Principal's Message
Welcome to Montebello Intermediate School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California issues an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents and other stakeholders will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Montebello Intermediate School provides a nurturing and rigorous environment where students are involved and actively supported in learning, academically and socio-emotionally. Students receive a rigorous standards-based, curriculum delivered by dedicated professional staff and based on the individual needs of the students.

In addition, ongoing and responsive evaluation of student progress and achievement are used along with multiple measures to refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Montebello Intermediate School's students, and welcome any feedback you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement
We promote rigor, relevance and relationships. We continually refine our organization so that all learners have the opportunity to think critically, establish relationships, collaborate and communicate effectively as we prepare them for success in college, career and beyond.

School Profile
Montebello Intermediate School is located in the central region of Montebello and serves students in grades six through eight following a modified traditional calendar. At the beginning of the 2016-17 school year, 974 students were enrolled, including 15.7% in special education, 28% qualifying for English Language Learner support, and 88.4% qualifying for free or reduced price lunch.
Student Achievement

Physical Fitness
In the spring of each year, Montebello Intermediate School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student’s ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE’s website.

<table>
<thead>
<tr>
<th>Grade Tested</th>
<th>Four of Six</th>
<th>Five of Six</th>
<th>Six of Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh</td>
<td>19.0</td>
<td>21.4</td>
<td>19.6</td>
</tr>
</tbody>
</table>

Note: Percentages are not calculated 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.

Federal Intervention Program
The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Montebello Intermediate School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE’s website www.cde.ca.gov/ta/ac/ti/.

California Assessment of Student Performance and Progress
The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California’s standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the CDE’s website www.cde.ca.gov/ta/tg/ca/.

<table>
<thead>
<tr>
<th>CAASPP Test Results in ELA and Mathematics - All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students Scoring at Proficient or Advanced* (meeting or exceeding the state standards)</td>
</tr>
<tr>
<td>Montebello Intermediate School</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>English-Language Arts/Literacy (grades 3-8 and 11)</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
</tr>
</tbody>
</table>

Note: Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.
Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.


Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.
Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through parent conferences, Blackboard (automated message delivery system), the school marquee, School Loop (activities, grades, homework, and email), School Site Committee Meetings, district newsletters, and Coffee with the Principal. Contact the school office at (323) 721-5111 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Reading to Students
Parent Committee Participation

Committees
English Learner Advisory Committee
Parent Teacher Association
School Site Council
Title I Parent Advisory Committee

School Activities
Back to School Night
Open House
Parent Education Workshops
Coffee with the Principal
Parent Conference Night
Food Truck Night
Pathways Parent Night
ICES After School Program Intramural Sports
Before & After School Tutoring
AVID Parent Night

School Facilities & Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Montebello Intermediate School's original facilities were built in 1938; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Montebello Intermediate School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General maintenance
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Kitchen cleaning
- Health Center cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### Campus Description

<table>
<thead>
<tr>
<th>Quantity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Built</td>
<td>1938</td>
</tr>
<tr>
<td>Acreage</td>
<td>12.4</td>
</tr>
<tr>
<td>Square Footage</td>
<td>145142</td>
</tr>
</tbody>
</table>

### Committees
- English Learner Advisory Committee
- Parent Teacher Association
- School Site Council
- Title I Parent Advisory Committee

### School Activities
- Back to School Night
- Open House
- Parent Education Workshops
- Coffee with the Principal
- Parent Conference Night
- Food Truck Night
- Pathways Parent Night
- ICES After School Program Intramural Sports
- Before & After School Tutoring
- AVID Parent Night

### Facilities Inspection
The district's maintenance department inspects Montebello Intermediate School on an annual basis in accordance with Education Code §17592.72(c)(1). Montebello Intermediate School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, November 29, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

<table>
<thead>
<tr>
<th>Item Inspected</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Systems</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>B. Interior</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>C. Cleanliness</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Electrical</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Restrooms / Fountains</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Safety</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>G. Structural</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. External</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Montebello Intermediate School

Classroom Environment

Discipline & Climate for Learning
Montebello Intermediate School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators and counselors in a fair, firm, and consistent manner based upon the nature of each situation.

