



Montebello Unified School District

GOALS & ACHIEVEMENTS IN 2011

The mission of the Montebello Unified School District's Safe Schools/Healthy Students Grant Initiative is to ensure that all students from pre-kindergarten through secondary school excel as productive citizens through a comprehensive developmental system characterized by safe schools, exemplary academic programs, highly qualified teachers, and effective partnerships with families and community agencies. MUSD's SS/HS Grant Initiative will implement and integrate a comprehensive, community-wide plan that is designed to create safe, respectful, and drug-free school environments and promote pro-social skills and healthy childhood development. The plan focuses on activities, curricula, programs, and services in a manner that responds to the community's existing needs and gaps.

Michael Cobarrubias, SS/HS Project Director, is thrilled with the progress the grant has made in the first three years and



Project Director Michael Cobarrubias.

feels confident that all goals and objectives will be met by the end of the grant period. His satisfaction stems from indicators that the grant has already created a much safer and supportive learning environment through initiatives that include the bullying prevention program and school-based mental health program.

His passion is kids - particularly those at-risk, his experience is extensive, and he's an enthusiastic educator ready to take on the task of bringing students, teachers, parents and community members together in the effort to promote school safety and youth development. MUSD is fortunate to have Michael Cobarrubias take the lead in developing the administration and financial fidelity of the SS/HS Grant Initiative. Michael brings to the table 30 years of classroom and administrative experience and has been involved with MUSD since 1986.

Mr. Cobarrubias has the responsibility for maintaining project records, including specific performance measures in the evaluation plan. His leadership guides the Core Management Team by providing information, findings, and products to ensure that the project stays focused on all aspects of the initiative's goals to bring about a safe, healthy, and academically sound district.

Quality education is a family affair for the Cobarrubiases. Michael's wife, Denise retired as a 3rd grade teacher at the district's Washington Elementary School two years ago, and his daughter, Dayne, is the Managing Director of Development for the nationally-ranked Teach for America.

Michael keeps himself fueled for the demands of his job by enjoying a competitive game of racquetball, learning to play golf, and listening to the sounds of crooners Michael Buble and Steve Tyrell.

It's a big job in a big district that is proud to honor Michael Cobarrubias for the skill and dedication he brings to both.

For additional information about our Safe Schools/Healthy Students Grant, please contact Michael Cobarrubias at Cobarrubias_mike@montebello.k12.ca.us



Safe School Environments and Violence Prevention Activities

OUR GOAL: To create safe schools and communities in which children may learn and thrive.

Increase Students Perception About Safety

Our baseline data (the 2009 California Healthy Kids Survey) revealed that only 18.87% of students surveyed in grades 7, 9, and 11 felt very safe at school, according to their own reports. When asked again in 2011, 19.42% of students surveyed reported feeling very safe at school, which is a 3% increase. Our goal is a 20% increase. Several programs to meet this goal were fully implemented during the 10-11 school year and we're on our way to meeting our goal by June 2013 when the results of those programs fully take root.

We've Decreased the Percentage of Students Missing School Because They Didn't Feel Safe by 14.75%!

This same 2009 survey also revealed that 14.91% of students surveyed in grades 7, 9, and 11 reported missing one or more days of school in the previous 30 days because they felt unsafe at school or on their way to or from school. In the 2011 survey that number dropped to 12.71%.

We've Decreased the Number of Students who Report Being in a Physical Fight on School Property by 23.42% -- Significantly Exceeding Our Goal of a 10% Decrease!

In our 2009 baseline data 28.90% of students surveyed in grades 7, 9, and 11 reported being involved in a physical fight on school property during the prior twelve months. Our goal was to decrease fighting on campus by 10%. We've surpassed our goal and we will continue to do so! The 2011 data revealed that 22.13% of students surveyed in grades 7, 9, and 11 reported being involved in a physical fight.



In order to decrease physical fighting on school campus, increase students' perception of safety, and reduce absenteeism due to fear, the district has hired additional staff and implemented several programs through our grant.

Officer Ruben Ochoa was hired as a School Police Officer.

Officer Ochoa has been very successful in assisting the district's school police department to increase their presence and ability to respond to calls for both violations of Administrative Regulations and Penal Code.

During the 2008-09 School Year, the department received 691 calls for service and 310 (45%) resulted in an arrest. During the 2009-10 School Year, the department received 1,250 calls for service and 1,062 (85%) resulted in an arrest. During the 2010-11 school year, the department received 3,829 calls for service and 478 resulted in an arrest. The following chart breaks down the calls for service and subsequent arrests made during the 2010-11 school year by officers funded through the SS/HS grant:

Officer's Name	# of Calls for Service	# of Arrests	Additional Information
Officer Alatorre	810	158	39 additional calls for suicide attempts or contemplation
Officer Ochoa	792	106	35 additional calls for suicide attempts or contemplation
Officer Anda	79	NA	

We attribute the increase in both calls for service and arrests to our ability to increase the availability of officers. The higher number of calls does not reflect an increase in crime. Before we were able to increase the number of officers in our school police department, these calls were handled by the local police department (city or county).

The Montebello Police Department reported a 14.25% decrease in juvenile arrests (2008 compared to 2009). Our efforts impact our community!

We implemented an anonymous tip-line: 323.887.7903 or tipline@montebello.k12.ca.us. Marketing efforts for the tip-line include cards that were distributed to all High School students and staff members in September 2009. The tip-line is also included on our website and on all newsletters. Although we have not received a lot of calls through the tip-line, several of the calls provided valuable information that may not have been gained without this method for the community to anonymously report crimes or suspicious behavior. Important information garnered from these calls



has included areas on school grounds where students are smoking, spousal abuse in the home, assaults, and narcotics activity on school campuses.

Additional security cameras helped us improve safety and crime prevention in our high schools. Twenty-four PTZ cameras (pan-tilt zoom) and related monitoring equipment were purchased through the SS/HS grant. Twelve cameras were installed at Schurr High School and 12 cameras were placed at Montebello High School.

We Continue to Receive Funding to Make our Schools Safe

In September 2011, MUSD received funding from the U.S. Department of Justice's Secure Our Schools Grant. This grant will provide funding to install additional security cameras and monitoring systems throughout the district, as well as weapons screening equipment, and additional communication devices for our school sites and school police department. This grant will also allow the school police department to increase communication and relationship-building with the community – look for updates on community meetings this spring!

Gang/Crew Prevention

Gang/Crew Awareness and Prevention Seminars are conducted by our Deputy Probation Officer and School Police Officers. During the 2009-10 school year, we conducted five seminars and a total of 195 parents and guardians attended. Over the summer of 2011, three additional seminars were provided to 250 MUSD parents and families. Eight seminars are scheduled for the spring of 2012.

To learn more about the Gang/Crew Awareness and Prevention Seminars and/or register for the next one, contact Chief Dinh at dinh_linh@montebello.k12.ca.us.

We've Trained 215 Classroom Teachers to Deliver our Violence Prevention Curriculum, and a Total of 3,603 K-8 Students Received the Curriculum in the Past Two Years!

Montebello Unified School District has adopted the *Too Good for Violence* curriculum for all K-8 students. We expect to reach an even higher number of students by the end of the 2011-12 school year.

