

Muscatel Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information	
School Name	Muscatel Middle School
Street	4201 Ivar Avenue
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 287-1139
Principal	Dr. Jose Hugo Moreno Ph.D.
Email Address	hmoren@rosemead.k12.ca.us
School Website	www.rosemead.k12.ca.us/muscatel
Grade Span	7-8
County-District-School (CDS) Code	19-64931-6022198

2024-25 District Contact Information	
District Name	Rosemead School District
Phone Number	(626) 312-2900
Superintendent	Dr. Philip D'Agostino
Email Address	pdagostino@rosemead.k12.ca.us
District Website	www.rosemead.k12.ca.us

2024-25 School Description and Mission Statement
<p>Principal's Message:</p> <p>Welcome to Muscatel Middle School. Muscatel Middle School is comprised of dedicated staff members, committed to furthering the academic and socio-emotional needs of our Diaspora of student learners. As a school community, Muscatel believes that our students are empowered to reach their fullest potential when they feel valued, cared for and feel connected to their school and learning environment. Muscatel Middle School provides a rigorous academic program for our learners, along with the necessary scaffolds and supports to help our learners succeed. We utilize Stephen Covey's 8 Habits and The Leader In Me</p>

2024-25 School Description and Mission Statement

approach throughout our curriculum and actions. Our entire learning community is encouraged to participate in the academic and character development of all students. To promote school-connectedness, Muscatel hosts a variety of student clubs, teams, and service organizations that we encourage our Mustangs to become affiliated with such as our Kiwanis Builder's Club and our California Junior Scholarship federation amongst others.

My personal Vision for our school community is a college going culture for all our students here at Muscatel. We achieve this by communicating with our students the importance of having a game plan to build from as they navigate their college path. We introduce them to Dr. Moreno's Six year plan: a multilayer approach to success in school and to prepare for life. Our focus is to have our student body begin to map out their years at Muscatel middle school and high school. For them to be eligible to attend any University of their choice. We want them to be equipped with the tools they need to have the option of deciding their career path. The plan makes our 7th and 8th grade students aware of the importance of grade point average, university requirements for specific majors, begin to understand financial aid, scholarships, financial literacy, short-term long-term, smart goals, and how these help them attain readiness to go to college and other processes that lead to success in life.

Mission Statement

Our Vision & Mission: Muscatel Middle School is dedicated to the academic success of every student through leadership opportunities and shared collaboration between students, teachers, parents and community. Every student at Muscatel will receive a rigorous education that will prepare him or her for high school, college, and the workforce.

Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the Rosemead School District educates just under 2400 pre-kindergarten through eighth grade students in the diverse community of Rosemead. Founded in 1859, the district is proud of its long tradition of academic excellence. There are currently four elementary schools (pre-K-6) and one middle school (7-8) in the district; students from Rosemead School District attend Rosemead High School, which is part of the El Monte Union High School District. Rosemead School District believes in providing a challenging academic environment with high expectations and in placing student needs as its number one priority.

At Muscatel, it is our belief that students do their best when a challenging academic environment is combined with fun and engaging activities. We understand the importance of addressing the needs of the entire student as we empower them to become active, responsible and community centered contributors to the Muscatel and Rosemead community. We are a Platinum Seal PBIS campus. We are dedicated to providing the very best programs for our students. Muscatel Middle School offers rigorous, standards-based instruction in our core academic classes. Additionally, students at Muscatel have the opportunity to select their elective courses. Students choose from offerings such as Advancement Via Individual Determination/AVID (targeting first generation college-bound students with academic GPAs reflective of 2.5-3.0), Band, Theater Arts, STEAM, ASB, aLeader in Me, Animation, and Money Management, to name a few. Muscatel teachers strive to provide an engaging curriculum to empower students with the skills required to be successful in post-secondary education. Our school focuses on implementing a myriad of instructional strategies and this year we are focusing on student engagement via collaborative conversations and the use of depth of knowledge questions throughout all curricular areas.

