a student to meet the state and district graduation requirements. The school offers a daily tutoring period for all subjects.

Vision:

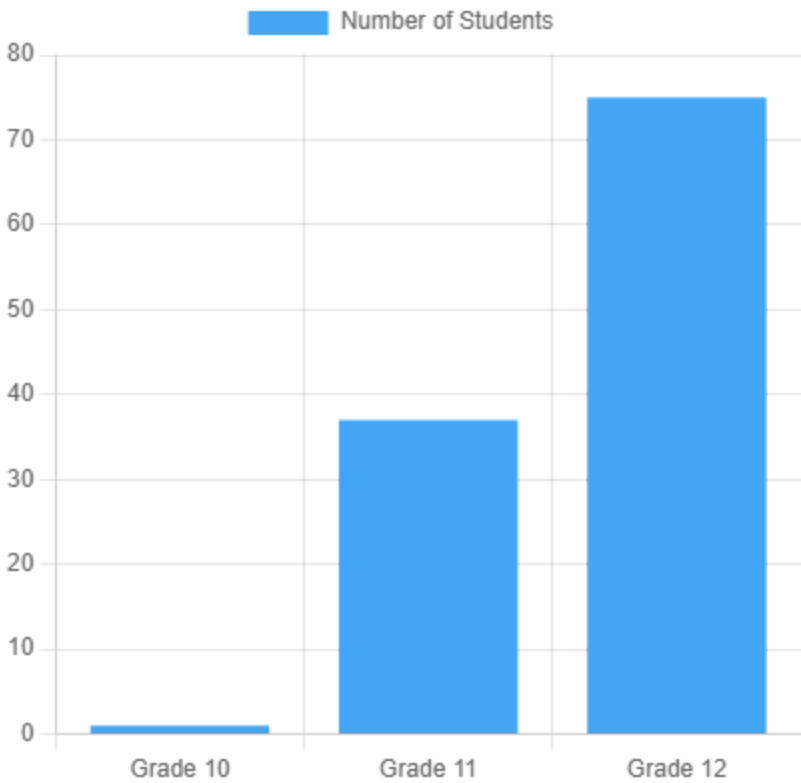
Prepare students for the job market of the 21st century by engaging them in critical thinking through projects and lessons that foster creativity, communication, and collaboration.

Mission:

To nurture students to become self-sufficient and productive citizens who use 21st century skills to offer solutions and innovations in the job market of today and in the future.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 10	1
Grade 11	37
Grade 12	75
Total Enrollment	113



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	50.40%	English Learners	19.50%
Male	49.60%	Foster Youth	1.80%
Non-Binary	0.00%	Homeless	2.70%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	87.60%
Black or African American	7.10%	Students with Disabilities	14.20%
Filipino	0.90%		
Hispanic or Latino	89.40%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.90%		
White	1.80%		

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

Teacher Preparation and Placement (School Year 2021–22)

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)	5.80	54.03%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	29.01%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	1.80	16.87%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	10.70	100.00%	763.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

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)	5.50	51.44%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	16.68%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	31.88%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	10.70	100.00%	731.40	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

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)	6.70	62.74%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	27.99%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	1.00	9.27%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	10.70	100.00%	745.90	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1.8	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.8	0.00

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	3.10	3.4	3.00
Total Out-of-Field Teachers	3.10	3.4	3.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	9.6%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 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	English 3P~ 11th Grade Honors/IB English HL 11th/12th Grade ERWC Packets / Digital Version ERWC - 12th Grade StudySync ELA (2021) English - Grades 9 - 11 Classroom Libraries Grades 6 - 12 Nearpod ELD (Digital) ENGLISH LANGUAGE DEVELOPMENT 1, 2, 3 ~GRADES 6-12 Inside Level A ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 Inside Level A Writing ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 Inside Level A Practice Book ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 Inside Level A Writer's Workout ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 Inside Level B ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 Inside Level B Writing ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 Inside Level B Practice Book ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Inside Level B Writer's Workout Edge Introduction Course - Grammar and Writing Practice Book (2009) Edge Introduction Course - Grammar and Writing Practice Book (2014) Edge Introduction Course - Interactive Reader Workbook	ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 English Language Development Level A-D English Language Development Level A-D English Language Development Level A-D
Mathematics	Carnegie Integrated Math 1 Carnegie Integrated Math 2 Carnegie Integrated Math 3 Precalculus with Limits Calculus Concepts and Applications Calculus of a Single Variable, 8th ed. (2006) Stats Modeling the World Stats Modeling the World AP Ed Introduction to Data Science v. 6.0 (2023) College Algebra: Graphs and Models (2012)	Integrated Math I/Math I Honors Integrated Math II/Math II Honors INTEGRATED MATH III Integrated Math III Honors/Precalculus Calculus/AP Calculus BC AP Calculus AB - Grades 10-12 Statistics and Data Science - Grades 11-12 AP Statistics / College Algebra Data Science Career Mathematics - GRADES 11-12

