



Montebello Unified School District

GOALS & ACHIEVEMENTS IN 2010

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.



Project Director Michael Cobarrubias

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 community, parents, students, and teachers 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 will have responsibility for maintaining project records, including specific performance measures in the evaluation plan. The Core Management Team will look to Michael to provide 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.

On the personal side of Michael's profile, his wife, Denise retired in 2010 as a 3rd grade teacher from the district's Washington Elementary School. His daughter, Dayna is the Managing Director of Development for the nationally-ranked Teach for America. It's a family of impressive credentials!

On the fun side, Michael enjoys playing a competitive game of racquetball, learning how to play golf and listening to the sounds of crooners Michael Buble and Steve Tyrell.

It's a big district and a big job. The district is proud to honor Michael Cobarrubias for the skill and dedication he will bring 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 a safe school and communities in which children may learn and thrive.

Increase Students Perception About Safety

Our baseline data (the 2010 California Healthy Kids Survey) revealed that only 19.36% of students surveyed in grades 7, 9, and 11 reported feeling very safe at school. This same survey also revealed that 15.95% 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.

Decrease Fighting on School Property

Our 2009 baseline data indicated that 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 month. Our goal was to decrease fighting on campus by 10%. We've surpassed our goal and we will continue to do so! The 2010 data revealed that 24.53% 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 about 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 successfully in assisting the district's school police department increase their presence

and ability to respond to calls for both violations of Administrative Regulations and Penal Code.

MUSD School Police Dept – Calls for Service

School Year	Calls	Arrests	% of Arrests
2008-09	691	310	45%
2009-10	1,250	1,062	85%

We attribute the increase in both calls for service and arrests to our ability to increase the number of Officers working in the department. The increases do not reflect an increase in crime and/or calls for service. 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, and the tip-line is 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. These calls have included areas on school campus where students are smoking, spousal abuse in the home, assaults, and narcotics activity on school campus.

We've also installed additional security cameras! 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.

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. We will continue these seminars and expand them to students in grades 4, 5, and 6. To learn more about the Gang/Crew Awareness and Prevention Seminars and/or register for the next one, contact Sergeant Dinh at dinh_linh@montebello.k12.ca.us.



Montebello Unified School District has adopted the *Too Good for Violence* curriculum for all K-8 students. During the 2009-10 school year 69 classroom teachers were trained to provide the *Too Good for Violence* curriculum and a total of 1,046 students successfully completed this program. We expect to reach an even higher number of students by the end of the 2010-11 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

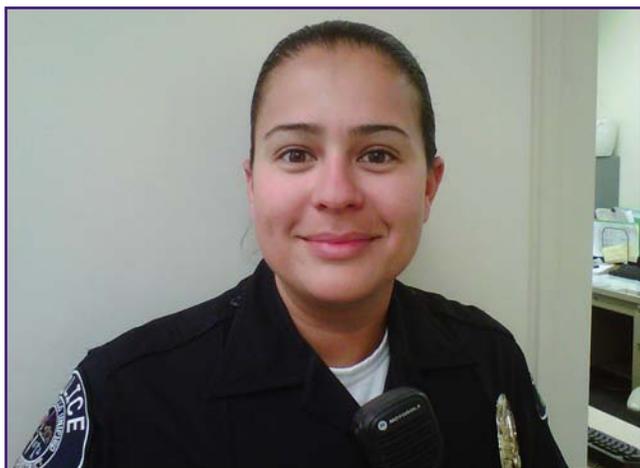
A CAREing Approach to Violence Prevention

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

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 absence(s) 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 and 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 classroom 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 type of packaging that are used for narcotics, as well as reporting procedures.

MAC STATS			
School Year	Total Referrals	Truancy Referrals	% of Total Referrals
2008-09	656	252	38%
2009-10	2,131	841	39.50%
2010-11 (as of 1/31/11)	584	272	46%

The Montebello Alternative Center (MAC) provides an alternative to suspension and allows students to keep up with their school work, as well as social and emotional supports 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 four seminars for a total of 57 parents and guardians. 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. Four county-wide truancy sweeps were conducted during the 2009-10 school year and we issued a total of 97 citations!



