

# Muscatel Middle School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

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

### 2025-26 District Contact Information

<b>District Name</b>	Rosemead School District
<b>Phone Number</b>	(626) 312-2900
<b>Superintendent</b>	Dr. Philip D'Agostino
<b>Email Address</b>	pdagostino@rosemead.k12.ca.us
<b>District Website</b>	www.rosemead.k12.ca.us

### 2025-26 School Description and Mission Statement

#### Principal's Message:

Welcome to Muscatel Middle School an exceptional learning community built on high expectations, strong relationships, and a shared commitment to student success. Muscatel Middle School is comprised of dedicated educators and staff who are deeply committed to meeting the academic, social, and emotional needs of our diverse community of learners. We believe students reach their fullest potential when they feel valued, supported, and meaningfully connected to their school and learning environment. At Muscatel, care and rigor go hand in hand. We provide a challenging and engaging academic program, paired with intentional scaffolds and supports to ensure every student can succeed. Our school-wide implementation of Stephen

## 2025-26 School Description and Mission Statement

Covey's The 8 Habits and The Leader in Me framework reinforces leadership, responsibility, and character development in both our classrooms and daily interactions. We believe developing the whole child requires a collective effort, and our students thrive when educators, families, and community members work together. To strengthen school connectedness and student voice, Muscatel offers a wide range of extracurricular opportunities. Students may participate in dance club, intramural sports, a running club that trains for half marathons, art club projects that beautify our campus through murals, after-school soccer and basketball, and service organizations such as our regionally recognized Kiwanis Builders Club and the California Junior Scholarship Federation. These opportunities empower our Mustangs to explore interests, build leadership skills, and serve their community.

My personal vision for Muscatel Middle School is a college-going culture for all students. We cultivate this vision by teaching students the importance of having a clear plan and purpose as they begin their educational journey.

Through Dr. Moreno's Six-Year Plan, students engage in a multi-layered approach to academic success and life readiness. Beginning in seventh grade, students are guided to map out their middle school and high school years with intention, ensuring they are prepared and eligible for the postsecondary opportunities of their choice. This plan builds student awareness of grade point average, university entrance requirements, career pathways, financial literacy, scholarships, financial aid, and goal-setting strategies. By understanding SMART, short and long-term goals, students are empowered to make informed decisions, remain motivated, and take ownership of their future. At Muscatel Middle School, we are preparing students not only for the next grade level, but for life. We strive to ensure every student leaves our campus confident, capable, and equipped with the tools to pursue their dreams and succeed 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, we believe students perform best when rigorous academics are paired with engaging and meaningful learning experiences. We are dedicated to addressing the needs of the whole child while empowering students to become active, responsible, and community minded individuals. Muscatel Middle School is a Platinum Seal PBIS campus, reflecting our strong commitment to positive school culture and student well-being. We offer standards-based, rigorous instruction across all core subjects, along with a wide range of elective opportunities that allow students to explore interests and build future-ready skills. Elective offerings include 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, Leader in Me, Animation, Money Management, Year Book, and more. Our teachers design engaging instruction that prepares students for postsecondary success and emphasizes collaboration, critical thinking, and meaningful discourse through the use of depth-of-knowledge questioning and collaborative conversations.

Muscatel Middle School continues to provide innovative learning opportunities designed to maximize student achievement. We utilize district STAR Reading and Math diagnostics 3 times per year along with IAB's to monitor progress and guide instruction, and our 1:1 Chromebook program ensures students have access to technology for research, writing, and learning. Even in challenging times, our students and staff demonstrate resilience, flexibility, and an unwavering commitment to excellence.

We prepare our students to be the authors of their own stories, captains of their own vessels, and confident decision makers who navigate life with purpose and integrity.

Muscatel Middle School has been recognized as an outstanding middle school in California by U.S. News & World Report and earned distinction as a Leader in Me Lighthouse Academic School, reflecting our commitment to academic excellence and leadership development.

Jose Hugo Moreno Ph.D.  
Principal

## 2025-26 School Description and Mission Statement

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.

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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	268
Grade 8	243
<b>Total Enrollment</b>	<b>511</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.6
Asian	56.8
Filipino	1.2
Hispanic or Latino	37
Two or More Races	0.4
White	1.4
English Learners	20.4
Homeless	1.4
Migrant	0.6
Socioeconomically Disadvantaged	77.9
Students with Disabilities	9

