

# Muscatel Middle School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 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>                         | Jocie Wilson                    |
| <b>Email Address</b>                     | jwilson@rosemead.k12.ca.us      |
| <b>School Website</b>                    | www.rosemead.k12.ca.us/muscatel |
| <b>County-District-School (CDS) Code</b> | 19-64931-6022198                |

## 2021-22 District Contact Information

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>District Name</b>            | Rosemead School District      |
| <b>Phone Number</b>             | (626) 312-2900                |
| <b>Superintendent</b>           | Mr. Alejandro Ruvalcaba       |
| <b>Email Address</b>            | aruvalcaba@rosemead.k12.ca.us |
| <b>District Website Address</b> | www.rosemead.k12.ca.us        |

## 2021-22 School Overview

### Principal's Message

Muscatel Middle School is comprised of a group of dedicated staff members, committed to furthering the academic and socio-emotional needs of our dynamic population of student learners. As a school community, Muscatel believes that our students are empowered to reach their fullest potential when they feel valued and cared for and also 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. To promote school-connectedness, Muscatel hosts a variety of student clubs, teams, and service organizations that we encourage our Mustangs to become affiliated with.

### Mission Statement

Muscatel Middle School is dedicated to student success by providing a rigorous education, leadership opportunities, and collaboration between students and the school community.

### 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 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, Yearbook, and Money Management, to name a few. Muscatel teachers strive to provide an engaging curriculum to arm students with the skills required to be successful in post-secondary education.

Muscatel Middle School continues to present our students with engaging learning opportunities, designed to maximize student

## 2021-22 School Overview

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 Chromebooks 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.

Jocie Wilson, Principal

### A Message from the Superintendent

The purpose of the School Accountability Report Card is to provide parents with information about our schools, academic programs, achievements, instructional materials, facilities, and staff. Information about our district is also provided. For more information about our school district, please visit our website at <http://www.rosemead.k12.ca.us>

Parents and the community play a very important role in our schools. Understanding our schools' academic programs, student achievement, and curriculum development can assist both the schools and community in ongoing program improvement. There are many ways for our parents and our community to get involved such as participating in various governance committees or volunteering at our school and/or in your child's classroom. Given the challenges posed by the current pandemic, it is even more important that our community understand the curricular and socio-emotional programs in place to support our students.

The Rosemead School District has made a commitment to provide the best educational program possible for our students, especially as we recover from the current pandemic. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that the Rosemead Schools offer a stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Mr. Alejandro Ruvalcaba, Superintendent

## About this School

### 2020-21 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 289                |
| Grade 8                 | 280                |
| <b>Total Enrollment</b> | <b>569</b>         |

## 2020-21 Student Enrollment by Student Group

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female                          | 52.7                        |
| Male                            | 47.3                        |
| Asian                           | 56.6                        |
| Black or African American       | 0.4                         |
| Filipino                        | 1.1                         |
| Hispanic or Latino              | 38.1                        |
| Two or More Races               | 0.7                         |
| White                           | 1.4                         |
| English Learners                | 22.7                        |
| Foster Youth                    | 0.5                         |
| Homeless                        | 2.3                         |
| Socioeconomically Disadvantaged | 78.7                        |
| Students with Disabilities      | 10.7                        |

### 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

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

## 2019-20 Teacher Preparation and Placement

| Authorization/Assignment   | 2019-20 |
|--|---------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 28      |
| <b>Intern Credential Holders Properly Assigned</b>   | 0       |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0       |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0       |
| <b>Unknown</b>   | 0       |
| <b>Total Teaching Positions</b>  | 28      |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2019-20 |
|--|---------|
| <b>Permits and Waivers</b>                                   | 0       |
| <b>Misassignments</b>  | 0       |
| <b>Vacant Positions</b>                                      | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0       |

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator   | 2019-20 |
|---|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0       |
| <b>Local Assignment Options</b>                               | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0       |

## 2019-20 Class Assignments

| Indicator  | 2019-20 |
|--|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       |