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.

Liliana Anda was hired as the Deputy Probation Officer for MUSD.

In addition to providing support and suppression activities for the students on probation, Deputy Probation Officer Anda, has participated in and implemented several prevention and intervention programs:

- She is a member of the School Attendance Review Board for the district, which addresses at-risk behavior and truancy issues
- 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.
- She organized Christmas Food Baskets from the MUSD School Police Department. The baskets were donated to needy families within the district. Twenty-nine families received food baskets this past year, and she is working to add a toy drive to this project.
- She organized for full time officers to see all kindergarten children during Red Ribbon Week and talk about saying no to drugs. They also provided stickers and coloring pages. During the 2009-10 school year, 2,000 children viewed presentations by school police. She is working to enhance this program next year to include participation of the students in the Explorer program. The Explorers are working on a puppet show to be included in the presentation. She was also a guest speaker at several elementary schools during this week.
- She assisted the school police officer in organizing the Stranger Danger presentations, as well as organizing students in the Explorer program to read to seven kindergarten classes.
- She assisted in the Recognition Award for a Model Student at one of the elementary schools. A student was recognized by the entire district for his commitment to staying away from drugs and strangers, his commitment to not bullying other students and report all incidents of bullying, and to help friends in need. Her goal is to visit more elementary school classrooms in the future.
- She assisted in the creation of the Tagger/Gang pre-

sentation made by the school police officers. She also helped to develop presentations on bullying and cyber bullying.

- For the past two years, she has been a guest speaker for the At-Risk Girls Program. This program provides counseling and support, as well as career education to at-risk girls. She partnered with the Marinello Beauty School, whose students provided facials and manicures to these students, while they presented information on careers in this industry. She also brought in a female film director who discussed different careers in the entertainment and film industry. She was able to secure donations from the local CVS drug store and Bath and Body Works, which provided toiletries, clothes, and school supplies for these students.
- She has made presentations on careers within law enforcement at all high schools during career day.
- She also participated in the City of Commerce's community safety fair, as well as the National Walk Your Child to School Event.

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 that 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; preparing them for a physically challenging career; and to provide a forum in which young people can provide non-hazardous community service.

During the 2009-10 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 963 hours of service during the 2009-10 school year.

Officer Anda has set high standards in the district and is a model example of a school-based probation officer. Her goals for the 2010-11 school year include: 1) increasing participation in the successful programs completed during the



2009-10 school year, 2) Create a MUSD Police Department Junior Cadet Program geared towards at-risk middle school students who are between 12 and 15 years old that have demonstrated behavior that appears to be leading them to serious consequences in their future, and 3) "Ice Cream with a Cop" events at the elementary schools.

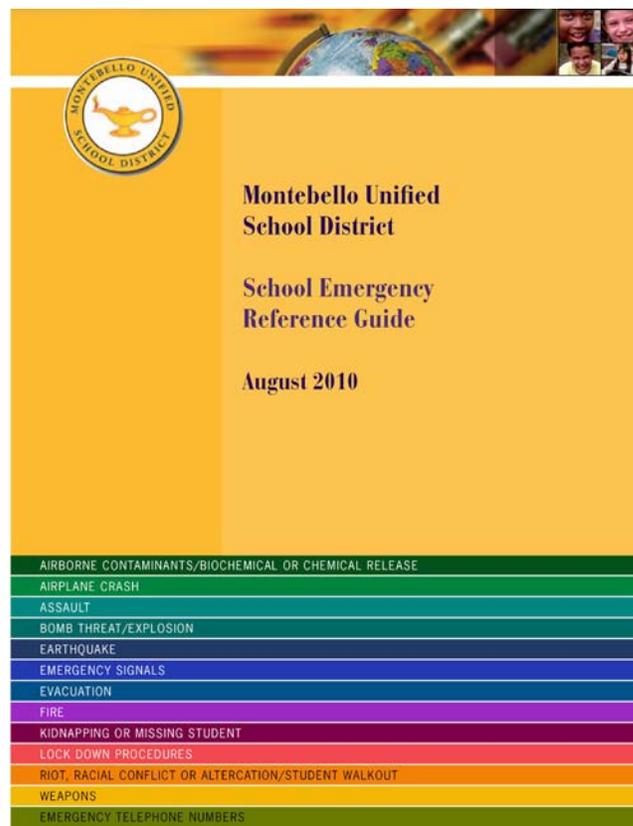
Jennifer Nakayama was hired as the Case Manager to support the Deputy Probation Officer.



