



PUSD

Pasadena Unified School District

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Pasadena, California 91101

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www.pusd.us

DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

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Rose City

High School

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Jack Loos, Principal

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2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

It is a pleasure to welcome you to Rose City High School. It is our mission to provide each student with a sound educational program. Rose City High School strives for academic and social/emotional excellence. The key to our success in these endeavors is student, parent, faculty, and community involvement in creating a vital school environment. This environment is created through the Bring Your Own Device (BYOD) program whereby students utilize Chromebooks to enhance and apply class content.

While academic success is our primary focus, we believe in educating the "whole student", where students' assets are developed to strengthen their journey towards becoming productive citizens. We believe that home, school, and community working together is key to school success and hope that you will gain a better understanding of our school through the information provided in this report. We encourage students and parents to become actively involved at Rose City High School. With your support and encouragement, our students will excel in their academic and social/emotional endeavors. Please contact me if you may have questions regarding the information presented in this report. I am ready to be of assistance.

Community & School Profile (School Year 2015-16)

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Rose City High School is one of 28 schools in the Pasadena Unified School District. There are four separate programs coordinated at the campus:

1. High School Continuation Program on a Quarter System
2. Independent Study Program
3. Rise Online Academy
4. Twilight Credit/GPA Recovery & High School Diploma/GED Program

Students are placed at Rose City High School primarily due to credit deficiency. Some times credit deficiency is due to poor attendance, poor behavior, parenthood, or unfortunate personal circumstances. Rose City High School offers students flexible schedule and the opportunity to make up credits.

Upon enrollment at Rose City High School, each student goes through a "graduation check," to determine how many credits they need, and to pinpoint precisely which classes need to be taken. With the help of an academic counselor, the student plots out an academic plan to accumulate the credits needed to graduate.

Students may return to one of the general curriculum high schools in the district if they have successfully reclaimed all credits necessary to graduate with their appropriate class, have displayed satisfactory citizenship, and have been given permission from the school's principal. In many cases, students elect to remain at Rose City High School even when they have earned enough credits to leave; a clear sign that students come to appreciate the close-knit community and climate of acceptance fostered on campus.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 233 students in grades ten through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
10th	22	23	14
11th	70	93	90
12th	131	125	129

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	16.7%
Hispanic or Latino	76.8%
White	5.6%
Two or More Races	0.9%
English Learners	25.8%
Socioeconomically Disadvantaged	83.7%
Students with Disabilities	0.4%
Foster Youth	4.3%

School Attendance (School Year 2014-15)

Regular attendance at Rose City High School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized if students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	9	14	10	615
Without Full Credentials	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	5

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2015-16)

Rose City High School's current location was opened in 2002 and is currently comprised of 12 portables, computer lab, library, two science rooms, physical fitness room, an assembly area, and a staff lounge. Future deferred maintenance projects include interior painting of B building main hallway ceiling and walls.

RCHS has remodeled a college and career counseling room, a graphic arts and design classroom, and has completed a building and construction classroom. The chart displays the results of the most recent school facilities inspection. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 11/19/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Room 31 Teacher's Lounge- Peeling paint on the south wall (work order submitted).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Women's Staff Restroom- Slight damage to ceramic wall tile (work order submitted).
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

Rose City High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with two full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Rose City High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by 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.

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	4	36	44
Mathematics (Grades 3-8 and 11)	0	28	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	123	95	77.2	51	26	4	0	81	65.9	94	2	0	0
Male	123	64	52	48	25	6	0	54	43.9	91	4	0	0
Female	123	31	25.2	55	29	0	0	27	22	100	0	0	0
Black or African American	123	17	13.8	59	12	6	0	15	12.2	100	0	0	0
Hispanic or Latino	123	70	56.9	49	30	4	0	58	47.2	91	3	0	0
White	123	4	3.3	--	--	--	--	4	3.3	--	--	--	--
Two or More Races	123	3	2.4	--	--	--	--	3	2.4	--	--	--	--
Socioeconomically Disadvantaged	123	81	65.9	52	26	4	0	68	55.3	94	1	0	0
English Learners	123	25	20.3	64	20	0	0	21	17.1	95	0	0	0
Students with Disabilities	123	8	6.5	--	--	--	--	7	5.7	--	--	--	--