## 2021-22 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

January, 2021

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b>  | Study Sync ELA and ELD<br>Adopted in 2021   | Yes                         | 0%   |
| <b>Mathematics</b>            | Math 7 and Math 8: McGraw Hill California Math: Common Core Edition<br>Adopted in 2015<br><br>Accelerated Math 7: McGraw Hill Math Accelerated: A Pre Algebra Program<br>Adopted in 2015<br><br>Grade 8 Integrated Math 1:Houghton Mifflin Harcourt Integrated Mathematics 1<br>Adopted in 2015 | Yes                         | 0%   |
| <b>Science</b>                | TCI Bring Science Alive! (Grades 6-8)<br>Adopted in 2020  | Yes                         | 0%   |
| <b>History-Social Science</b> | McDougal Littell (Grades 7-8)<br>Adopted in 2006  | No                          | 0%   |

## 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 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. In response to the COVID-19 pandemic, 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

12/2021

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           | Exhaust fan in women's restroom does not work.   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | Peeling paint in boys/girls restrooms #18 and #22. Wall baseboard in staff restroom is unglued.  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           | Custodial room near room 6 needs to be decluttered. Concrete floors in quad area are dirty and sticky.   |
| <b>Electrical</b>   |           | X         |           | Extension cords being used for power in custodial room. Light switches need replacement in rooms 6,12, 15 16. Lights out inside and outside room 11. Speaker in band room (room 28) does not work.                       |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           | Exhaust fans in boys and girls restrooms #6 are loud. Skylights in same rooms are broken. Drinking fountains shut off in accordance with DPH guidelines. Soap dispenser missing in boys and girls restrooms #18 and #22. |

## School Facility Conditions and Planned Improvements

|   |   |  |  |
|---|---|--|--|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  | Received safety rating of 100%.  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  | Ceiling in corridor outside staff lounge is sagging. Benches along athletic field perimeter are broken.  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  | Plate on Mortise lock is missing. Door to rooms 22 and 37 do not latch without force. Doors on A/C closet between rooms 22 and 23 need repair. |

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject  | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| 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>                                  | 570                     | NT                   | NT                    | NT                        | NT                             |
| <b>Female</b>  | 301                     | NT                   | NT                    | NT                        | NT                             |
| <b>Male</b>  | 269                     | NT                   | NT                    | NT                        | NT                             |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 325                     | NT                   | NT                    | NT                        | NT                             |
| <b>Black or African American</b>                     | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Filipino</b>                                      | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Hispanic or Latino</b>                            | 217                     | NT                   | NT                    | NT                        | NT                             |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 12                      | NT                   | NT                    | NT                        | NT                             |
| <b>White</b>   | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>English Learners</b>                              | 121                     | NT                   | NT                    | NT                        | NT                             |
| <b>Foster Youth</b>                                  | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Homeless</b>                                      | 26                      | NT                   | NT                    | NT                        | NT                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 363                     | NT                   | NT                    | NT                        | NT                             |
| <b>Students Receiving Migrant Education Services</b> | --                      | NT                   | NT                    | NT                        | NT                             |
| <b>Students with Disabilities</b>                    | 59                      | NT                   | NT                    | NT                        | NT                             |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 570                     | NT                   | NT                    | NT                        | NT                             |
| Female  | 301                     | NT                   | NT                    | NT                        | NT                             |
| Male  | 269                     | NT                   | NT                    | NT                        | NT                             |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 325                     | NT                   | NT                    | NT                        | NT                             |
| Black or African American                     | --                      | NT                   | NT                    | NT                        | NT                             |
| Filipino                                      | --                      | NT                   | NT                    | NT                        | NT                             |
| Hispanic or Latino                            | 217                     | NT                   | NT                    | NT                        | NT                             |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 12                      | NT                   | NT                    | NT                        | NT                             |
| White   | --                      | NT                   | NT                    | NT                        | NT                             |
| English Learners                              | 121                     | NT                   | NT                    | NT                        | NT                             |
| Foster Youth                                  | --                      | NT                   | NT                    | NT                        | NT                             |
| Homeless                                      | 26                      | NT                   | NT                    | NT                        | NT                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 363                     | NT                   | NT                    | NT                        | NT                             |
| Students Receiving Migrant Education Services | --                      | NT                   | NT                    | NT                        | NT                             |
| Students with Disabilities                    | 59                      | NT                   | NT                    | NT                        | NT                             |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups              | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|----------------------------------|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| All Students                     | 571                   | 543                | 95.1                | 4.9                     | 58.93                                |
| Female                           | 301                   | 284                | 94.35               | 5.65                    | 61.97                                |
| Male                             | 269                   | 259                | 96.28               | 3.72                    | 55.6                                 |
| American Indian or Alaska Native | --                    | --                 | --                  | --                      | --                                   |
| Asian                            | 312                   | 312                | 100                 | 0                       | 74.04                                |