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Mathematics with Business Applications Integrated Arithmetic and Basic Algebra Career Math / College Prep Math College Prep Math	
Science	STEMScopes 6th-12th Licenses Access Science Access Science Workbook Acellus STEMScopes Grades 6-12 EL Science 6-12 EL Science 6-12 Credit Recovery	0
History-Social Science	High School: World History, Culture & Geography: The Modern World (2019) High School: Principles of Economics (2019) High School: Principles of American Democracy (2019) Access US History Access World History World History P/World History Honors - Grade 10 Economics P/Economics Honors– GRADE 12 American Government/American Government Honors–Grade 12 EL Social Studies 6-12 EL Social Studies 6-12	0
Foreign Language	¡Qué chévere!: Spanish 1 ¡Qué chévere!: Spanish 2 ¡Qué chévere!: Spanish 3 Spanish 1 Spanish 2 Spanish 3	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	¡Qué chévere!: AP® Spanish Spanish 4 Language and Culture En Voz Alta L1 Native Spanish 1 En Voz Alta L2 Native Spanish 2 En Voz Alta L3 Native Spanish 3 Realidades Spanish 1/Intro Abriendo Puertas AP Spanish Literature - Tomo I (2003) Grades 11-12 Album AP Spanish Language Edgenuity Credit Recovery	
Health	Health (Health Curriculum developed in alignment Secondary with California Healthy Kids Health Act (CHYA) Curriculum File	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD 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.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Rose City High School is located on the Wilson campus.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	5%	15%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	8%	10%	35%	36%	35%	37%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	37	66.07%	33.93%	14.71%
Female	26	15	57.69%	42.31%	7.14%
Male	30	22	73.33%	26.67%	20.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	30	63.83%	36.17%	11.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	15	9	60.00%	40.00%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	27	67.50%	32.50%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	30	53.57%	46.43%	10.00%
Female	26	13	50.00%	50.00%	7.69%
Male	30	17	56.67%	43.33%	11.76%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	25	53.19%	46.81%	8.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	15	8	53.33%	46.67%	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	23	57.50%	42.50%	8.70%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	0.00%	5.88%	31.97%	31.22%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	18	21.43%	78.57%	5.88%
Female	38	6	15.79%	84.21%	--
Male	46	12	26.09%	73.91%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	16	22.22%	77.78%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	4	22.22%	77.78%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	12	19.05%	80.95%	9.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	2	15.38%	84.62%	--

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

Students in PUSD are offered courses in the following CTE Industry Sectors:

Arts, Media, and Entertainment

Business and Finance

Engineering and Architecture

Health Science and Medical Technology

Hospitality, Tourism, and Recreation

Information and Communication Technologies

Public Service

Course sequences are offered in all of the above industry sectors and directly aligned with high wage, high need jobs in our community.

A complete list of Pasadena USD CTE courses can be found online:<https://www.pusd.us/Page/6762>

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.12%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	3.64%

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

**California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components**

Grade	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
9					

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

Through our Community Schools grant, Rose City works to bring parents together in a non traditional setting. Our Community Advocate has created trusted relationships with students and families. Through the Advocate we have been able to assist families financially with gift cards and clothing. We have taken students to conferences and have established sports teams with our students. This year, Rose City played flag football against other non traditional high schools. Back to School, Open House, and Awards ceremonies are another way in which parents access campus. Having events at beneficial times has resulted in more parental involvement. Our fall awards and Back to School Night were well attended for the first time in years.

Parents can participate in a myriad of ways on campus. However, there are limitations given we have a shortened day in which we end at 1:40pm. Gaining the trust of families in a short amount of time is what makes Rose City special. When parents and students come to campus they are offered resources, patience and a clear path toward graduation.