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	2	*	4	50	52	49	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	49
School	4
Hispanic or Latino	5
Males	4
Females	5
Socioeconomically Disadvantaged	5

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

UC/CSU Course Completion

Students at Rose City High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Workforce Preparation (School Year 2014-15)

The overall goal of Rose City High School is to graduate citizens who are fully capable of functioning and prospering in our society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Work performed through the school may translate into credits toward graduation.

Juniors, seniors, and students 16 years or older have the option of enrolling in any number of classes available through the Regional Occupation Program (ROP). These classes teach sought-after, career-oriented skills and often include sections taught off-campus.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Rosa Valdez is the primary contact for Pasadena Unified School District's Career Technical Education (CTE) Committee. The table lists the career preparation courses offered at the school.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	90.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	28.6%

** Duplicated Count (one student can be enrolled in several courses).*

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Building Construction	Rose City HS	All Course Offerings incorporate CTE model Curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards, All students have the opportunity to develop a career goal	Formal & Informal Teacher Assessments; Job Internship
Graphic Design				

Career Technical Education Participation (School Year 2014-15)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	200
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	70%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	505

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	5	52	57	6	37	56	11	37	58
Mathematics	2	50	60	8	38	62	7	37	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	51	22	27	50	31	19
All Students School	89	7	4	93	7	0
Male	89	6	6	94	6	0
Female	0	0	0	91	9	0
Hispanic or Latino	87	9	4	91	9	0
English Learners	100	0	0	0	0	0
Socioeconomically Disadvantaged	88	8	4	92	8	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2015-16)

Parent involvement is an ongoing area of focus for Rose City High School. Open House and Graduation are well-attended, and the school's leadership committees have benefitted from a gradual increase in parent involvement over the past few years. Through increased contact with parents, via home phone calls and increased volunteer opportunities in the classrooms, Rose City High School is making strides toward improving the school-to-home relationship. A number of programs and opportunities for involvement on campus are available to all parents, including Parenting Classes, volunteers for the Healthy Start and Substance Abuse Programs, SSC, ELAC, and Parent Advocates.

Contact Information

Parents who wish to participate in Rose City High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5620. The district's website, www.pusd.us, also provides helpful information and resources for parents, students, and the community.

Graduation Requirements

Rose City High School is fully accredited to grant high school diplomas to students upon successful completion of the requisite number of credits. Like all the comprehensive high schools in the district, Rose City High School diploma requires the completion of 220 credits. Students with sufficient credits and the endorsement of teachers and administration may be eligible to transfer back to their school of origin to participate in the graduation ceremony.

Graduation is a very special moment in the lives of the students, and Rose City High School commemorates the occasion. Each graduate is given the opportunity to say a few words about his/her time at Rose City High School during the ceremony. A reception for the new graduates and their friends and families is held immediately following the graduation.

Dropout & Graduation Rates (Four-Year Cohort Rate)

The school actively works to reduce dropouts through the Impact program, counselor-led interventions, Independent Study options, and tutorial programs, which can alleviate the academic frustration that frequently precedes a student dropping out. The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2014-15 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	13.2%	9.2%	11.1%	78.9%	82.8%	81.4%
District	13.2%	9.2%	11.1%	78.9%	82.8%	81.4%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Data from the 2013-14 school year is the most recent data available from the CDE.*

Completion of High School Graduation Requirements			
	School	District	State
All Students	33.6%	78.2%	84.6%
African American/Black	38.9%	85.3%	76.0%
Hispanic or Latino	33.7%	74.3%	81.3%
White	16.7%	86.4%	89.9%
Two or More Races	50.0%	75.0%	82.8%
English Learners	8.6%	28.7%	50.8%
Socioeconomically Disadvantaged	31.0%	75.9%	81.4%

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Rose City High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The school follows the policies and procedures set out in the District Disciplinary Handbook, which states specific consequences for infractions and violations of rules.