|  |     |     |       |       |       |
|--|-----|-----|-------|-------|-------|
| <b>Black or African American</b>                     | --  | --  | --    | --    | --    |
| <b>Filipino</b>                                      | --  | --  | --    | --    | --    |
| <b>Hispanic or Latino</b>                            | 206 | 202 | 98.06 | 1.94  | 35.64 |
| <b>Native Hawaiian or Pacific Islander</b>           | --  | --  | --    | --    | --    |
| <b>Two or More Races</b>                             | --  | --  | --    | --    | --    |
| <b>White</b>   | --  | --  | --    | --    | --    |
| <b>English Learners</b>                              | 121 | 118 | 97.52 | 2.48  | 14.41 |
| <b>Foster Youth</b>                                  | --  | --  | --    | --    | --    |
| <b>Homeless</b>                                      | 13  | 13  | 100   | 0     | 38.46 |
| <b>Socioeconomically Disadvantaged</b>               | 485 | 270 | 55.67 | 44.33 | 53.33 |
| <b>Students Receiving Migrant Education Services</b> | --  | --  | --    | --    | --    |
| <b>Students with Disabilities</b>                    | 64  | 63  | 98.44 | 1.56  | 12.7  |

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| <b>STAR Student Groups</b>             | <b>STAR Total Enrollment</b> | <b>STAR Number Tested</b> | <b>STAR Percent Tested</b> | <b>STAR Percent Not Tested</b> | <b>STAR Percent At or Above Grade Level</b> |
|--|------------------------------|---------------------------|----------------------------|--------------------------------|---|
| <b>All Students</b>                    | 571                          | 519                       | 90.89                      | 9.11                           | 59.73                                       |
| <b>Female</b>                          | 301                          | 278                       | 92.36                      | 7.64                           | 62.23                                       |
| <b>Male</b>                            | 269                          | 241                       | 89.59                      | 10.41                          | 56.85                                       |
| <b>Asian</b>                           | 302                          | 302                       | 100                        | 0                              | 75.83                                       |
| <b>Hispanic or Latino</b>              | 206                          | 187                       | 90.78                      | 9.22                           | 34.76                                       |
| <b>English Learners</b>                | 121                          | 108                       | 89.26                      | 10.74                          | 32.41                                       |
| <b>Homeless</b>                        | 13                           | 12                        | 92.31                      | 7.69                           | 50  |
| <b>Socioeconomically Disadvantaged</b> | 485                          | 253                       | 52.16                      | 47.84                          | 56.92                                       |
| <b>Students with Disabilities</b>      | 64                           | 55                        | 85.94                      | 14.06                          | 5.45  |

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject   | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | N/A            | NT             | N/A              | NT               | N/A           | 28.72         |

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 281              | NT            | NT             | NT                 | NT                      |
| <b>Female</b>  | 148              | NT            | NT             | NT                 | NT                      |
| <b>Male</b>  | 133              | NT            | NT             | NT                 | NT                      |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 155              | NT            | NT             | NT                 | NT                      |
| <b>Black or African American</b>                     | --               | NT            | NT             | NT                 | NT                      |
| <b>Filipino</b>                                      | --               | NT            | NT             | NT                 | NT                      |
| <b>Hispanic or Latino</b>                            | 112              | NT            | NT             | NT                 | NT                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | NT            | NT             | NT                 | NT                      |
| <b>White</b>   | --               | NT            | NT             | NT                 | NT                      |
| <b>English Learners</b>                              | 63               | NT            | NT             | NT                 | NT                      |
| <b>Foster Youth</b>                                  | --               | NT            | NT             | NT                 | NT                      |
| <b>Homeless</b>                                      | 12               | NT            | NT             | NT                 | NT                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 191              | NT            | NT             | NT                 | NT                      |
| <b>Students Receiving Migrant Education Services</b> | --               | NT            | NT             | NT                 | NT                      |
| <b>Students with Disabilities</b>                    | 34               | NT            | NT             | NT                 | NT                      |