Too Good for Violence™ promotes protective factors that help children get along peacefully:

- Bonding - creating a sense of belonging that results from having opportunities to participate and receive positive recognition from peers and adults

- Norms - promoting healthy beliefs and clear, positive standards
- Skills - enhancing the social and emotional skills for coping with anger and frustration, getting along with others, communicating positively, and negotiating conflict successfully

A CAREing Approach to Violence Prevention

- Conflict resolution
- Anger management
- Respect for self and others
- Effective communication

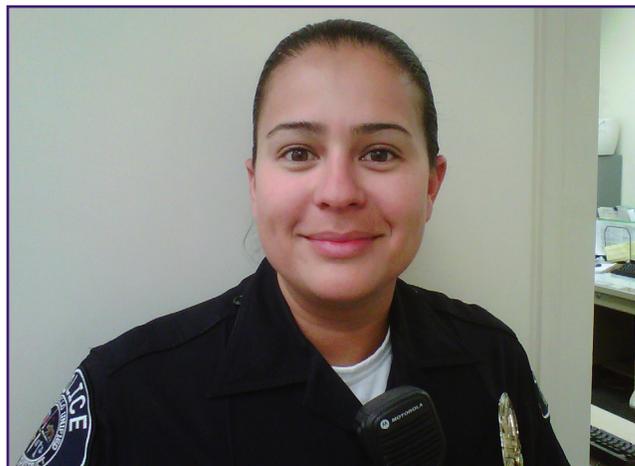
Grant programs like *Too Good for Violence* are Making a Difference in Our Schools:

- Over the past 3 years, **we've decreased the percentage of students who report being afraid of being beaten up on school property by 14%**! (19.59% of students surveyed in 2011 compared to 22.34% of students surveyed in 2009.)
- **We've also decreased the percentage of students who report being pushed, shoved, hit, etc. on school property by 16.67%** in the past three years! (29.54 % of students surveyed in 2011 compared to 35.45% of students surveyed in 2009).

Decrease Truancy

Our baseline data (2009-10 school year) indicated a truancy rate of 24.87%. A total of 8,134 K-12 students had unexcused absences or were tardy three or more days during the 2009-10 school year. Our goal is to reduce truancy by 12%. We have implemented the following to ensure we reach our goal:

Officer Tracy Alatorre was hired as a Truancy Officer.





Officer Alatorre plays an integral role in reducing truancy at MUSD, which includes daily truancy patrols, participation in all Truancy Sweeps, referring students to the Truancy Center (MAC) as an alternative to suspension, case management for at-risk students and habitual offenders, and home visitations. She works closely with building administrators to reduce truancy and increase student attendance.

Officer Alatorre has proved herself as a positive role model for all students and has gone beyond the call of duty to improve the safety of our students and schools. As an example, she delivered a bullying prevention seminar for all Special Day Class students at Schurr High School and all 5th grade students at Laguna Nueva School. She created and delivered a Stranger Awareness Presentation for all kindergarten and first grade classrooms at Washington Elementary School. She conducted a Drugs on Campus presentation for the faculty at Schurr High School, which included a PowerPoint presentation and hands on show and tell. It provided information on the common narcotics found at Schurr HS, signs and symptoms of individuals who are under the influence, various types of packaging that are used for narcotics, as well as reporting procedures

If you would like to learn more about these seminars and/or register to attend one, contact Dr. Angel Gallardo at 323.887.7900.

Montebello USD's truancy sweeps have been very successful. These sweeps not only increase school attendance, but help identify at-risk students. Four county-wide truancy sweeps were conducted during the 2009-10 school year and we issued a total of 97 citations.

A county-wide truancy sweep on November 9, 2011 was very successful. A total of 20 minors were detained and brought to the command post during the operation. Of those 20 minors, 14 of them received daytime loitering citations, two received Possession of Marijuana Citations, and one received a Minor in Possession of Tobacco/Tobacco Products Citation. Two of the remaining minors were not cited and the final minor was determined to be on independent studies.

The following agencies participated in the truancy sweep on November 9, 2011: Montebello Unified School District Police Department, Compton Unified School District Police Department, Montebello Police Department (city), Bell Gardens Police Department (city), LA County Sheriff's Department (East Los Angeles and Pico Stations), LA County Probation Department, LA County District Attorney's Office, Los Angeles Unified School District (Zone 5 Attendance Specialist), Montebello Unified School District (Attendance Specialists), and The Department of Children and Family Services (MUSD Office).

MAC STATS		
School Year	Total Referrals	Truancy Referrals
2008-09	656	252
2009-10	2,131	841
2010-11	1,211	488
2011-12 (as of 1/31/12)	584	272

The Montebello Alternative Center (MAC) provides an alternative to suspension and allows students to keep up with their school work, as well as provides social and emotional support to keep them focused and on the right track.

Truancy Seminars are provided for parents and guardians to educate them on the importance of attending school and the consequences of missing school. To date we have conducted truancy seminars for a total of 7,377 students and parents over the past two years. Truancy seminars for parents and guardians will be offered late spring 2012.



An MUSD School Police Officer participates in the county-wide truancy sweep. Truancy sweeps will continue throughout the 2011-12 school year.



Decrease Juvenile Recidivism

OUR GOAL: Our goal is to reduce juvenile recidivism by 12%. Our baseline data (2009-10 school year) indicated that 10% of the juvenile offenders re-offended, but only 8% re-offended during the 2010-11 school year.

Liliana Anda was hired as the Deputy Probation Officer for MUSD to provide support and suppression activities for students on probation. Recognizing the value of prevention, as well as intervention, Deputy Probation Officer Anda reaches broadly into the community, lending her expertise to a wide range of programs:

- Creation and organization of the MUSD PD Navigator Program geared towards probation youth. Implementation of this program will begin late spring 2012.
- Organized and participated in the "National Night Out."
- Assisted Corporal Nevarez in presenting the *Gang/Tagger* program to 200 MUSD parents, which included Spanish translation.
- Presented a cyber bullying/bullying prevention program to 150 MUSD parents.
- Presented the Stranger Danger Program to 2,400 first grade students.
- Speaker at the *Best for Women* conference which 1,500 female students attended.
- Speaker at the *Palabra* conference which more than 700 boys attended.
- Guest speaker at the *At Risk Girls Conference*. Secured gift bags and donations to the 60 girls that attended.
- Organized, executed, and presented the Ice Cream with a Cop Program. More than 150 Head Start students were visited.
- Organized and hosted a booth at the After School Program Festival which 2,500 students attended.
- Presented "What is Probation?" to campus security officers and principals.
- Organized, donated, and delivered Thanksgiving baskets to MUSD probation students.
- In collaboration with LA County Probation Commissioner Sal Martinez, Felipe Esparza, MUSD PD, and Post 640, organized, donated, and delivered over \$260 in board games to incarcerated children at Central Juvenile Hall.
- Worked with multiple mental health agencies and their staff regarding minors at risk.

- She supervises the reserve deputy program and arranged for them to work football games and other special events throughout the district. Her goal is to have at least one reserve officer for each high school.



Deputy Probation Officer Anda conducting the Stranger/Danger Presentation.

Her most extensive initiative to date has been the creation and implementation of the MUSD Explorer Program. The Explorer program operates as a "Learning for Life" program based out of the school police department. The purpose is to provide special training to the youth who are preparing themselves for a career in law enforcement. The goals are to: recruit qualified young men and women; assist them in becoming better citizens in the community; prepare them for a physically challenging career; and to provide a forum in which young people can participate in non-hazardous community service.

During the 2010-11 school year, 20 MUSD students participated in this program. They successfully completed the following classes: drug prevention, dangerous drugs, juvenile law, criminal law, Red Ribbon Week, domestic violence, bullying/cyber-bullying, traffic codes, report writing, emergency preparedness, stranger awareness, criminal justice system, radio procedures, and the history of contemporary law. They provided security details during sporting events and special events, such as the Kobe Bryant visit to MUSD. They donated a total of 1,500 hours of service during the 2010-11 school year. They also participated in several outings:

- Safety Fair at Commerce Park
- We Appreciate Explorers: Dodgers Baseball Game
- Presentation at the June 2010 Board Meeting
- LA County Probation Boot Camp
- LA County Pasadena Juvenile Court
- Eastlake Juvenile Hall



A visit with Judge Leventer.