When students first enroll, they are required to read and sign a Learning Environment Maintenance Agreement. Co-signed by the parents, this agreement ensures that students are aware of the school's expectations for proper conduct and the consequences of misbehavior. Appropriate behavior is encouraged through praise and motivational incentives, as well as through assertive discipline and conflict resolution tools.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	17.5%	15.7%	16.0%	0.0%	0.0%	0.0%
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. Opportunities for involvement include:

- Armory Arts Class
- Career & Health Fair Days
- College Field Trips
- Debate Team
- Industrial Arts Class
- Journalism Class
- Student Leadership Board

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students throughout the school year. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Assemblies are held primarily to acknowledge student improvement in areas such as academics, attitude, and behavior.

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Rose City High. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. An in-house probation officer and four campus aides ensure that students school is in session. In addition, Rose City has an alarm system in the cafeteria and storage rooms, as well as safety lights at night and cameras throughout the site.

The School Site Safety Plan is updated annually by the Safety Committee and the principal; revisions are shared immediately with all staff members. The plan was most recently updated and reviewed with school staff in August 2015. Key elements of the safety plan include emergency preparation and evacuation/lockdown procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a monthly 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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	No	No	No	No	Yes	Yes
Participation Rate	No	No	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	90.9%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered two staff development days.

During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	10	7	10	28	45	23	5	7	6	-	-	1
Math	10	8	8	28	40	17	2	3	2	1	-	-
Science	7	7	10	22	34	18	-	4	2	-	-	-
Social Science	8	8	1	30	29	6	7	4	-	-	-	-

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Rose City High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

The academic counselor-to-pupil ratio is 1:233. The chart displays a listing of support services that are offered to students at Rose City High School. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Child Advocate	1	1.0
Health Aide	1	0.8
Instructional Aides	1	0.6
Nurse	1	1.0
Probation Officer	1	1.0
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.5
Speech/Language Specialist	1	0.1
Student Facilitator	1	1.0
Substance Abuse Counselor	1	1.0
Therapist	1	0.8

Teachers serve in an official advisory capacity for students, offering counseling and guidance on matters ranging from credits and course selection to personal problems. In addition to the efforts of the regular staff, the school has several support programs in place to serve students including the Healthy Start Program and free medical attention to those who qualify.

When the resources of the school are not adequate in fulfilling the needs of students, outside agencies may be contacted to lend assistance. Rose City High School has established community partnerships with over 50 different agencies who offer a variety of services to the school. Among the most commonly utilized agencies are Pacific Clinics (health and substance abuse issues) and Women at Work.

Rose City High School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). The Resource Specialist Program, which serves students in class and as needed, provides additional assistance in reaching grade-level standards in a particular subject area.

The Resource Specialist and aide provide supplemental instruction on a daily basis. Approximately 35 students participate in this program.

RCHS offers the EDGE curriculum to approximately 72 EL students to reinforce the skills necessary to perform successfully on the CELDT and ELA portion of the CAHSEE. The site LDRT monitors the progress of each EL student.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries located in Los Angeles County, which contain numerous computer workstations.

School Leadership

Leadership at Rose City High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Jack Loos has led the school since 2012.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Career Pathway Meetings
- English Language Advisory Committee (ELAC)
- Leadership Team
- Safety Committee
- SART
- School Site Council
- Student Leadership Board (SLB)

DataQuest

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

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

Expenditures & Services Funded (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,865
From Supplemental/Restricted Sources	\$724
From Basic/Unrestricted Sources	\$9,141
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	83.1%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	70.9%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$63,821
District	\$70,542
Percentage of Variation	-9.5%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-10.8%

Teacher & Administrative Salaries (School Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%