During the 2009-10 school year, there were 30 students on probation that were supported by DPO Ana and Ms. Nakayama. Of these, 89% successfully completed probation by graduating from high school, enrolling in school, and completing probation of which the court has terminated jurisdiction. Among that 89%, 16% of these students graduated from high school, and we expect 22% of them to graduate at the end of the 2010-11 school year. Half (50%) of the students on probation submit to monthly drug tests. The DPO conducts monthly visits with each of these students while they are on probation. She also conducted 57 home visits during her time with MUSD. All students on probation have been referred to additional support services such as mental health counseling and community service.

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. 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 the success of emergency preparedness. The District has in place a very comprehensive program that gives each school site an individual with extensive training, provided through grant funds, to serve as their Train-the-Trainer. Nineteen different training sessions for a total of 91 hours have been conducted so far with more scheduled the remainder of this school year and the year following. There were 802 participants in the training sessions. Even District cabinet members took an Incident Command System course and passed with flying colors!



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



Drills put staff and students to the test in putting to use the training materials and protocols. Every MUSD school has completed a follow-up emergency lock down drill in the fall and, on average, increased their score by 29 points. **We surpassed our goal by increasing the average response to lock down drills by 57%.** That's great news! Controlled evacuation drills were conducted in April 2011 and we are expecting the same outstanding results, which will be released in June 2011.

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 that 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.

Alcohol, Tobacco, and Other Drug Prevention Activities

OUR GOAL: To reduce student use of alcohol, tobacco, and other drug use 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. Our baseline data (2010) revealed that 24.22% and 18.16% of students surveyed in grades 7, 9, and 11 reported current alcohol and marijuana use, respectively.

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 students. *Too Good for Drugs* will be provided to all MUSD K-8 students. During the 2009-10 school year, 59 classroom teachers were trained to deliver this curriculum and 2,654 K-8 students successfully completed the program.

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. Three classroom teachers were trained to deliver this curriculum and 662 high school students successfully completed the program during the 2009-10 school year.

Our goal for the 2010-11 school year is to increase the number of students who successfully complete both of these programs.

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 44 high school students participated in this program during the 2009-10 school year. Our baseline data (2010) indicates that 11.60% of students surveyed in grades 7, 9, and 11 report current tobacco use. The *Project EX* program was moved to the Community Day School and Vail High School at the beginning of the 2010-11 school year in order to better serve students needs.

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.



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



Montebello Unified School District (MUSD) 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, MUSD Director of Pupil & Community Services. "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. *Every 15 Minutes* integrates a community wide initiative to raise awareness of the consequences of underage alcohol use and to deter access through a combination of countermeasures including legal, enforcement, medical, media, and political entities.

Every 15 Minutes program is a model of both school- and community-based alcohol prevention that incorporates simulated alcohol-related consequences with community elements that include students, parents, educators, school administrators, health systems, and law enforcement personnel.

MUSD has presented the *Every 15 Minutes* program to Schurr High School and Bell Gardens High School, and the program will be provided to Montebello High School in 2012.

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."

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.