Explorers Working a Football Game with Officer Alatorre.



MUSD School Police Chief Dinh and Student Explorer Meeting Kobe Bryant.



Stranger Danger Program Presented by a Student in the Explorer Program.



Jennifer Nakayama was hired as the Case Manager to support the Deputy Probation Officer.

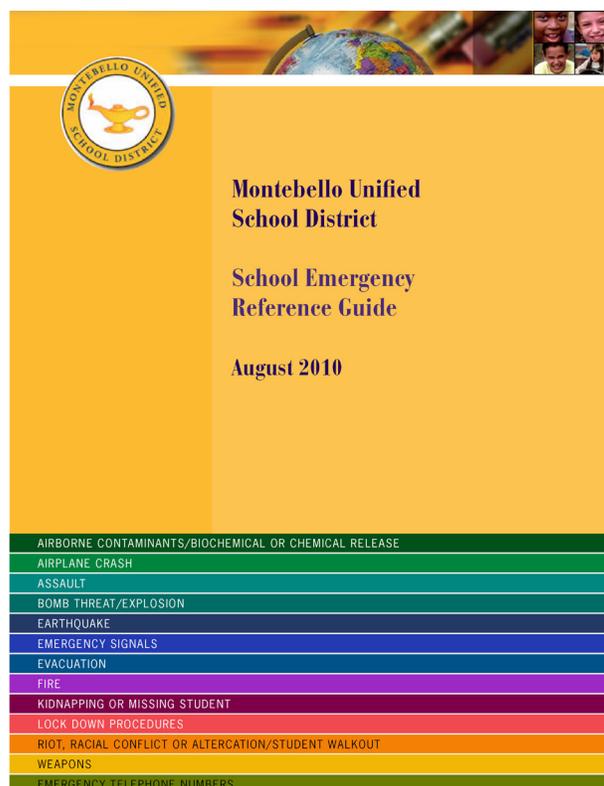


MONTEBELLO UNITED SCHOOL DISTRICT IS DOING MORE THAN JUST TEACHING KIDS.... WE'RE KEEPING THEM SAFER.

To this end, MUSD has already created enhanced school emergency response plans and has provided all schools with Classroom Emergency Flipcharts and Crisis in a Box kits. These charts are placed in all classrooms and offices providing appropriate responses to a variety of threats and hazards, emergency phone numbers, and all necessary paperwork each school would need in a crisis situation.

Training is the key to success in emergency preparedness. The District has in place a very comprehensive program, provided through grant funds, to "Train the Trainer." Representatives from each school site receive extensive training to take back and share with colleagues at their own schools. As of January 31, 2012 a total of 103 hours of training has been provided and a total of 802 MUSD employees have participated in the 21 classes that have been offered. Even District cabinet members took an Incident Command System course and passed with flying colors!

Drills put staff and students to the test in putting to use the training materials and protocols. Every MUSD school completed a follow-up emergency lock down drill in the fall and, on average, increased their score by 29 points. These scores are based on general preparedness, response time in drills, and efficiency and organization of drill procedures. We surpassed our goal by increasing the average response scores to lock down drills by 57%. That's great news! Controlled evacuation drills were conducted in April 2011 and all schools increased their response scores in these drills, compared to the baseline drills, by an additional 4%. **Our goal was to increase**



by 40%, but we've increased our scores by 61%. Wow!

The District is proud of its dedicated school staff members who work hard to provide the utmost care in training our children what to do in the event of a worst case scenario. They all have shown remarkable professionalism with regard to efficiently and effectively safeguarding that most precious commodity, our children. Check out the March 2011 newsletter to see those individuals who have gone above and beyond our expectations in creating safe learning environments.

Michael Cobarrubias, Project Director, (far left) photographed with the Train-the-Trainer representatives from each school site and district facility.





Alcohol, Tobacco, and Other Drug Prevention Activities

OUR GOAL: To reduce student use of alcohol, tobacco, and other drugs through prevention and early intervention strategies. We intend to reduce the percentage of students who report consuming alcohol or using marijuana on one or more occasions in the previous 30 days by 4% by June 2013.

How Have We Done So Far?

We've decreased current alcohol use by 7.05%.

We've decreased current marijuana use by 9.20%.

Programs: Under the grant, we are implementing several evidence-based programs including *Too Good for Drugs*, *Towards No Drug*, *Project EX*, and *Every 15 Minutes*.

Too Good for Drugs is a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use among young students. *Too Good for Drugs* is being provided to all MUSD K-8 students. Over the past two years, we've trained 188 classroom teachers and provided this curriculum to a total of 5,403 K-8 students.

Towards No Drug is a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug use among high school students. Fourteen classroom teachers were trained to deliver this curriculum and 2,779 high school students successfully completed the program during the 2009-10 and 2010-11 school years.

Research shows that these programs help steer our children away from drugs, and we're already beginning to see the positive results. Our goal for the 2011-12 school year is to increase the number of students who successfully complete both of these programs.

We've Decreased Current Tobacco Use by 31.36%!
(11.13% in the 2009 survey down to 7.64% in the 2011 survey)

Project EX is a school-based, tobacco-use cessation program for high school youth (ages 14-19 years). The program involves enjoyable, motivating activities such as games, mock talk shows, and yoga. At the completion of the program, youth will be able to:

- Stop or reduce cigarette smoking
- State accurate information about environmental, social, physiological, and emotional consequences of tobacco use

Students participating in *Project EX* will learn accurate knowledge of tobacco addiction and disease, and develop an empathetic understanding of the effects of tobacco use on friends.

Fred Owens was hired as the *Project EX* trainer and is currently offering the program at the Community Day Schools and Vail High School.



Our Schools Are Going To The Dogs...

Assemblies with contraband detection canines were held at all MUSD high schools at the end of May 2010. These specially trained dogs will be used on campus from now on in an attempt to reduce drug-related incidents and discourage students from bringing alcohol and other illegal substances to school.



MUSD Board Member Gerri Guzman, Mia the 7-year old lab with her handler, and Jeff Schwartz, MHS Principal.



Montebello USD contracted with Interquest Detection Canines to provide random detection searches. All visits by the canines will occur periodically and unannounced. "I believe these [detection] searches will impact schools in a positive way," said Michael Cobarrubias, SS/HS Project Director. "Our goal is to reduce and eventually eliminate incidences of students bringing alcohol and other illegal substances to our schools."

The *Every 15 Minutes* program is a first-generation model of school-based alcohol prevention that incorporates simulated alcohol-related consequences with various community elements. This innovative program integrates a community-wide initiative to raise awareness of the consequences of underage drinking and to deter access to alcohol using legal, law enforcement, medical, media, and political entities. Students, parents, educators, school administrators, health professionals, and law enforcement personnel are all players in the *Every 15 Minutes* program.

MUSD has presented the *Every 15 Minutes* program to Schurr High School and Bell Gardens High School. Drunk driving prevention activities will take place at each high school this spring during the week leading up to prom and graduation.

Drunk driving costs lives. To bring that sobering message home, Schurr High School hosted its *Every 15 Minutes* event for its junior and senior students to increase awareness of the dire consequences of drinking and driving. The program

challenged students to think about drinking, personal safety, and the responsibility of making mature decisions when lives are involved. As part of the event, every 15 minutes throughout the day, participating students were called from class by the "Grim Reaper," to represent a student who died as a result of an alcohol-related traffic collision.



A simulated-traffic accident occurred with students suffering mock injuries while the coroner handled fatalities on the scene. Law enforcement investigated, arrested and booked the student "drunken driver."