Muscatel Middle School continues to present our students with engaging learning opportunities, designed to maximize student outcomes. Muscatel utilizes STAR Reading and Math diagnostic assessment tools to monitor each of our students' progress in the respective content areas. Our school also offers 1:1 Chrome books for students to use for writing, research, and classroom assignments. In challenging times, Muscatel students and staff remain resilient and flexible to maximize educational opportunities. In spite of uncertainty in our world, exceptional teaching and learning remain a constant at Muscatel Middle School. We prepare our students to be the authors of their own novel, Captains of their own vessels navigating through life ultimately the decision makers of their life path.

Jose Hugo Moreno Ph.D.
Principal

A Message from the Superintendent of Schools:

Dear Members of the Rosemead School District Community,
I am pleased to share the latest School Accountability Report Cards (SARCs) for our district's schools. These report cards are a vital resource, offering detailed insights into each school's performance and the quality of education we provide. Established by state law in 1988 and reinforced by the federal Elementary and Secondary Education Act (ESEA), SARCs are designed to inform parents and the community about various aspects of our schools. They cover a wide range of topics, including demographic data, school safety, academic achievement, class sizes, teacher qualifications, curriculum details, and fiscal information.

2024-25 School Description and Mission Statement

The primary purpose of the SARC is to provide you with important information about each school so you can make meaningful comparisons between public schools, enabling informed decisions regarding your child's education. Additionally, SARCs serve as a tool for schools to report on their progress toward achieving educational goals, fostering transparency and accountability within our education system.

We are committed to ensuring that all parents and community members have easy access to these report cards. By February 1 of each year, every school in California is required by state law to publish a SARC. You can view the SARCs for our schools on the California Department of Education's Find a SARC web page. If you prefer a physical copy or require the report in a language other than English, please contact your school's administrative office, and we will be happy to accommodate your request.

We encourage you to review these report cards and engage with your school's educators to discuss any questions or insights you may have. Your involvement is crucial to our collective effort to provide the highest quality education for all students. For more information about our district, including our School Accountability Report Cards, I invite you to explore our website at <http://www.rosemead.k12.ca.us>.

Thank you for your continued support and partnership in our educational community!

Sincerely,
Philip D'Agostino, Ed.D
Superintendent of Schools

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	237
Grade 8	240
Total Enrollment	477

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Asian	57.2
Black or African American	0.4
Filipino	1.5
Hispanic or Latino	36.1
Two or More Races	0.6
White	0.6
English Learners	19.3
Foster Youth	0.2
Homeless	0.4
Migrant	1
Socioeconomically Disadvantaged	77.8
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	91.96	102.70	93.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	5.41	1.40	1.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.70	2.59	4.60	4.27	18854.30	6.86
Total Teaching Positions	27.00	100.00	109.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	96.62	112.00	97.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.82	0.50	0.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.53	0.40	0.37	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	1.90	1.73	15831.90	5.67
Total Teaching Positions	27.50	100.00	114.90	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.

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)	25.80	99.35	109.30	97.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.62	2.10	1.92	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.90	0.88	14303.80	5.15
Total Teaching Positions	26.00	100.00	112.40	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.40	0.50	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.40	0.50	0.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.40	0
Total Out-of-Field Teachers	0.00	0.40	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.70	1.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Rosemead School District sets a high priority on making high quality textbooks and materials available to support instructional programs. Rosemead School District held a public hearing and determined that textbooks, instructional materials, and science lab equipment were sufficient and of good quality at each school within the district, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own standards-aligned textbooks and instructional materials in core subjects for use in the classroom and at home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees. Rosemead School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a six-year cycle. The chart below illustrates the textbooks currently in use at our school. All textbooks are in adequate supply and fair to excellent condition. 100% of students in each core subject area possess the necessary textbooks and instructional materials.