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. Our baseline data (2009) indicates that 28.48% of students surveyed reported a high level of external assets at school. We intend to increase the number of students who report a high level of external assets at school by 50% by June 2013, and we've already made progress! The 2010 survey indicated that 31.54% of students surveyed reported a high level of external assets at school.

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

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"

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.

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.

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"

MONTEBELLO UNIFIED SCHOOL DISTRICT

- 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.

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"

**MUSD ANONYMOUS
TIP LINE CALL:
(323) 887-7903
OR EMAIL:
TIPLINE@MONTEBELLO.K12.CA.US**

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

OUR GOAL: To decrease the percentage of students who indicate that they were pushed, shoved, bullied, hit, etc. on school property in the last 12 months by 20% from baseline data by June 2013. Our baseline data (2009) indicates that 35.45% of students surveyed indicated that they were pushed, shoved, bullied, hit, etc. on school property and the 2010 surveyed indicated 31.37% -- we're making progress!

We will also decrease the percentage of students who indicate they are being afraid of being beaten up at school in the last 12 months by 20% by June 2013. Our baseline data (2009) indicates that 22.34% of students surveyed indicated that they are afraid of being beaten up at school in the last



12 months. The 2010 data indicates that 16.81% of students surveyed indicated that they are afraid of being beaten up at school in the last 12 months. **We've surpassed our goal. Our target was 17.87%.**

To address bullying behavior, we are implementing *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

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 conduct monthly meetings
- On-going training for staff
- Conduct weekly classroom meetings with students

In addition to the *Olweus Bullying Prevention Program*, we have launched *Teen Truth Live* for the three comprehensive High Schools. Students from Bell Gardens HS, Montebello HS, and Schurr HS attended a total of ten assemblies on November 29th and 30th and December 1st. The *Teen Truth Live* assemblies focused on social issues that often times lead to tragic consequences. The presentations challenged students to think about how their own reaction to these issues directly impacts the lives of others around them. 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.



Schurr HS principal, Stacey Honda, during 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.

Our mentoring program began in the 2009-10 school year. Thirty-nine students participated in the first year of this program, and received a total of 214 hours of mentoring. We also provided 26 workshops, that covered topics, such as: 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. A total of 480 students participated in these workshops. 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!**

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.

The SS/HS grant provides an after-school program to students at Schurr High School. A total of 238 students participated in after-school programs during the spring 2009 semester for a total of 2,684 hours of activities.

During the 2009-10 school year, 576 students participated in after-school program for a total of 4,792 hours of activity. The following table breaks down the participation rates and total hours by activity:

Activity	# of Participants	# of Hours
Commercial Music	46 students	652
Enrichment	11 students	92
Film/TV/Theater	117 students	1,534
Folklorico	114 students	1,872
Soccer	288 students	642

This program is successfully continuing throughout the 2010-11 school year.

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 the balance of compassion with 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 Muriel is a counselor, lawyer, educator, parent liaison, troubleshooter, peacemaker, and conflict resolution expert. Quite a plateful for a man who's been in mental health educational programs since 1981! George has a BA in Political Science and a Master's 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 also will be 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 key to take leisure time. George says he loves travel and has 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 hanging 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 as a mental health case manager.