Alcohol and Drug Counseling for At-Risk Students

Montebello USD is also expanding counseling and rehabilitation services to at-risk students with substance abuse problems. During the 2009-10 school year, 322 K-12 students received ATOD counseling and rehabilitation services, and during the 2010-11 school year 98 at-risk students received ATOD counseling and rehabilitation services and received a total of 4,100 hours of service. Our goal is to serve a total of 600 students by June 2013 – we're more than half-way there!

Student Behavioral, Social, and Emotional Supports

OUR GOAL: To increase behavioral, social, and emotional support by increasing developmental assets and protective factors in the school setting.

Increasing Pro-Social Behavior

Montebello has embraced *40 Developmental Assets* and has received a tremendous amount of support and enthusiasm from the school sites and district office. **The Power of Assets**—Studies of more than 2.2 million young people in the United States consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity. Furthermore, levels



of assets are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.

Our baseline data (2009) indicates that 28.48% of students surveyed reported a high level of external assets at school. In 2010 that percentage increased to 31.54%. We intend to increase the number of students who report a high level of external assets at school by 50% by June 2013.

MUSD has prioritized five school-based developmental assets as the focus for implementation of the program to enhance school climate at each school site. These assets are commonly referred to as the "Montebello 5."

MUSD is also using a district-wide tag-line from *40 Developmental Assets*: "Take a Second, Make a Difference." This tag line, along with the hands of a clock have been placed on every wall clock at each school site, which includes the clocks in every classroom.

School sites are including information about *40 Developmental Assets* in their weekly bulletins and monthly newsletters.

Montebello Unified School District 

Montebello Five

1. Asset #3-Other adult relationships
2. Asset #5-Caring school climate
3. Asset #10-School Safety
4. Asset #22-School Engagement & Participation
5. Asset #24-Bonding to School

"Take a Second Make a Difference" 

MONTEBELLO UNIFIED SCHOOL DISTRICT

BULLYING 

- We will not bully others.
- We will help students who are bullied.
- We will include others who are left out.
- If we know that somebody is being bullied, we will immediately tell an adult at school and an adult at home.

"Take a Second Make a Difference"

The Montebello 5 are included in all newsletters, on all websites, and the district created wallet cards for all staff members. During Year 1, the district created posters for the tip-line, *40 Developmental Assets*, and *Olweus Bullying Prevention Program*. These posters are prominently displayed throughout each school site.

Preventing Bullying in Our Schools and Communities

To address bullying behavior, we have implemented the *Olweus Bullying Prevention Program*:

Core components of the program are implemented at the school, classroom, and individual levels.

School-level components include:

- Formation of a Bullying Prevention Coordinating Committee
- Distribution of an anonymous student questionnaire assessing the nature and prevalence of bullying
- Training for committee members and staff
- Development of a coordinated system of supervision
- Adoption of school-wide rules against bullying
- Development of appropriate positive and negative consequences for students' behavior
- Holding staff discussion groups related to the program
- Involvement of parents

Montebello Unified School District 

Positive Adult/Student Interaction

Build Assets by:

1. Smile, eye contact, greeting – Asset #5
2. Know students names / something about them – Asset #24
3. Mentor a student-Take a personal interest/encourage them to do their best / check in from time to time – Assets #'s 3 and 5
4. Two forms of feedback-Accentuate the positive / Re-direct inappropriate behavior – Assets #'s 33, 5 and 24
5. Be in areas that are not frequented by adults during non-class time-Asset #10
6. Have fun / Play – Asset #24
7. Random acts of building assets – Assets #'s 5 and 24
8. Use of positive language – Asset #5

"Take a Second Make a Difference" 



Classroom-level components include:

- Reinforcement of school-wide rules against bullying
- Holding regular classroom meetings with students to increase knowledge and empathy
- Informational meetings with parents

Individual-level components include:

- Interventions with children who bully
- Interventions with children who are bullied
- Discussions with parents of involved students

On October 7, 2010 Montebello USD's School Board adopted a district-wide policy to prevent and respond to acts of bullying behavior.

School sites have completed the following:

- Anti-bullying posters are placed in high visibility areas and each classroom
- Students have signed a pledge not to bully other students, to report bullying behavior, and help students in need
- Created a bully prevention committee and conducted monthly meetings
- On-going training for staff
- Incorporated weekly classroom meetings into the teaching schedule

In addition to the *Olweus Bullying Prevention Program*, we have launched *Teen Truth Live* for the three comprehensive High Schools. This program was so popular with the high schools that we've begun to provide it to all middle schools as well. The *Teen Truth Live* assemblies focus on social issues that often times lead to tragic consequences. The presentations challenge students to think about how their own reactions to these issues directly impact the lives of others around them.

During assemblies in the past year, the Teen Truth team led the kids to participate through dramatic storytelling, humor, and real work experiences, empowering and inspiring them to notice and acknowledge the pervasive and negative impact bullying has on a school campus and beyond. Students were also challenged to change by viewing a film that grew out of the Columbine High School killings in Colorado. *Teen Truth Live* is about making choices to stand up to do the right thing in our schools and communities; standing up to protest physical and emotional abuse and bullying; and protecting our most vulnerable friends, neighbors, and strangers. It means standing up for change because we need to believe that it's possible to live with tolerance, respect, and compassion.



George Muriel, mental health liaison, and Cece Ramirez, Assistant Principal at Eastmont Intermediate attend the Teen Truth Live assembly.

Mentoring Program

OUR GOAL: To decrease the number of behavioral incidents for students participating in the mentoring program by 20% by June 2013. Students participating in the mentoring program had an aggregate decrease of 75.32% in the number of behavioral incidents. Wow, what a difference a mentor can make!

The following chart details the activities conducted by our mentoring program during the 2009-10 school year:

	Schurr High School	Community Day School	Total
Total # of Students Participating in the Mentoring Program	7	32	39
Total Mentoring Hours Received	27	187	214
Total Number of Workshops Provided	15	11	26
Total # of Workshop Participants	75	405	480
Average Number of Participants Per Workshop	5	37	42

The workshops conducted included the following topics: *Sexual Harassment, Heading for Success- Steps to Take in High School, Scholarship Essay, Post Secondary Educational System Workshop, Dating and Domestic Violence, Rape Awareness, and Financial Aid.*



Community Day Students Participating in a Workshop Provided by the Mentoring Program.

The following chart details the activities conducted by our mentoring program during the 2010-11 school year:

	Schurr High School	Community Day School	Total
Total # of Students Participating in the Mentoring Program	0	35	35
Total Mentoring Hours Received	0	219	219
Total Number of Workshops Provided	2	18	20
Total # of Workshop Participants	8	88	96
Total Number of hours of Workshop Intervention	12	425	437

The workshops at Schurr High School included *Things Change* and *Expectations* and were presented to parenting and/or expectant teens.

The workshops at Harding Community Day School included two sessions for each of the following topics: *Let's Talk*; *Family Patterns*; *Heading for Success*; *Teen Dating Violence Lessons 1, 2, 3, and 4*; *College and Financial Aide*; and *Who, What, Where, When about College*. We also hosted one workshop on Scholarships.

The final activity for the 2010-11 school year for students participating in our mentoring program was a field trip to Cal State Los Angeles University. Sixteen students attended this tour, where they received a walking tour of the campus as well as a 45 minute presentation about the University.

At least two of these students plan to attend this University after graduation.



Field Trip to Cal State Los Angeles University.



After-School Program

OUR GOAL: To decrease the number of behavioral incidents for students participating in the after-school program by 20% by June 2013.