State Priority: Pupil Engagement

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

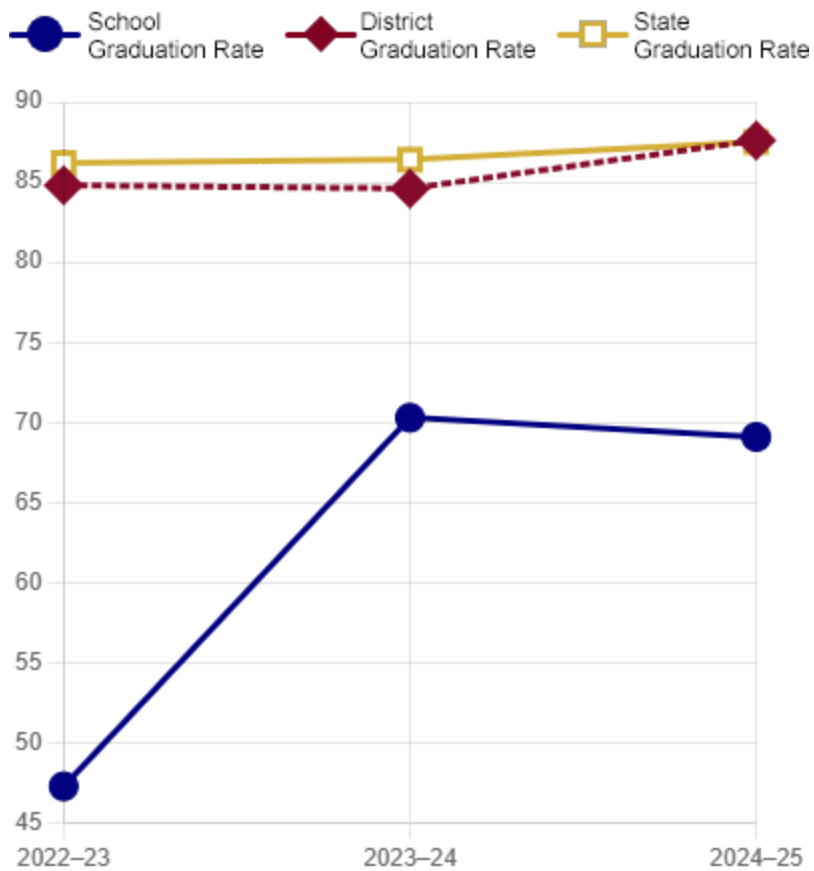
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

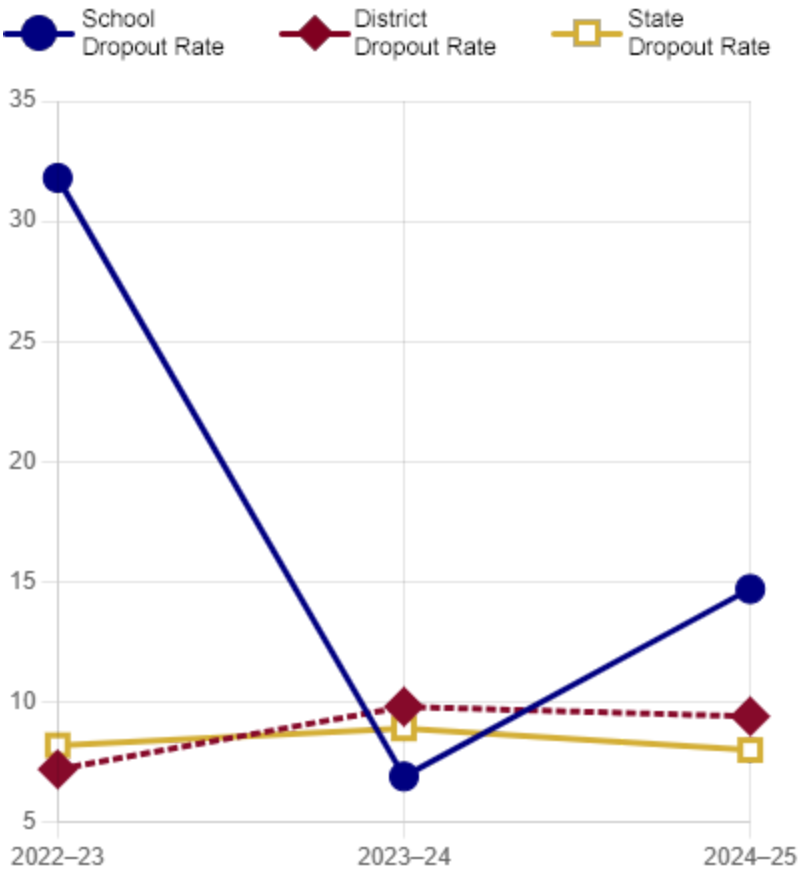
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	47.3%	70.3%	69.1%	84.8%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate	31.8%	6.9%	14.7%	7.2%	9.8%	9.4%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	47	69.1%
Female	33	23	69.7%
Male	35	24	68.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	59	39	66.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	16	9	56.3%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	67	47	70.1%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	13	7	53.8%

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	165	148	136	91.9%
Female	74	69	61	88.4%
Male	90	79	75	94.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	11	10	90.9%
Filipino	--	--	--	--
Hispanic or Latino	141	128	119	93.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	35	30	26	86.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	147	135	123	91.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	23	23	100.0%

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.