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

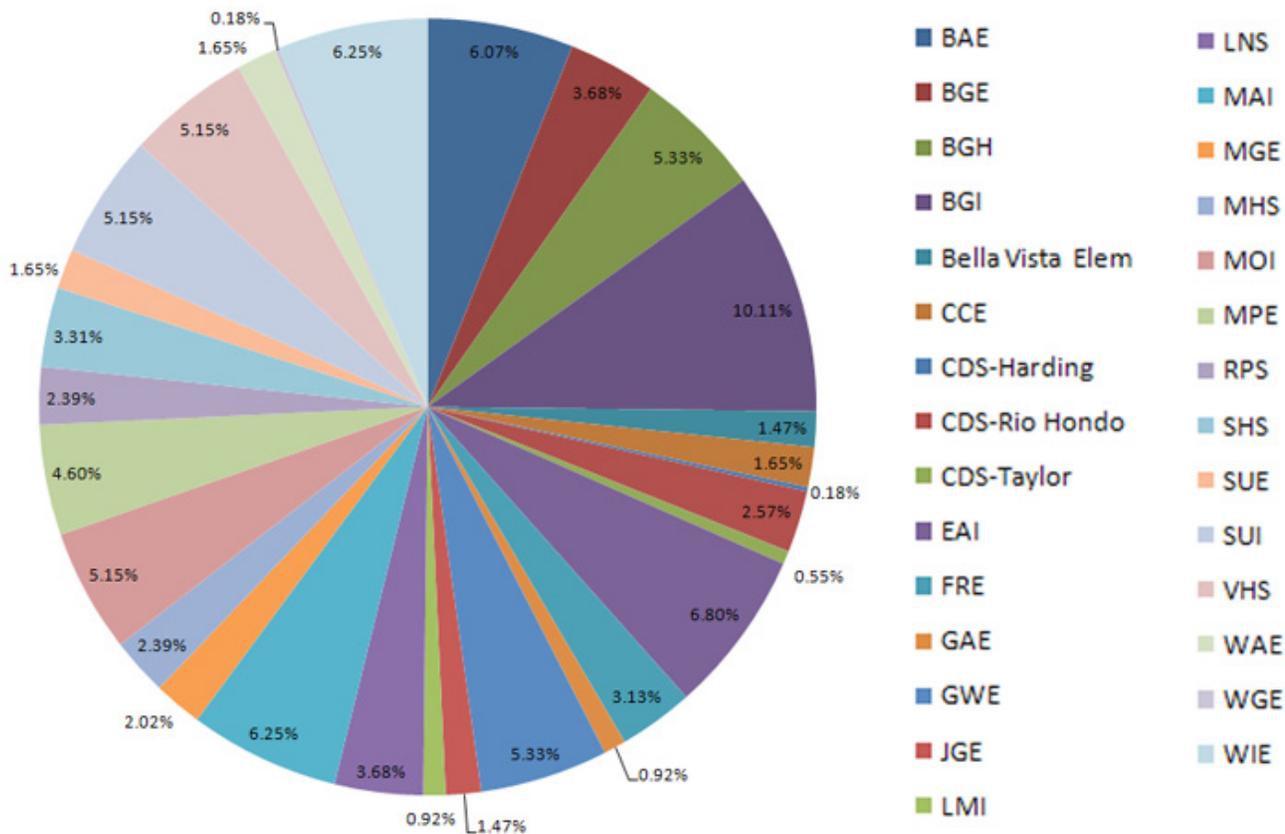
parent workshops, and behavioral-educational advocacy at school sites. He is proud of the progress his clients make when they become empowered to be the best they can through their own efforts. He states that he wants to continue to be the person who helps unlock that potential.

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 parent's 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 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.

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. An additional 68 students received mental health services in the community. The charts below break out service by mental health provider and school site.

BY MENTAL HEALTH PROVIDER		
Almansor	29.04%	158 students
SPIRITT	16.18%	88 students
Penny Lane	14.34%	79 students
Pacific Clinics	10.48%	57 students
The Whole Child (formerly ICGC)	9.74%	53 students
ALMA	7.54%	41 students
Maryvale	7.35%	40 students
Bienvenidos	2.76%	15 students
Roybal	2.02%	11 students
ENKI	.55%	3 students



We are also committed to eliminating the stigma frequently associated with mental health. 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, 127 parents received parenting instruction. Fifteen 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.