Our Initial Results Are Impressive:

Our first year of the program was the 2009-10 school year. We compared discipline statistics, attendance rates, and GPAs for the students who participated in our after-school program in the 2009-10 school year to these students' same statistics for the 2008-09 school year (when there wasn't an after-school program).



We are thrilled with the impact that the after-school program had on these students: the number of combined discipline incidents decreased by 50%, attendance rates increased by 43%, and grade point averages increased by 3.17%. We are currently working to identify the impact the after-school program had on students who participated during the 2010-11 school year.

The SS/HS grant provides an after-school program to students at Schurr High School. Since we started this program we've provided a total of 12,300 hours of after-school activities for 1,081 Schurr High School students!

Mental Health Services

OUR GOAL: To provide an effective and coordinated network of mental health services to help students overcome barriers to behavioral and emotional success. We intend to increase the number of students receiving mental health services by 50% by June 2013.



To help us reach our goal we have hired a Mental Health Liaison, **George Muriel**.

Being a mental health advocate and coordinator of such services requires a lot of gritty frontline interaction with students who face mental health challenges. Working with parents of students who live with various mental health issues requires a balance of compassion and aggressive programs to bring at-risk kids into a state of well-being, and those who do this work deserve a standing ovation for their efforts. No one is more deserving of our accolades than George Muriel.

George is a counselor, lawyer, educator, parent liaison, troubleshooter, peacemaker, and conflict resolution expert. All

these hats are standard practice for a man who's worked in mental health educational programs since 1981. George has a BA in Political Science and a Masters in Education from UCLA. He earned his Juris Doctor in Law from Brigham Young University, and finally received his Masters in School Counseling from California State University, LA in 2000.

George has been a school principal, a bilingual teacher, and currently works as District Coordinator for Pupil and Community Services. He has also taught the Individual Counseling Practicum for Cal State in collaboration with the Montebello Family Support Center, and is very involved in the 40 Developmental Assets program throughout the District.

George is also responsible for implementing and managing a social marketing campaign aimed at changing attitudes and stereotypes relating to mental health.

As any good mental health professional knows, it's important to take time for self-care and leisure activities... George says he loves to travel and has done so extensively through Mexico, Europe, and Eastern Europe. His love of language led him to a course in conversational Mandarin in recent years, believing that language is the way to connect with peoples and cultures. He greatly enjoys his work with the youth in his church, particularly summer youth camps in the exploration of nature. He's an art buff, enjoys poetry and music, and says just spending time with his friends is a great pleasure.

Under our SS/HS grant we have contracts with ten mental health providers who provide school and community based mental health services to our students, which is a 400% increase. The agencies contracted to provide mental health services include: ALMA, Almansor, Bienvenidos, ENKI, The Whole Child, Maryvale, Pacific Clinics, Penny Lane, Roybal, and SPIRITT.

To assist us in reaching our goal, we hired Juan Hernandez and Joseph Caron as mental health case managers.

Juan Hernandez is an extremely compassionate young man who believes that his calling as a social worker can and will make a difference. He is the mental health caseworker for Montebello Unified School District under the Safe Schools/Healthy Students grant awarded in 2008. Mr. Hernandez is responsible for connecting qualified students with mental health resources and serves as an advocate for such children. He also serves as a case manager for families whose kids are having truancy and attendance issues.



Juan graduated from Pioneer High School, received his B.S. in Sociology from San Francisco State University, and is working on obtaining his Masters in Social Work from USC in 2013. Before coming to MUSD, Juan worked with The Whole Child, a non-profit mental health agency in Whittier. His focus there was

working with severely emotionally disturbed children by providing a social skills curriculum, conducting parent workshops, and behavioral-educational advocacy at school sites. He is proud of the progress his clients make when they become empowered to be the best they can through their own efforts. He states that he wants to continue to be the person who helps unlock that potential.

Juan is a fiercely loyal Mexican-American; he cites the sacrifices his parents made when they arrived as immigrants over thirty years ago. He and his three brothers feel humbled by the educational opportunities provided due to their parents' diligent struggle. He is a proud American with deep indebtedness to his roots "in the land of the sun." Juan is a thoughtful guy who loves to read and then travel to places he's read about. For example, Paris as detailed in Dan Brown's [DaVinci Code](#), and the Mexico City environs learned from the history penned by John Ross in [Monstruo: Dread and Redemption in Mexico City](#). He's a hip-hop fan when it comes to music. Sports teams that get his competitive spirit going are the Chicago Bears, LA Lakers, and Juan says he bleeds Dodger Blue! And he's an avid fan of what he calls the "sweet science of boxing!" Family and friends over for a meal of *carne asada* or barbeque is a special pleasure for Juan Hernandez.

Needless to say, it is the District's good fortune and pleasure to have this uniquely dedicated and passionate young man working with our students and their families.

Joseph Caron. The Safe Schools/Healthy Students grant initiative at Montebello Unified School District provides for a mental health coordinator who is a facilitator, coordinator, planner, and communicator for the grant's evidence-based

mental health programs. It's a tall order, but Joe Caron is fitting into each role with ease due to his credentials and experience in the mental health field.

Joe Caron comes to the SS/HS with a long resume of professional work, ranging from a Juvenile Diversion Specialist with SPIRITT Family Services in Whittier to Youth Counselor to Program Manager for the LA Skid Row Collaborative program. He is proficient in oral and written Spanish and has worked with youth and adults since his graduation from California State University-LA with a Bachelors Degree in Social Work. Next year, Joe will begin studies for a Masters in Social Work.

Joe brings his special brand of skills to MUSD to head up the Why Try? groups at key district school sites. This skill-building program focuses on decreasing truancy, drug and alcohol addictions, and youth engaged in violent behavior. He is also charged with the Parent Project, a program that helps families deal with strong-willed and hard to manage children. There is a long list of other programs and duties within the grant initiative that will keep this energetic professional hopping.

But it's not all work and no play for Joe Caron. He maintains a busy family life with his son, age 17, and a 13 year-old daughter. They hike the San Gabriel Mountains on a regular basis and love attending street fairs and music festivals. The family even has its own band with Joe on drums and percussion, his son playing keyboards, and his daughter providing vocals. He's learning to play keyboard himself while composing and recording on his computer. His family likes to bike along beaches, and if you're in Huntington Beach some Sunday you'll probably find Joe in a drum circle!

The SS/HS team is fortunate to have such a well-rounded professional working with district kids who risk falling through the cracks because of untreated mental health issues, and helping struggling families to understand those issues and work toward positive outcomes for their children. Kudos to you, Joe Caron - we're happy to have you here!



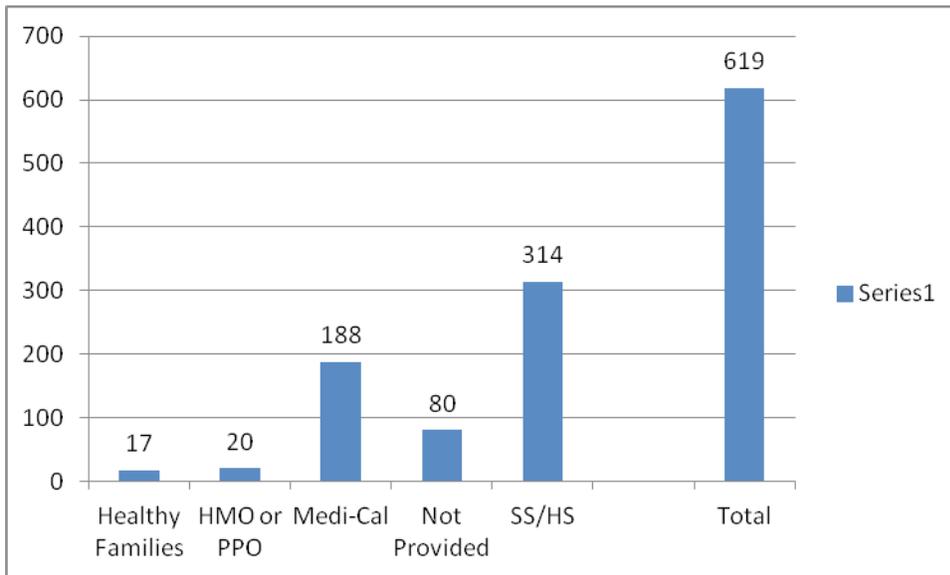


Our goal is to increase the number of students receiving school-based mental health services by 50% from baseline data by June 2013.