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

Rate	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
Suspensions	10.71%	6.69%	6.06%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.06%	0.00%
Female	8.11%	0.00%
Male	4.44%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	7.09%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	8.57%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.44%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.45%	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.

School Safety Plan (School Year 2025–26)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in February of 2024. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	30	1	0
Mathematics	7.00	16	0	0
Science	10.00	10	2	0
Social Science	6.00	24	5	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	24		
Mathematics	11.00	7		
Science	6.00	16		
Social Science	9.00	14	2	3

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	14		
Mathematics	13.00	6		
Science	11.00	7		
Social Science	21.00	3	2	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0.5

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

RGHS team collaborates with district and community partners to ensure that students have supports needed for academic and social-emotional success: The following are available programs/services to meet their needs:

Mental Health Services

Students can self refer or be referred by a parent, guardian, or staff member for counseling services through the following: Foothill Family, Hazel, PUSD Mental Health and MSW Interns. These organizations serve students who do not have insurance, are underserved or have private insurance but are not receiving services.

Drug Prevention/Intervention

Students suffering from substance abuse are referred to the district substance abuse program where students participate in group discussions, role-play activities, or listen to guest speakers discuss the physiological, legal, social and emotional effects of substance abuse. Other substance abuse and mental health referrals are also made if necessary. Students not suffering from substance abuse are educated informally about the dangers of substance abuse through periodic lunch-time drug and alcohol awareness activities.

Tutoring

RGHS students who are struggling with their classes can participate in tutoring sessions before school with Rose City teachers or after school through our community partner "One-to-One" tutoring. In addition, parent teacher

conferences and Student Success Teams meetings will be held to discuss challenges and provide supports.

College Access Plan

CAP provides no-cost college readiness advice and topic-specific workshops for high school and middle school students, and families. The following are services provided: building a college list, submitting college applications, submitting FAFSA or Dream Act, writing college essays, finding scholarships, and exploring careers.

Upstream

The entire school comes together as a learning community through the use of Upstream, a social-emotional advisory curriculum that promotes diverse ways of thought, different coping strategies, and perspectives. Upstream advisory meetings are done online, with each teacher and classroom participating in mindfulness or other socio-emotional learning lessons.

Thrively

In each RCHS class, students use the online social-emotional program Thrively to check in on how they are feeling each day in the well-being section of the app. They focus on personal strengths, hopes and the connections focus areas.

Liveschool

RCHS uses LiveSchool, a positive recognition rewards program that encourages students to demonstrate the school-wide expectations of being Responsible, Respectful and Safe. LiveSchool points are tracked in this program, and students can take their accumulated points and cash them in for gift certificates.

Western Justice Center

The Western Justice Center (WJC) employs trained staff on restorative practices such as conducting Restorative Circles in RCHS classes. A cohort of RCHS students were trained as peer listeners to help them have a voice and decrease conflict among peers. These same students will now be trained as Peer Mediators in 2025.

Art Classes

Students work with a resident artist/photographer to enrich student experience in photography. Field trips include Art Center College of Design tours and locations based on student interest in photography outings (Race Service, Arlington Garden). Art students also work with the Sneaker Science program where industry professionals from the footwear design world provide workshops each semester to teach how shoe designs are created including the process of manufacturing and marketing shoes.

Band Class

Newly added to our school programs, some RCHS students are participating in a band class where they are learning how to play several instruments and the logistics of sound stage.

Empowerment Class

New students are also enrolled in a student empowerment class that focuses on acclimating students to the inclusive culture at RCHS by teaching the students how to navigate digital learning, develop healthy relationships, understand self-care and learn how to set academic and personal goals.

Student Leadership Board

Student voice is promoted through the RCHS Student Leadership Board (SLB), which allows students to help their school and community while sharing their concerns and aspirations for their fellow students and school. SLB students continually fundraise to sponsor activities that foster the school community.