Textbooks and independent reading books available to students at Muscatel include text both in English and Spanish. The school also has well-stocked classroom libraries with engaging titles for independent reading, including titles selected with English Learners in mind. Computers at the school are connected to the internet via a high speed connection so that students are able to access resources and information online and develop their research skills. The school is working to integrate computer skills and concepts across the curriculum. Every classroom is equipped with 1-to-1 Chromebooks. Software includes programs such as Accelerated Reader, Imagine Learning Language and Literacy, IXL, and Freckle Math to help students to develop skills in reading, writing, math, and keyboarding.

Muscatel Middle School recently adopted TCI curriculum for our science classrooms. Similarly, our ELA Department has begun using Study Sync ELA and ELD this year.

Year and month in which the data were collected

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync ELA and ELD Adopted in 2021	Yes	0%
Mathematics	Math 7 and Math 8: McGraw Hill California Math: Common Core Edition Adopted in 2015 Accelerated Math 7: McGraw Hill Math Accelerated: A Pre Algebra Program Adopted in 2015	Yes	0%

	Grade 8 Integrated Math 1:Houghton Mifflin Harcourt Integrated Mathematics 1 Adopted in 2015		
Science	TCI Bring Science Alive! (Grades 6-8) Adopted in 2020	Yes	0%
History-Social Science	TCI History Alive! (Grades K-8) Adopted in 2023	Yes	0%

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

School Facility Conditions and Planned Improvements

Built in 1955, with additions made in 1970 and 1997, Muscatel Middle School buildings encompass 50,203 square feet. They consist of permanent and relocatable classrooms, a library, a multipurpose room, administrative offices, and restrooms. Upgrades and an expansion to the locker rooms and the weight training facility was completed along with an upgrade to the phone/intercom system that allowed for the installation of phones and voicemail in all classrooms. Exterior painting and the expansion of staff and visitor parking lots were also completed. The expansion of the administration building and the second of three phases of a major electrical upgrade were completed in September, 2007. The facility strongly supports teaching and learning through its ample classroom and athletic facility space. In 2019 Muscatel replaced older Heating, Ventilation, and Air Conditioning (HVAC) units with new energy-efficient models as part of the Proposition 39 Clean Energy Jobs Act. Additionally, the entire site was repainted and included repairs to wood and stucco damage. In 2021- 2022, the site is undergoing upgrades to the fire alarm system.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Cleaning protocols have been updated to include more frequent cleaning of common areas (i.e. restrooms) and include disinfectant fogging of all areas.

Deferred Maintenance Projects

Available Deferred Maintenance funds are used in conjunction with other available school facility funds to complete repairs or replacements as appropriate. The district's deferred maintenance needs are reviewed and updated annually.

The following chart displays the most recent facilities inspection.

Year and month of the most recent FIT report

November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Systems rating of 99% (A/C #2 not working)
Interior: Interior Surfaces	X			Interior rating of 94% (Holes in walls; walls need to be repaired)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cleanliness rating of 99% (Backdoor has termites)
Electrical	X			Electrical rating of 96% (Old phone lines in custodian room; skylight not working)

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms/fountains rating of 100%
Safety: Fire Safety, Hazardous Materials	X			Received safety rating of 99%.(light bulbs stored inside utlity/electrical room)
Structural: Structural Damage, Roofs	X			Structural rating of 98% (Perimeter benches need repair)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	External rating of 73% (A/C Closet doors need to be replaced; Cracks on asphalt;)

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	67	57	60	46	47
Mathematics (grades 3-8 and 11)	51	55	50	52	34	35

2023-24 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	490	474	96.73	3.27	67.44
Female	230	222	96.52	3.48	70.72
Male	260	252	96.92	3.08	64.54
American Indian or Alaska Native	--	--	--	--	--
Asian	281	268	95.37	4.63	80.60
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	173	99.43	0.57	48.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	20	90.91	9.09	65.00

White	--	--	--	--	--
English Learners	90	74	82.22	17.78	13.51
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	274	97.86	2.14	58.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	19.51