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5     | N/A  | N/A  | N/A   |
| Grade 7     | N/A  | N/A  | N/A   |
| Grade 9     | N/A  | N/A  | N/A   |

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Muscatel Middle School. The PTSA makes generous contributions of time and money to numerous programs and activities, such as decorating our campus, helping with our Leadership Day, organizing and putting on 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 rewards activities throughout the year.

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 principal coffee chats, School Site Council meetings, Back to School Night, 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 Twitter account for recent school happenings and photos, and parents receive a Mustang Monthly email, authored by the Principal, Assistant Principal, and Counselor, updating families on events and activities at our school. These communications are emailed out in English, Chinese, Spanish, and Vietnamese.

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 Jocie Wilson at [jwilson@rosemead.k12.ca.us](mailto:jwilson@rosemead.k12.ca.us) or Assistant Principal Shirley Conde at [sconde@rosemead.k12.ca.us](mailto:sconde@rosemead.k12.ca.us) or contact our school office at 626-287-1139.

## 2020-21 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 577                   | 575                                     | 0                         | 0.0                      |
| Female  | 304                   | 302                                     | 0                         | 0.0                      |
| Male  | 273                   | 273                                     | 0                         | 0.0                      |
| American Indian or Alaska Native              | 0                     | 0                                       | 0                         | 0.0                      |
| Asian   | 328                   | 326                                     | 0                         | 0.0                      |
| Black or African American                     | 2                     | 2                                       | 0                         | 0.0                      |
| Filipino                                      | 7                     | 7                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 221                   | 221                                     | 0                         | 0.0                      |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 4                     | 4                                       | 0                         | 0.0                      |
| White   | 8                     | 8                                       | 0                         | 0.0                      |
| English Learners                              | 143                   | 142                                     | 0                         | 0.0                      |
| Foster Youth                                  | 3                     | 3                                       | 0                         | 0.0                      |
| Homeless                                      | 13                    | 13                                      | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 454                   | 454                                     | 0                         | 0.0                      |
| Students Receiving Migrant Education Services | 6                     | 6                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 66                    | 66                                      | 0                         | 0.0                      |

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject            | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Suspensions</b> | 6.79           | 0.00           | 2.34             | 0.04             | 3.47          | 0.20          |
| <b>Expulsions</b>  | 0.17           | 0.00           | 0.04             | 0.00             | 0.08          | 0.00          |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject            | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| <b>Suspensions</b> | 1.55           | 0.48             | 2.45          |
| <b>Expulsions</b>  | 0.17           | 0.04             | 0.05          |

## 2020-21 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 0.00             | 0.00            |
| <b>Female</b>  | 0.00             | 0.00            |
| <b>Male</b>  | 0.00             | 0.00            |
| <b>American Indian or Alaska Native</b>              | 0.00             | 0.00            |
| <b>Asian</b>   | 0.00             | 0.00            |
| <b>Black or African American</b>                     | 0.00             | 0.00            |
| <b>Filipino</b>                                      | 0.00             | 0.00            |
| <b>Hispanic or Latino</b>                            | 0.00             | 0.00            |
| <b>Native Hawaiian or Pacific Islander</b>           | 0.00             | 0.00            |
| <b>Two or More Races</b>                             | 0.00             | 0.00            |
| <b>White</b>   | 0.00             | 0.00            |
| <b>English Learners</b>                              | 0.00             | 0.00            |
| <b>Foster Youth</b>                                  | 0.00             | 0.00            |
| <b>Homeless</b>                                      | 0.00             | 0.00            |
| <b>Socioeconomically Disadvantaged</b>               | 0.00             | 0.00            |
| <b>Students Receiving Migrant Education Services</b> | 0.00             | 0.00            |
| <b>Students with Disabilities</b>                    | 0.00             | 0.00            |