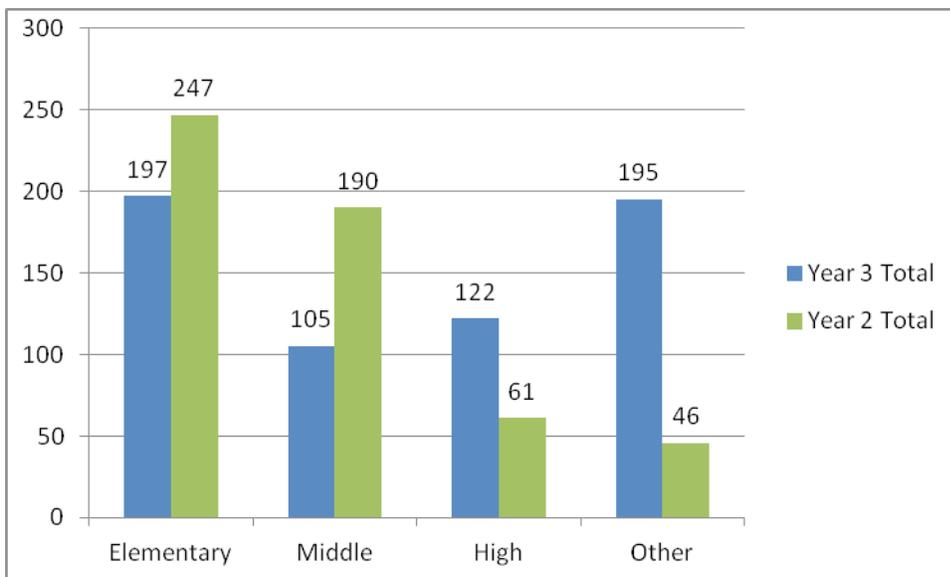
During the baseline year (2008-09 school year), 469 K-12 students received school-based mental health services. During the 2009-10 school year, 544 K-12 students received school based services. These 544 students received a total of 8,459 hours of service in the 2009-10 school year. During the 2010-11 school year, 619 students received school-based mental health services. These 619 students received a total of 8,911 hours of service.

The following tables provide additional information relating to the mental health services provided during the 2010-11 school year.

By Funding Source:



By Type of School:



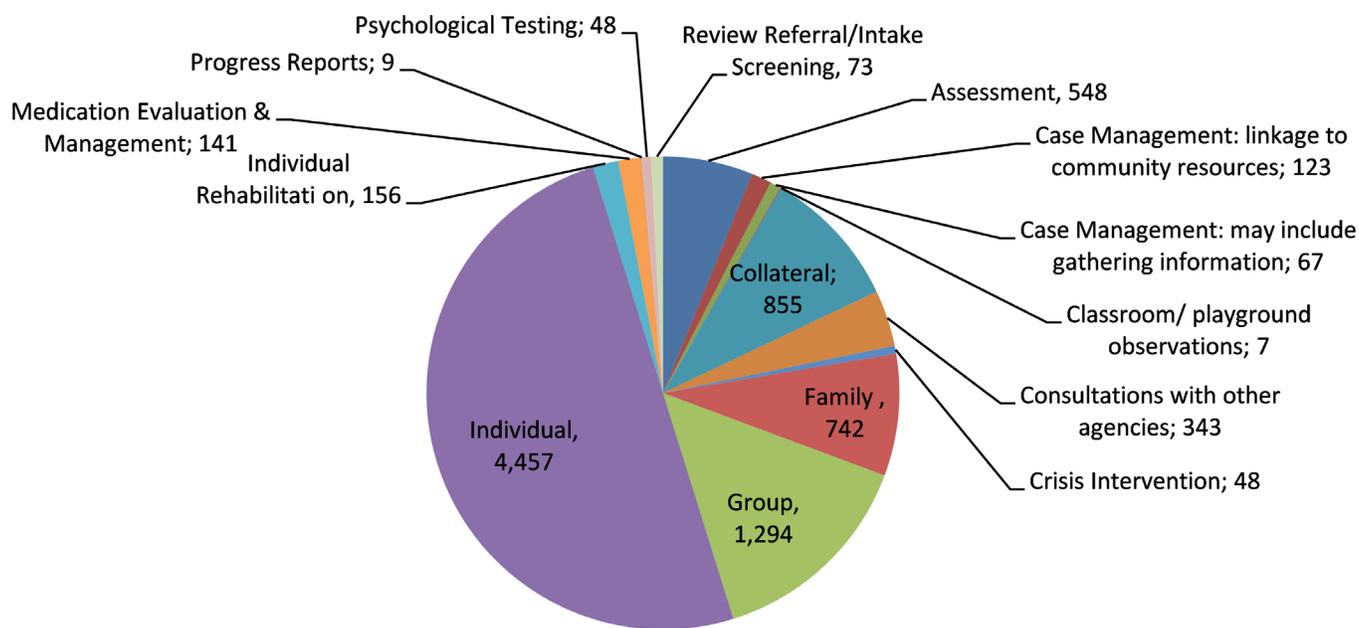


BY MENTAL HEALTH PROVIDER	
ALMA	6.79%
Almansor	17.12%
Bienvendidos	0.48%
ENKI	5.82%
Maryvale	7.43%
Pacific Clinics	11.95%
Penny Lane	9.21%
SPIRITT	36.51%
The Whole Child	4.68%

With the creation of the Mental Health Module, which is part of our SS/HS grant initiative database system, we now have the capability of gathering and analyzing the amount and type of mental health services each student receives for the first time. We began using this system in the 2009-10 school year.

During the 2010-11 school year, 619 K-12 students received school-based mental health services. Based on the analysis of these treatment logs, we have provided 8,911 hours of mental health services to our students. The table below breaks out the total hours of service provided by each mental health provider and each type of service provided.

Total Hours by Service Type



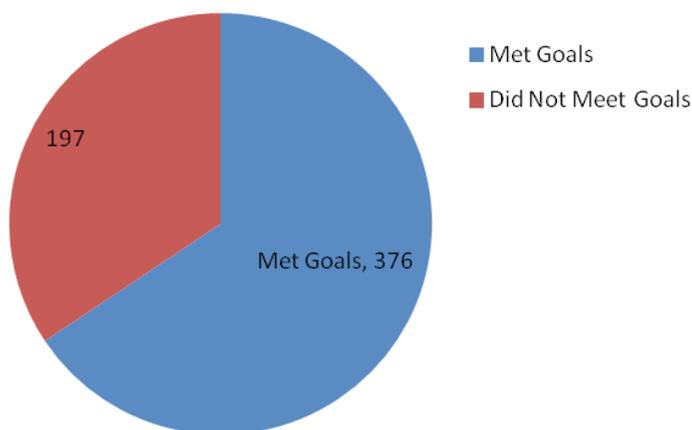
- Assessment
- Case Management: linkage to community resources
- Case Management: may include gathering information
- Classroom/ playground observations
- Collateral
- Consultations with other agencies
- Crisis Intervention
- Family
- Group
- Individual
- Individual Rehabilitation
- Medication Evaluation & Management
- Progress Reports
- Psychological Testing
- Review Referral/Intake Screening