Campus Supervision
School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, the assistant principal, campus security officers, and yard supervisors patrol the campus, entrance areas, and designated common areas. Student supervision begins on campus at 7:30 a.m. The principal, the assistant principal, campus security officers, the custodian, counselors, support staff, and yard supervisors monitor lunch time activity in the cafeteria and common student activity areas. At dismissal, the principal, the assistant principal, campus security officers, teachers, support staff, and yard supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Montebello Intermediate School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for Montebello Intermediate School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2017.
Curriculum & Instruction

Staff Development
All training and curriculum development activities at Montebello Intermediate School revolve around the California State Standards. During the 2016-17 school year, Montebello Intermediate School held staff development training devoted to:

- Data Teams
- School Safety
- Project Read
- EL Symposium
- State and Local Assessments
- Academic Vocabulary Strategies
- Mental Health and Wellness
- Creation of Common Formative Assessments
- Implementation of Common Core State Standards
- Implementation of Rigorous Curriculum Design Units

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Montebello Intermediate School supports ongoing professional growth throughout the year during after school meetings. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Montebello Intermediate School's teachers attended the following events hosted by the Montebello Unified School District:

- Math Training
- Science Training
- Spanish Assessments
- Common Core State Standards Training
- English Language Arts Training

Montebello Intermediate School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum at Montebello Intermediate School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, October 19, 2017, the Montebello Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 12(2017-2018) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Montebello Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.
Professional Staff

Counseling & Support Staff
Montebello Intermediate School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Montebello Intermediate School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Adoption Year</th>
<th>Publisher &amp; Series</th>
<th>Pupils Lacking Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>2017</td>
<td>McGraw Hill, Study Sync</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>Scholastic, Inc., Scholastics Read 180 CA Enterprise Edition</td>
<td>0 %</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>2006</td>
<td>Holt, US History</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>Holt, Rinehart and Winston, Holt California Social Studies: World History, Medieval to Early Modern Times</td>
<td>0 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2008</td>
<td>Harcourt School Publishers/Holt, Rinehart and Winston, California Fast Forward Math (Harcourt/Holt)</td>
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<tr>
<td></td>
<td>2008</td>
<td>Holt, Rinehart and Winston, Holt California Mathematics: Course 1, Course 2, Algebra I</td>
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</tr>
<tr>
<td></td>
<td>2008</td>
<td>Pearson Prentice Hall, California Algebra 2</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>Pearson Prentice Hall, California Geometry</td>
<td>0 %</td>
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<tr>
<td>Science</td>
<td>2008</td>
<td>Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</td>
<td>0 %</td>
</tr>
</tbody>
</table>

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student
For the 2015-16 school year, Montebello Unified School District spent an average of $11,432 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental)
sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/.

(The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Montebello Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- Department of Rehabilitation
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs
- Medi-Cal Billing Option
- Other Federal Funds
- Education Protection Account
- Head Start Program
- After School Education & Safety (ASES)
- STRS On-Behalf Pension Contributions
- California Career Pathways Trust
- Other State: Locally Defined

<table>
<thead>
<tr>
<th>Expenditures Per Pupil and School Site Teacher Salaries</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollars Spent per Student</td>
<td>MIS</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total**</td>
<td>$5,409</td>
</tr>
<tr>
<td>Restricted</td>
<td>$262</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$5,146</td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td>$91,534</td>
</tr>
</tbody>
</table>

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

SARC Data

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Montebello Intermediate School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Montebello Intermediate School's SARC and access the internet at any of the county's public libraries. The closest public library to Montebello Intermediate School is Montebello Library, a branch of County of Los Angeles Public Library.

Address: 1550 West Beverly Blvd., Montebello
Phone Number: (323) 722-6551
WebSite: http://www.colapublib.org
Number of Computers Available: 19

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Montebello Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2018.