## 2021-22 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. 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 school evaluates the plan annually and updates it as needed. The plan was last updated and approved by School Site Council in October, 2021. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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                 | 3                                    | 19                                    |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               | 24                 | 5                                    | 20                                    |                                     |
| Social Science        | 28                 |                                      | 18                                    | 1                                   |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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                 | 7                                    | 17                                    |                                     |
| Mathematics           | 22                 | 12                                   | 11                                    | 3                                   |
| Science               | 24                 | 5                                    | 19                                    |                                     |
| Social Science        | 26                 | 2                                    | 19                                    |                                     |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 | 24                 | 10                                   | 16                                    | 1                                   |
| Mathematics           | 22                 | 9                                    | 15                                    | 3                                   |
| Science               | 25                 | 7                                    | 17                                    |                                     |
| Social Science        | 31                 | 1                                    | 9                                     | 9                                   |

## 2020-21 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 | .5    |

## 2020-21 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                |
| Library Media Teacher (Librarian)                             | 0                                |
| Library Media Services Staff (Paraprofessional)               | 0.69                             |
| Psychologist  | 1                                |
| Social Worker   | 0                                |
| Nurse   | 0.2                              |
| Speech/Language/Hearing Specialist                            | .5                               |
| Resource Specialist (non-teaching)                            | 0                                |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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                                   | \$8,071                      | \$1,056                             | \$7,015                               | \$98,954               |
| District                                      | N/A                          | N/A                                 | \$9,213                               | \$92,381               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -27.1                                 | 6.9                    |
| State   |                              |                                     | \$8,444                               | \$82,431               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -18.5                                 | 18.2                   |

## 2020-21 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 III
- Local Control Funding Formula (LCFF)
- Special Education
- Gifted and Talented Education (GATE)
- Home-to-school transportation (for Special Education)
- Instructional materials
- Instructional assistants
- After school programs
- Intervention programs and personnel
- Educational software
- Additional technology

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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                      | \$49,303        | \$51,450                                     |
| Mid-Range Teacher Salary                      | \$89,446        | \$80,263                                     |
| Highest Teacher Salary                        | \$107,883       | \$101,012                                    |
| Average Principal Salary (Elementary)         | \$132,481       | \$128,082                                    |
| Average Principal Salary (Middle)             | \$138,262       | \$132,453                                    |
| Average Principal Salary (High)               | \$0             | \$134,792                                    |
| Superintendent Salary                         | \$198,744       | \$197,968                                    |
| Percent of Budget for Teacher Salaries        | 36%             | 34%  |
| Percent of Budget for Administrative Salaries | 7%              | 6%   |

## Professional Development

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 district-wide PD include

- Implementing our CCSS-aligned ELA curriculum to maximize impact
- Accelerating learning through just-in-time instruction of pre-requisite skills
- Implementing our new science curriculum
- Integrated English Language Development in all content areas
- Trauma-informed care and restorative practices

Our staff has received training and coaching in Professional Learning Communities (PLCs) this year. 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 have been working on developing and reaching our school-wide goals related to becoming a Lighthouse School 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 received training in implementing the Leader In Me Program as well as continued PBIS training. Continued 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  | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 6       | 6       |