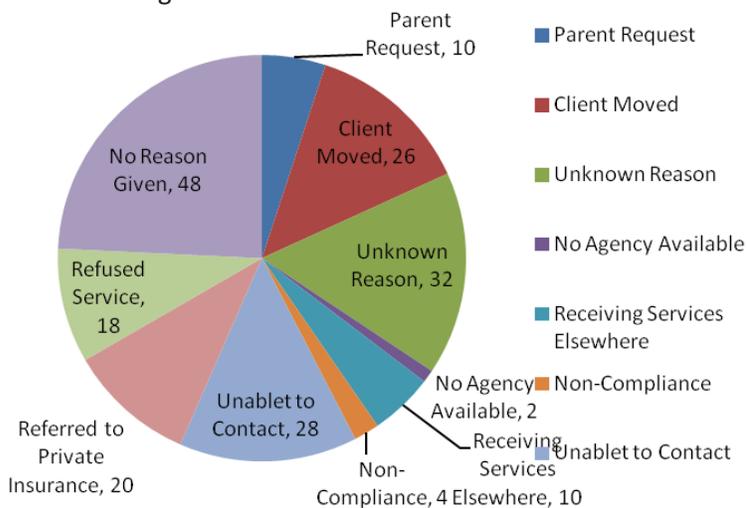
Under our SS/HS grant initiative, we increased the type of mental health data collected to include whether or not the student met goals. We felt strongly that the number of hours of service and the type of service provided did not provide us meaningful data; the 'met goals' data would situate all of the other data in a meaningful context.

As of June 30, 2011, our mental health partners have provided close-out data on 573 K-12 students who received school-based mental health services. Of these 573 close-out reports submitted to date, 376 students met their goals (66%).

Summary of close-out reports:



The following chart illustrates reported reasons why 197 students receiving school-based mental health services did not meet goals:



If we extrapolate the number of students who did not meet goals based on reasons outside of anyone's control that did not necessarily indicate a need has not been met (client moved, receiving services from a private provider, etc.), a total of 142 K-12 students received school-based mental

health services but did not meet goals, which is 25% of the close-out reports received.

We also want to increase the number of student referrals that result in mental health services being provided in the community. Over the past three years we have referred a total of 138 students who received mental health services in the community.

We are also committed to eliminating the stigma frequently associated with mental health needs. On September 7, 2010 Eastmont Intermediate hosted an assembly on mental health issues and youth. Ron Artest (Los Angeles Lakers) and Rep. Grace Napolitano were the keynote speakers. Mr. Artest is the spokesman for the Mental Health in School Act that is currently before the U.S. House of Representatives. We received a great response from this event from participants, as well as comprehensive news coverage in the community. We are currently working to connect with the LETS (Lets Eliminate the Stigma) initiative/campaign to reduce the stigma associated with seeking help for mental health or other issues. Through the leadership of students at the high school, students decide an area of stigma to eliminate from their high school. They may choose to eliminate whatever area of stigma they wish, whether it is mental health related or associated with special education, victims of bullying, gay and lesbian students, etc.

Early Childhood Social and Emotional Learning Programs

OUR GOAL: To increase early childhood social and emotional learning programs. We intend to increase the number of parents receiving parenting instruction by 200 participants by June 2013.

During the 2009-10 school year, 146 parents received parenting instruction. Sixteen classes were taught for a total of 30 hours of instruction. As of January 31, 2011, eight classes have been taught for the 2010-11 school year.

During the 2010-11 school year, 59 parents received parenting instruction. Eight parenting classes were provided for a total of 16 hours of instruction.

As of January 31, 2012, 111 parents received parenting instruction. Three parenting classes were provided for a total of 6 hours of instructions.

We have surpassed our goal by providing parenting instruction for a total of 273 parents as of January 31, 2012. Parenting classes will continue throughout the grant period.



Expand Pregnant Teen/Pregnant Fathers Program

OUR GOAL: To increase attendance for pregnant teens by 1% on an annual basis, and to increase home visitation and case management services for pregnant teens and teen parents.

Under the SS/HS grant initiative, we hired Jan Hurtado, RN, and during the 2009-10 school year she had a caseload of 143 pregnant teens and provided case management and medical services for the mother and baby, while working to connect new teen moms to additional services in the community. During the 2010-11 school year she provided those same essential services to a caseload of 72 teenagers.

On February 18, 2010, MUSD sponsored "Stepping Stones to the Future," a teen parent conference. The conference included seminars on health and careers. Kaiser Permanente presented a live theatrical program that was designed to inspire children, teens, and adults to make informed decisions about their personal health and how to build stronger, healthier neighborhoods. Beverly Hospital led a workshop on career opportunities in the medical field, and CalSOAP (California Student Opportunity and Access Program) presented on college admissions and financial aid information. The Whole Child presented information on the mental health services and parenting classes afforded through the school district.

Thirty-two agencies that provide services for pregnant teens had a booth at the conference. Each participant was given a bingo-like card and participants who received a stamp for visiting each booth were eligible to enter the raffle. The raffle disseminated donated prizes that are essentials for young parents, such as baby blankets, strollers, high chairs, etc.

How Do We Do It

We couldn't do it alone. This District is extremely fortunate to have an outstanding community of local support partners who have been on board since the Safe Schools/Healthy Students grant initiative was awarded two years ago. The dedicated individuals of the Los Angeles County Departments of Mental Health, Child and Family Services, Probation, and the Los Angeles County District Attorney's office have not hesitated to become willing and working members of this coalition. Add to that the great support and expertise we have gotten from the police departments of Bell Gardens, Commerce, and Montebello, and the Los Angeles County Sheriff's Department. They have been invaluable to

our efforts to create a safe and healthy environment for the children of the Montebello Unified School District.



Core Management Team members (left to right: Chief Linh Dinh, MUSD School Police Department; Susan Donner, LA County Department of Mental Health; Angel Rodriguez, LA County Department of Child and Family Service; George Muriel, MUSD Mental Health Liaison; Debbie Nelson, LA County Department of Probation; and Michael Cobarrubias, MUSD SS/HS Project Director), attend the national Safe Schools/Healthy Students Grant Sustainability Conference in San Diego sponsored by the U.S. Departments of Education, Health and Human Services and Justice.

Each of our school sites has identified individuals who support this grant initiative with an ATOD Coordinator to address alcohol, tobacco, and other drug use; a School Site Coordinator to create and maintain a positive educational climate; a Train-the-Trainer program for Emergency Preparedness that prepares staff and teachers for whatever crisis may present itself.

We see our District's personnel - from school board members and administrators to custodians - taking an active and personal role for us to meet the goals set forth when we embarked on this mission to make our schools the best they could be and our kids healthy and productive to meet their life opportunities.



Michael Cobarrubias, SS/HS Project Director with the School Site Coordinators (left to right): Liz Gonzalez, Roseann Casa-licchio, Veronica Sandoval, Michelle Duenas, Ruth Munguia, and Ana Banuelos. Not pictured: Lucia Reyes.

How Do We Measure Success

That’s not always easy. So we are working very hard to make sure we have complete and comprehensive data; without that it can be next to impossible to gauge the effectiveness of our mission and clarify the vision we have for the children of this progressive District.