Date	Time	Location	Workshop	Language	Participants
1/13/2010	9:00-11:00 am	Ladjevic/Muriel	40 Dev Assets	ENG	43
3/9/10	9:00-11:30 am	MTB Library	Learning Through Play	SP	6
3/16/10	9:15-11:15 am	MTB Library	Learning Through Play	ENG	3
3/23/10	9:15-11:35 am	MTB Library	Positive Discipline	SP	6
3/30/10	9:15-11:15 am	MTB Library	Positive Behavior	ENG	4
4/6/10	9:15-11:15 am	MTB Library	Communication	SP	9
4/20/10	9:15-11:15 am	MTB Library	Communication	ENG	2
4/26/10	9:15-11:15 am	ESS Office	Communication/Resiliency	ENG	1
4/27/10	9:15-11:15 am	MTB Library	Resilient Families	SP	8
5/11/10	9:15-11:15 am	Ross Hall	Learning Through Play	SP	10
5/18/10	9:15-11:15 am	Ross Hall	Learning Through Play	ENG	0
5/25/10	9:15-11:15 am	Ross Hall	Positive Discipline	SP	13
6/8/10	9:30-11:30 am	Cesar Chavez	Communication	SP	8
6/15/10	9:30-11:30 am	Cesar Chavez	Domestic Violence	SP	10
6/22/10	9:45-11:15 am	Ross Hall	Effective Use of "Time Out"	SP	4

We have received a great response from these classes and they will continue throughout the grant.

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 minors and provided case management, medical services for the mother and baby, and worked to connect the minor to additional services in the community.

On February 18, 2010, MUSD sponsored "Stepping Stones to the Future" a teen parent conference. The conference included seminars on health & careers, Kaiser Permanente

presented a live theatrical program that was designed to inspire children, teens, and adults to make informed decisions about their 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 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 has been an invaluable assist to our efforts to create a safe and healthy environment for the children of the Montebello Unified School District.

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; for Emergency Preparedness, a Train-the-Trainer program has staff and teachers ready for whatever crisis may present itself.

We see our District's personnel from the school board, 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.

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 this end 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 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

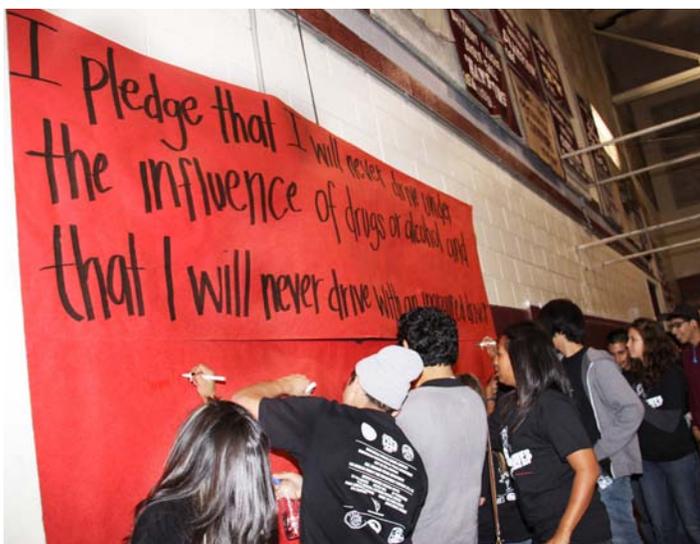
rates for this annual survey. When the participation rate is high, we are assured that we're obtaining a high a level of accuracy in reporting behavior and attitudes. The following chart is evidence that we're making successful inroads to gather critical data.

2010 Results				
Grade 5	Grade 7	Grade 9	Grade 11	Total
58%	84%	80%	74%	74%
2009 Results				
Grade 5	Grade 7	Grade 9	Grade 11	Total
54%	83%	55%	72%	66%
2008 Results				
Grade 5	Grade 7	Grade 9	Grade 11	Total
38%	74%	55%	60%	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 kids can learn, grow, and realize their own potential.

In March 2011, we conducted 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 Velásquez.

"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 Antifitron 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 Velásquez. "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 57%!**



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



Over 100 students at Schurr High School participated in the fall 2009 After-School Program





40 Developmental Assets: Student Retreat