2023-24 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	490	488	99.59	0.41	54.92
Female	230	229	99.57	0.43	51.97
Male	260	259	99.62	0.38	57.53
American Indian or Alaska Native	--	--	--	--	--
Asian	281	281	100.00	0.00	74.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	173	99.43	0.57	27.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	33.33
White	--	--	--	--	--
English Learners	90	88	97.78	2.22	23.86
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	280	279	99.64	0.36	48.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	21.95

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	37.87	49.80	40.11	44.36	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	245	99.19	0.81	49.80
Female	116	115	99.14	0.86	46.09
Male	131	130	99.24	0.76	53.08
American Indian or Alaska Native	0	0	0	0	0
Asian	147	147	100.00	0.00	63.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	27.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	29	93.55	6.45	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	136	99.27	0.73	45.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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 5	95.04%	95.04%	95.04%	94.63%	95.04%

2024-25 Opportunities for Parental Involvement
<p>Parents and the community are very supportive of the education program at Muscatel Middle School. We work collaboratively with our PTSA is engaging parents to join and become involved. The PTSA makes generous contributions of time and funds raised to numerous programs and activities, such as decorating our campus, helping with our Leadership Day, organizing and hosting our school talent show, and helping with our end of the year Promotion activities, to name a few. Our programs are greatly enriched by contributions of local organizations such as Kiwanis, who work with our Builder's Club, which is a student leadership/community service club on campus. We celebrate school spirit through student-led pep-rallies and various Associated Student Body (ASB) activities and PBIS reward activities throughout the year.</p> <p>Parents are encouraged to be involved in their child's education through volunteering in school activities and attending school-wide events held throughout the year such as coffee with the administration, School Site Council meetings, ELAC meetings, Back to School Night, Winter and Spring Concerts, and Open House. Parent involvement opportunities are easily accessible over the Zoom platform, making it easier for parents to actively support their students. Our daily bulletin is available through PowerSchool to parents and students. Our school community is encouraged to follow our MMS Instagram and X accounts for recent school happenings and photos, and parents receive Mustang frequent communications via blackboard emails, authored by the Principal, Assistant Principal, Community Liaison, and Counselor, sharing with them the monthly calendar of activities and events. These communications are emailed out in English, Chinese, Spanish, and Vietnamese. New for the 2023-24 school year, Muscatel Middle School will launch a Parent Reading Club, the club is for self growth as a parent and becoming a resource for their student, Videos and or Youtube channel designed to give families brief tutorials in information relevant to their child's learning experience at Muscatel, understanding the importance of reclassification, discuss the importance of short term, long term, and SMART goal setting, how to create a home matrix for PBIS at home, navigate PowerSchool and Google Classrooms.</p> <p>The district sponsors many activities to provide parents with ways to support their children's academic and social needs. Evening parenting classes provide parents with information and guidance on academic achievement, stress and time management, and coping with the changing needs of adolescents. If you are interested in participating or volunteering for activities at Muscatel Middle School, please contact Principal Dr. Jose Hugo Moreno at hmoreno@rosemead.k12.ca.us or Assistant Principal Shirley Conde at sconde@rosemead.k12.ca.us or contact our school office at 626-287-1139.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	501	498	5	1.0
Female	238	236	3	1.3
Male	263	262	2	0.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	286	284	2	0.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	180	3	1.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	117	115	1	0.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	393	391	4	1.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	49	2	4.1

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.49	6.69	4.19	1.08	1.76	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.6	0	0	0.12	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.19	0.60
Female	3.78	0.84
Male	4.56	0.38
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.40	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.29	1.66
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.13	0.85
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.09	0.76
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	2.00

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.