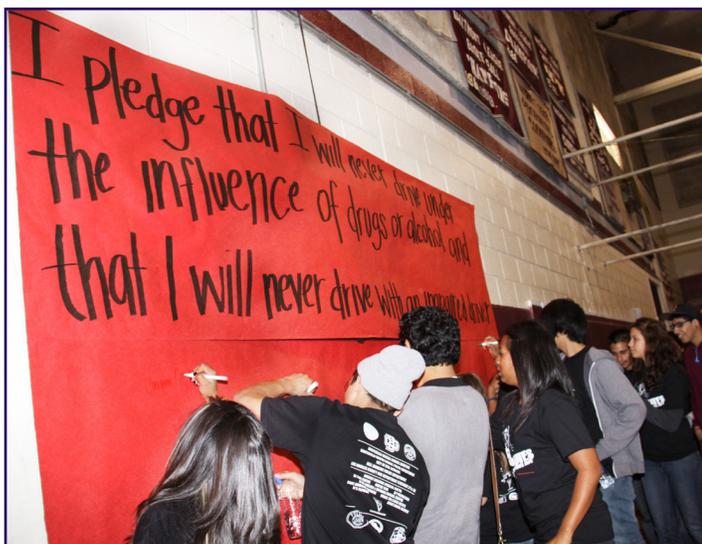
We are diligent in our efforts to meet the goals set out at the beginning of the grant through site visits, surveys, focus groups, interviews, activity logs, training records, and statistics. The tool we use to measure a large portion of our grant activities is the California Healthy Kids Survey (CHKS). CHKS is a comprehensive youth risk behavior and resilience data survey instrument. The CHKS provides local schools and communities with data to identify the needs of youth (Grades 5 and above) and to guide efforts to address those needs. We are greatly encouraged with the significant progress made in increasing the participation rates for this annual survey. When the participation rate is high, we are assured that we’re obtaining a high a level of accuracy in reporting behavior and attitudes. The following chart is evidence that we’re making successful inroads to gather critical data.

CHKS Participation Rates				
	2011	2010	2009	2008
Grade 5	64%	58%	54%	38%
Grade 7	86%	84%	83%	74%
Grade 9	82%	80%	55%	55%
Grade 11	74%	74%	72%	60%
Total	77%	74%	66%	57%

Aside from the raw data drawn from the survey, there is most definitely a keen sense of success within the MUSD schools. Teachers, staff, and students are exhibiting high interest and participation in the various programs offered through the grant. There is a visual and emotional tenor in many of our schools that indicates we are making a difference in the lives of our most vulnerable students and most importantly, creating an environment in which all of our children can learn, grow, and realize their own potential.

In March 2012, we will conduct our annual CHKS survey and we expect to review the results from this survey in early June. We can’t wait to share the results with you in the Fall.

For additional information about our Safe Schools/Healthy Students Grant, please contact Michael Cobarrubias at Cobarrubias_mike@montebello.k12.ca.us



Bell Gardens High School students sign a pledge to abstain from alcohol and to never ride in a car with someone who has been drinking.



George Muriel leads the Olweus Bullying Prevention Program training for MUSD noon-aides.



The Grim Reaper looks over the victim of a mock alcohol related accident.



Students involved in the mock alcohol-related accident.



Bell Gardens High School Students attend the mock memorial service for Every 15 Minutes.



MUSD Hosts Districtwide School-Year Kick Off for All Staff

As part of its efforts to provide professional development and training to its entire staff, MUSD hosted two Districtwide Kick-Offs for the 2009-10 school year. All certificated and classified staff were invited to attend, approximately 2,500 participated.

Guest Speaker Clay Roberts of the Search Institute provided an overview to all attendees of the importance of the 40 Developmental Assets and how they can help all staff members better serve students during the academic school year. Grounded in extensive research, the 40 Developmental Assets highlight how to best help young people thrive.

"I am familiar with the 40 Developmental Assets and how critical they are to the development of youth, and I believe they also represent quality traits we all should use, not only with our students, but with each other," said MUSD Superintendent Edward Velasquez.

"The 2009-10 school year is an opportunity for us to work together to overcome obstacles and come out stronger than we were before."

The event was made possible as part of MUSD's Safe Schools/Healthy Students Grant Initiative, which is providing nearly \$9 million in federal funding to the District over four years to enhance and/or create programs to promote school safety and health among students.

MUSD Antfitrión por Todo El Distrito del Evento de Inicio del Año Escolar 2009-10 Para Todo el Personal

Como parte de sus empeños para proporcionar desarrollo profesional y entrenamiento a todo su personal, el MUSD fue anfitrión de dos eventos de inicio del año escolar 2009-10. Todo el personal, certificado y clasificado, fue invitado para asistir.

El orador invitado fue Clay Roberts del "Search Institute" quien proporcionó una esquema a todos los participantes sobre la importancia de los 40 Elementos Fundamentales del Desarrollo y como es que estos pueden ayudar a los miembros del personal para darles mejor servicio a los estudiantes durante el

año académico escolar. Por medio de encuestas extensivas y comprobadas, los 40 Elementos aseguran como dar mejor asistencia para que los jóvenes progresen.

"Yo estoy familiarizado con los 40 Elementos Fundamentales del Desarrollo y que tan críticos son para el desarrollo de la juventud, y yo creo que representan los atributos de calidad que todos debemos usar, no solamente con nuestros estudiantes, si no que entre nosotros mismos" dijo el Superintendente del MUSD Edward Velasquez. "El año escolar 2009-10 es una oportunidad para que trabajemos juntos y podamos sobreponer los obstáculos y salir adelante mas fuertes de lo que eramos antes".

El evento fue posible como parte de la Beca del MUSD de la Iniciativa "Safe Schools/Healthy Students", la cual está proporcionando casi \$9 millones de fondos federales al Distrito durante cuatro años para enriquecer y/o crear programas para promover la seguridad escolar y la salud entre los estudiantes.



Hundreds of MUSD staff participated in the Back-to-School-Year Kick-offs, which were held at Montebello High School and Bell Gardens High School.

Cientos de trabajadores del MUSD participaron en el inicio de regreso a clases, el cual tomo lugar en la escuela Secundaria de Montebello y la escuela Secundaria de Bell Gardens.



Controlled Evacuation

All MUSD school sites conducted controlled evacuation drills in April 2011. **On average the schools increased their response to emergency drills by 61%!**



Vail High School Incident Commander Suzanne Montano orders a controlled evacuation after a suspicious device is found.



Eastmont Intermediate Incident Commander Juan Herrera in the command center.



Bell Gardens Incident Commander James Sams directs the controlled evacuation.



Members of the Montebello Park Elementary SERT account for students at the evacuation site.



Montebello Intermediate search and rescue team members await directions from search and rescue team coordinator Chris Calderon.



Students and staff at Schurr High School's evacuation site.



Bell Gardens High School students line up on the football field.



Montebello Intermediate students line up at the evacuation site utilizing the red/green attendance cards.



Members of the Garfield Elementary SERT Team stage at the Evacuation Site Command Center.



Students at Montebello Park Elementary evacuate the school in a calm, orderly manner.



Montebello High School students and staff evacuate the building using the appropriate evacuation route.



Montebello Intermediate School Emergency Response Team after the Controlled Evacuation Drill.



Washington Elementary School Emergency Response Team at the Command Post after the controlled evacuation drill.



1,081 students have participated in 12,300 hours of after-school programs since we began in the fall of 2009.





40 Developmental Assets: Student Retreat





Michael Cobarrubias, SS/HS Project Director, participates in the national Dr. Suess Read Across America day!



Michael Cobarrubias presents at the regional Core Management Team meeting.



SS/HS Project Director Michael Cobarrubias; MUSD School Board President Hector Chacon; and Chief of School Police Linh Dinh attend the regional Core Management Team meeting with El Rancho Unified School District and East Whittier School District, who are also recipients of the Safe Schools/Healthy Students Grant.