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.5	96.62	112	97.46	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	1.82	0.5	0.43	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.53	0.4	0.37	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	1.9	1.73	15831.9	5.67
<b>Total Teaching Positions</b>	27.5	100	114.9	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.8	99.35	109.3	97.19	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.1	0.62	2.1	1.92	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0.9	0.88	14303.8	5.15
<b>Total Teaching Positions</b>	26	100	112.4	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.8	95.67	112.8	97.28	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.7	2	1.72	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.1	0.59	1.1	1	13705.8	4.91
<b>Total Teaching Positions</b>	27	100	115.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.50	0.1	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	0.1	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.40	0	0
<b>Total Out-of-Field Teachers</b>	0.40	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	0	4.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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. Every classroom is equipped with 1-to-1 Chromebooks as well as a Promethean Board. Software includes programs such as Accelerated Reader, Imagine Learning Language and Literacy, IXL, and Freckle Math to support students to develop academic skills aligned to the content standards.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Study Sync ELA and ELD Adopted in 2021	0%
<b>Mathematics</b>	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  Grade 8 Integrated Math 1:Houghton Mifflin Harcourt Integrated Mathematics 1 Adopted in 2015	0%
<b>Science</b>	TCI Bring Science Alive! (Grades 6-8) Adopted in 2020	0%

<b>History-Social Science</b>	TCI History Alive! (Grades K-8) Adopted in 2023	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 were completed along with an upgrade to the phone/intercom system that allowed for the installation of phones and voice mail 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. During 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 the Summer of 2025, a new Shade structure was installed when the students congregate for lunch and break times. In addition, the school had the blacktops and parking lots resurfaced.

### Maintenance and Repair

Safety remains the top priority for the District and Maintenance and Operations team. District maintenance leads and the principal take a proactive approach by conducting continuous inspections at all school sites. Any repairs needed to keep facilities in good condition and functioning properly are completed promptly. The district utilizes a computer-based work order system to ensure efficient service and to guarantee that emergency repairs receive immediate attention. The department secretary reviews all work orders each morning to help prioritize them effectively. The maintenance team has confirmed that 100% of all toilets, faucets, lights and electrical outlets across school campuses are currently in working order.

### Cleaning Process and Schedule

The district governing board has established cleaning standards for all schools, and a summary of these standards is available at each school site and at the district office. Site administrators work closely with custodial staff each day to implement cleaning schedules that support a clean and safe campus environment. In response to the COVID-19 pandemic, the district updated its cleaning protocols to include more frequent cleaning of common areas (such as restrooms) and the use of disinfectant fogging in all areas. This procedure continues to minimize the spread of bacteria and other viruses.

### Deferred Maintenance Projects

Deferred Maintenance funds are utilized alongside other available facility resources to complete essential repairs and replacements across the districtwide schools. Each year, the district reviews and updates its deferred maintenance needs to ensure projects are appropriately prioritized and addressed in a timely manner. A plan has been developed with the M & O team to ensure that the schools needs are met throughout the year.

The following chart displays the most recent facilities inspection.

**Year and month of the most recent FIT report**

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	67	64	60	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	55	53	52	54	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	515	491	95.34	4.66	63.54
<b>Female</b>	243	232	95.47	4.53	67.67
<b>Male</b>	272	259	95.22	4.78	59.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	299	276	92.31	7.69	76.09
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	185	184	99.46	0.54	46.20
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100.00	0.00	66.67

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	84	62	73.81	26.19	4.84
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	239	95.98	4.02	54.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	19.51

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	515	512	99.42	0.58	53.23
<b>Female</b>	243	242	99.59	0.41	52.70
<b>Male</b>	272	270	99.26	0.74	53.70
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	299	297	99.33	0.67	69.59
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	185	184	99.46	0.54	30.43
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100.00	0.00	46.67
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	84	83	98.81	1.19	25.30
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	249	247	99.20	0.80	44.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	31.71

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	49.8	47.95	44.36	43.31	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	244	100.00	0.00	47.95
Female	117	117	100.00	0.00	46.15
Male	127	127	100.00	0.00	49.61
American Indian or Alaska Native	--	--	--	--	--
Asian	143	143	100.00	0.00	60.84
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	83	100.00	0.00	28.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00	0.00	2.63
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	121	100.00	0.00	42.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	26.09

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.28	97.40	97.40	97.40	97.03

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

Parents and the community members play a vital role in supporting are very supportive of the educational program at Muscatel Middle School. We work collaboratively with our PTSA is engaging parents to join and become involved. Additionally, our PTSA makes generous contributions of time and funds raised to numerous programs and activities, such as decorating our campus, helping with our Leadership Day, supporting and providing refreshments for our Winter and Spring Music recitals, and helping with our end of the year Promotion activities. 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. Parents are encouraged to connect with our Community Liaison Ms. Luz Perez at (626) 287-1139.

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. We will provide 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.

The Rosemead School District also sponsors a variety of parent education opportunities to support students' academic and social-emotional development.

These include evening parenting classes that provide information on academic achievement, stress and time management, and supporting adolescents through developmental changes.