2024-25 School Safety Plan

Muscatel Middle School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office via our Raptor system. All visitors are required to sign in and to wear visitor badges during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify staff

2024-25 School Safety Plan

ahead of time. During lunch, breaks, and before school, staff supervises students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Our plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; routine and emergency disaster procedures; policies related to suspension and expulsion, and notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. The plan was last updated and approved by School Site Council on September 30, 2024. Safety procedures, including elements of the Safe School Plan, are reviewed by Muscatel's Safe Schools Committee, consisting of teachers, students, classified staff, and administration. Additionally, our plan is reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	14	1
Mathematics	22	14	13	1
Science	25	4	18	
Social Science	25	4	18	

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	23	11	15	
Mathematics	22	12	14	1
Science	26	4	16	
Social Science	29	2	10	6

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	22	11	13	
Mathematics	19	17	10	
Science	24	2	18	
Social Science	25	3	15	1

2023-24 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	477

2023-24 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,735	\$1,439	\$8,297	\$112,243
District	N/A	N/A	\$10,453	
Percent Difference - School Site and District	N/A	N/A	-23.0	8.9
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-25.9	17.6

Fiscal Year 2023-24 Types of Services Funded

- Rosemead School District receives state and federal funding for the following categorical, special education, and other support programs:
- Title I
 - Title II
 - Title III
 - Title IV
 - Local Control Funding Formula (LCFF)
 - Expanded Learning Opportunities Program (ELOP)
 - Special Education
 - Home-to-school transportation (for Special Education)
 - Instructional materials
 - Instructional assistants
 - After school programs
 - Summer School
 - Enrichment Programs
 - Intervention programs and personnel
 - Educational software
 - Additional technology

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,171.00	\$57,839
Mid-Range Teacher Salary	\$83,680.00	\$90,040
Highest Teacher Salary	\$110,209.00	\$118,647
Average Principal Salary (Elementary)	\$132,207.00	\$144,639
Average Principal Salary (Middle)	\$138,165.00	\$148,270
Average Principal Salary (High)	NA	\$161,275
Superintendent Salary	\$244,657	\$229,986
Percent of Budget for Teacher Salaries	32.22	30.79
Percent of Budget for Administrative Salaries	5.81	5.71

Professional Development

District:

Teachers, administrators, and other staff in Rosemead engage in a continuous improvement process through a variety of formats of professional development. After reviewing summative and formative data, including test scores, student, parent, and staff surveys, and outcomes related to school culture and social-emotional learning, district and site leaders along with content teams of lead teachers identify areas of districtwide focus for teacher and administrator professional development. This year, areas of focus for districtwide PD include:

- Multi-Tier System of Support (MTSS)
- Building Strong Tier I Instruction
- Engaging California English Learners through the Arts (ECELA)
- Positive Behavioral Interventions and Supports (PBIS)
- The Science of Reading - Focus on Phonemic Awareness, Phonics and Vocabulary instruction
- Implementation of eduCLIMBER - an MTSS tool for data management

Site:

We will be working with LIM which will provide PD on January 7, 2025 regarding the importance of fidelity to the 8 habits especially as we work with new staff members, we will also revisit the work we started on the healthy kids survey and listening circles.

In March, 2025 we will follow up with Listening Circles where upon teachers and students communicate to gain a better understanding of the POV of students and how this impacts school culture based on the themes that arose from the Healthy Kids Survey.

Our staff has received training and coaching in Professional Learning Communities (PLCs) this year. Additionally, PLCs were trained in growing student ownership of learning through the implementation of PLCs. All departments participate in grade level PLCs once per week, during which they parallel plan, create and implement curriculum maps, analyze assessment data from common formative assessments, design point-in-time intervention strategies to meet the needs of each student, and create acceleration opportunities for students as they show readiness. Site principals come together monthly for a full day Professional Learning Community and also conduct regular learning walks to provide peer feedback on site priorities.

As a staff, we worked and became a Lighthouse School I for the Leader In Me Program as well as ongoing implementation of PBIS program. Additionally, Muscatel is implementing restorative practices and teachers are beginning to utilize community circles during class time to build community.

In previous years, our professional development focused on curriculum and instruction, character and behavior education and technology training. All of our content area and special education teachers attended Common Core workshops at LACOE. In 2017-18, our staff began the training in implementing the Leader In Me Program as well as continued PBIS training. Continued

Professional Development

support through the trainings and on-going dialogue between the elementary school sites and the middle school site, as well as our high school of matriculation, Rosemead High School, are also taking place.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	