# Rosemead School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>District Name</b>            | Rosemead School District      |
| <b>Phone Number</b>             | (626) 312-2900                |
| <b>Superintendent</b>           | Mr. Alejandro Ruvalcaba       |
| <b>Email Address</b>            | aruvalcaba@rosemead.k12.ca.us |
| <b>District Website Address</b> | www.rosemead.k12.ca.us        |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 1575                    | 5                    | 0.32                  | 99.68                     | --                             |
| Female  | 784                     | 0                    | 0.00                  | 100.00                    | --                             |
| Male  | 791                     | 5                    | 0.63                  | 99.37                     | --                             |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 852                     | 0                    | 0.00                  | 100.00                    | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 24                      | 0                    | 0.00                  | 100.00                    | --                             |
| Hispanic or Latino                            | 587                     | 4                    | 0.68                  | 99.32                     | --                             |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 84                      | 0                    | 0.00                  | 100.00                    | --                             |
| White   | 22                      | 1                    | 4.55                  | 95.45                     | --                             |
| English Learners                              | 491                     | 1                    | 0.20                  | 99.80                     | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 66                      | 0                    | 0.00                  | 100.00                    | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 998                     | 2                    | 0.20                  | 99.80                     | --                             |
| Students Receiving Migrant Education Services | 23                      | 0                    | 0.00                  | 100.00                    | --                             |
| Students with Disabilities                    | 196                     | 5                    | 2.55                  | 97.45                     | --                             |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 1575                    | 5                    | 0.32                  | 99.68                     | --                             |
| Female  | 784                     | 0                    | 0.00                  | 100.00                    | --                             |
| Male  | 791                     | 5                    | 0.63                  | 99.37                     | --                             |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 852                     | 0                    | 0.00                  | 100.00                    | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 24                      | 0                    | 0.00                  | 100.00                    | --                             |
| Hispanic or Latino                            | 587                     | 4                    | 0.68                  | 99.32                     | --                             |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 84                      | 0                    | 0.00                  | 100.00                    | --                             |
| White   | 22                      | 1                    | 4.55                  |                           | --                             |
| English Learners                              | 491                     | 1                    | 0.20                  | 99.80                     | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 66                      | 0                    | 0.00                  | 100.00                    | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 998                     | 2                    | 0.20                  | 99.80                     | --                             |
| Students Receiving Migrant Education Services | 23                      | 0                    | 0.00                  | 100.00                    | --                             |
| Students with Disabilities                    | 196                     | 5                    | 2.55                  | 97.45                     | --                             |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

|                    |      |     |       |      |       |
|--------------------|------|-----|-------|------|-------|
| All Students       | 1003 | 966 | 96.31 | 3.69 | 56.63 |
| Female             | 482  | 462 | 95.85 | 4.15 | 61.26 |
| Male               | 521  | 504 | 96.74 | 3.26 | 52.38 |
| Asian              | 541  | 506 | 93.53 | 6.47 | 68.97 |
| Filipino           | 14   | 14  | 100   | 0    | 64.28 |
| Hispanic or Latino | 361  | 334 | 92.52 | 7.48 | 38.62 |
| White              | 17   | 17  | 100   | 0    | 64.7  |
| English Learners   | 369  | 360 | 97.56 | 2.44 | 32.5  |

|  |     |     |      |      |       |
|--|-----|-----|------|------|-------|
| <b>Homeless</b>                                      | 20  | 18  | 90   | 10   | 27.78 |
| <b>Socioeconomically Disadvantaged</b>               | 811 | 459 | 56.6 | 43.4 | 54.9  |
| <b>Students Receiving Migrant Education Services</b> | 17  | 17  | 100  | 0    | 23.53 |
| <b>Students with Disabilities</b>                    | 125 | 125 | 100  | 0    | 18.4  |

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

|  |      |     |       |       |       |
|--|------|-----|-------|-------|-------|
| <b>All Students</b>                                  | 1003 | 944 | 94.12 | 5.88  | 57.73 |
| <b>Female</b>  | 482  | 451 | 93.57 | 6.43  | 58.54 |
| <b>Male</b>  | 521  | 493 | 94.63 | 5.37  | 57    |
| <b>Asian</b>   | 545  | 498 | 91.38 | 8.62  | 74.9  |
| <b>Filipino</b>                                      | 14   | 14  | 100   | 0     | 57.14 |
| <b>Hispanic or Latino</b>                            | 359  | 325 | 90.53 | 9.47  | 33.54 |
| <b>White</b>   | 17   | 17  | 100   | 0     | 64.71 |
| <b>English Learners</b>                              | 369  | 347 | 94.04 | 5.96  | 38.9  |
| <b>Homeless</b>                                      | 20   | 18  | 90    | 10    | 38.89 |
| <b>Socioeconomically Disadvantaged</b>               | 811  | 445 | 54.87 | 45.13 | 55.28 |
| <b>Students Receiving Migrant Education Services</b> | 17   | 15  | 88.24 | 11.76 | 33.33 |
| <b>Students with Disabilities</b>                    | 125  | 123 | 98.4  | 1.6   | 15.45 |

\*At or above the grade-level standard in the context of the local assessment administered.