Academic Language Development Class

The ALD class provides instruction to remediate or extend language skills that support higher-level learning. Students work on vocabulary, grammar, punctuation and syntax which allow students to acquire knowledge and academic skills.

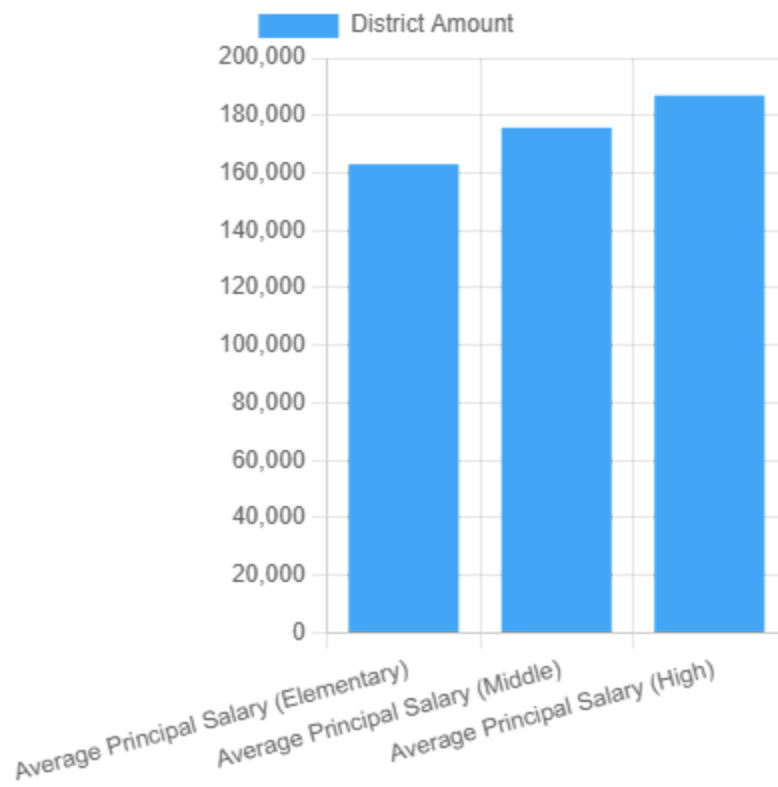
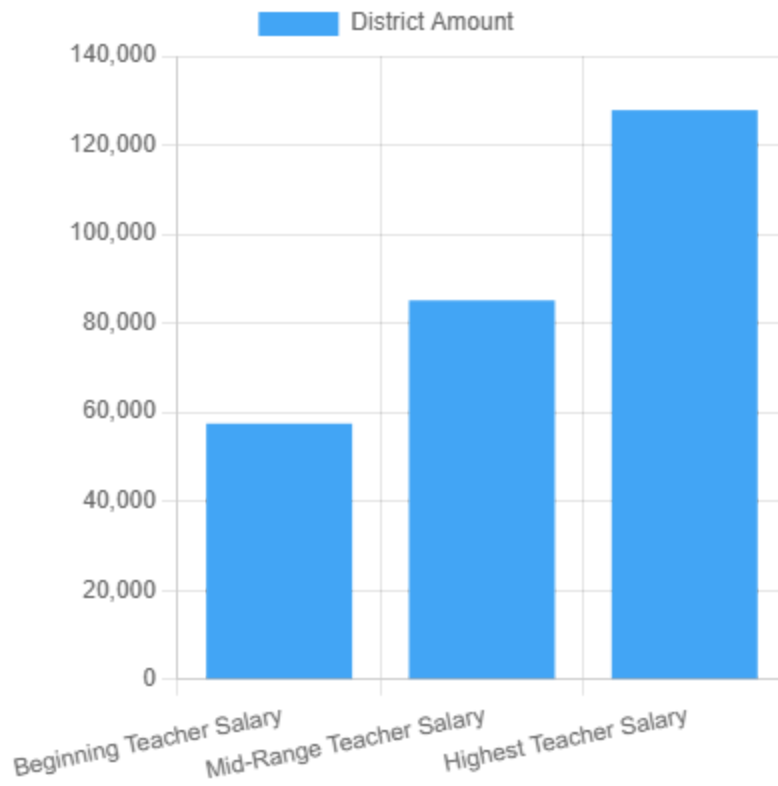
STARS Program

STARS goal is to affirm, equip, and embolden students for a life of success, providing them with an inclusive support system of peers and mentors. STARS facilitate group, site-based, and one-to-one mentoring fostering nurturing and meaningful relationships. This year we just added a 3D printing class after school to students who are interested.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6