Families interested in participating or volunteering at Muscatel Middle School are encouraged to contact Principal Dr. Jose Hugo Moreno at [hmoreno@rosemead.k12.ca.us](mailto:hmoreno@rosemead.k12.ca.us), Assistant Principal Roberto Pineda at [rpineda@rosemead.k12.ca.us](mailto:rpineda@rosemead.k12.ca.us)

or the school office at (626) 287-1139.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	535	530	8	1.5
Female	253	251	5	2.0
Male	282	279	3	1.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	311	309	3	1.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	192	190	5	2.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	129	126	2	1.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	416	412	6	1.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	46	2	4.3

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.69	4.19	3.74	1.76	1.11	1.28	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.6	0	0	0.12	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.74	0.00
Female	1.98	0.00
Male	5.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.25	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.73	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	3.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.87	0.00

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

## 2025-26 School Safety Plan

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 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 district utilizes the Titan Emergency Management System, which alerts staff and first responders through multiple platforms—including laptops, cell phones, tablets, and classroom devices. All staff members receive annual training on emergency response protocols, including Titan communication 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 18, 2025. 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.

## 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	0
Mathematics	22	12	14	1
Science	26	4	16	0
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

## 2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	12	
Mathematics	22	12	15	
Science	26	1	19	
Social Science	27	1	18	

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	477

## 2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13,833	\$3,470	\$10363	\$110,073
<b>District</b>	N/A	N/A	\$13,056	\$112,567
<b>Percent Difference - School Site and District</b>	N/A	N/A	-23.0	8.9
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.9	15.6

## Fiscal Year 2024-25 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
- Arts and Music in Schools (Prop 28)
- Learning Recovery Emergency Block Grant
- Instructional assistants
- After school programs (ASES & ASART)
- Morning Care Programs
- Preschool
- Summer School
- Enrichment Programs
- Dual Language Instruction (DLI)
- Intervention programs and personnel
- Educational software
- Additional technology

## Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,313	\$61,516
<b>Mid-Range Teacher Salary</b>	\$103,610	\$95,479
<b>Highest Teacher Salary</b>	\$131,883	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$157,023	\$152,668
<b>Average Principal Salary (Middle)</b>	\$164,101	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$243,133	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	32.99%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5.73%	5.74%

## 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)
- . Professional Learning Communities (PLC) with Solution Tree
- Implementation of eduCLIMBER: an MTSS tool for student achievement data analysis
- . First Best Instruction (FBI)
- Teacher Clarity
- Teaching with Intent: Gradual Release of Responsibility
- . Guaranteed Viable Curriculum & Instruction
- Mathematical Framework and Practices
- Focus on Phonemic Awareness, Phonics and Vocabulary instruction. aligned to the Science of Reading
- . Positive Behavioral Interventions and Supports (PBIS)
- . Engaging California English Learners through the Arts (ECELA)

Site:  
At Muscatel, we believe that to better serve our students and community it is important to analyze and reflect on data points that allow us to create a culture that serves the whole child. On March 4 of 2024, we initiated the work of Listening Circles with Timothy Ojetunde of WestEd Education Services. Now On January 7, 2026, we will continue working with Timothy Ojetunde, who will provide Professional Development, on revisiting Listening Circles whereupon teachers and students communicate to gain a better understanding of the Point Of View of students. How connected, supported and heard they are and how this impacts school culture. These themes are reflected on the California Healthy Kids Survey that is given each year to our students, parents and staff.

We look at multiple data points as we look at evolving as a culture and on March 18th, 2026, we will take the Measurable Results Assessment (MRA), a key survey tool used to gauge progress in leadership, school culture, and academics by collecting data from students, staff, and families to guide school improvement efforts. It's a vital part of the Leader In Me framework, helping schools move from data insights to actionable plans and measure their overall success. On our April 1st late start we will be working with Kelly Thune, Kelly is our Leader In Me coach and collectively we will look at the data yielded. These two data points will give us insight to where we stand and how to proceed accordingly addressing areas of growth and acknowledge areas of efficacy.

## Professional Development

Additionally, our staff has received training in Professional Learning Communities (PLCs) this year in Pasadena California. Furthermore, two years ago we had some team members attend Professional Learning Communities (PLC) training. Henceforth, all departments participate in grade level Professional Learning Community meetings once per week, 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. We are looking at continuing to send new teams in the near future to become a PLC site and district with all staff trained. We look forward to site principals coming together monthly for a full day Professional Learning Community and also conduct regular learning walks to provide peer feedback on site priorities.

Previously as a staff, we worked diligently and became a Lighthouse School for the Leader In Me Program. We continue to strive for the implementation of the PBIS program and have earned Platinum status.

In 2024, we were recognized as an Academic Achieving Middle School for Leader In Me. Additionally, in 2025, US and World Reports acknowledged Muscatel as one of the top ranking Middle Schools in California. Furthermore, 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 support through the training 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3