

Comprehensive Safe School Plan



MONTEREY TRAIL HIGH SCHOOL

2019-2020

Mrs. Lara Ricks

Principal

Ms. Cheryl Cain

Vice Principal

Mrs. Leticia

Magaña

Vice Principal

Mr. Marco Farias

Vice Principal

Mr. Charles Thatch

Vice Principal

Ms. Larrah

Feliciano

*Academic Program
Coordinator*

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SECTION I: Planning Committee

Monterey Trail High School opened in 2004 and prides itself on being a diverse learning community. Current data of the 19-20 school year shows, there are approximately 2,314 students enrolled at Monterey Trail High School and there are 44 different languages spoken on campus. The ethnic breakdown of Monterey Trail High School is as follows: 18% of the students are African American, 45% Asian, 27% Hispanic, 7% White, 3% Native Hawaiian or other Pacific Islander, 7% consisting of two or more ethnicities, and less than 1% American Indian. Current data indicates over 300 English Language Learners and the school is also home to a Deaf and Hard of Hearing program with many students that use American Sign Language.

Monterey Trail High School governance is an inclusive decision-making process created to maintain formal and effective decision making procedures for creating and implementing policies which support the school's vision, mission, and core values. The foundation of the school's governance is founded on the following conditions:

- Committee decisions are made by committees and not by individuals
- Members represent the entire school community
- Procedures reflect the democratic process
- Each committee represents a forum to bring issues of concern
- All decisions are scrutinized to ensure the support of the vision, mission and core values
- All committee members share responsibility for decision outcomes
- Committee business is clearly communicated to the entire school community
- The committee process ensures an equal opportunity of expression by members of the school community
- Decisions promote continuous school-wide instructional, curricular, and process decisions that will have positive effects on student academic achievement and behavior

The Monterey Trail High School Safe School Plan is reviewed by members of the planning committee, including but not limited to, the Administrative team, School Site Council and steps are shared with teaching staff, classified staff members and students. Recommendations for changes are brought to the school's Leadership Committee and School Site Council for final approval on any new policies or procedures.

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SECTION I: Planning Committee Members

Administration

Lara Ricks	Principal
Leticia Magaña	Vice Principal
Cheryl Cain	Vice Principal
Charles Thatch	Vice Principal
Marco Farias	Vice Principal
Larrah Felciano	Academic Program Coordinator

School Safety

Keith Ball	School Resource Officer
Martin Aycott	Lead Campus Supervisor

Support

Zach Moritz	School Secretary
Alexa Dela Cruz	Program Assistant, Prevention and Intervention
Denise Krasaway	School Office Assistant II
Sophia Ramirez	School Office Assistant II
Irma Cazares	Attendance Technician
David Coronado	Athletic Director
Craig Grivel	Activities Director
Christina Priest	Site Supervisor
Hanh Tran	Head Counselor
Committee Members	School Site Council

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Section 2 – Mission, Core Values, ESLRS

ELK GROVE UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

Outcomes for students

- Achievement of core academic skills
- Confident, effective thinkers and problem solvers
- Ethical participants in society

Commitments about how we operate as an organization

- Supporting continuous improvement of instruction
- Building strong relationships
- Finding solutions

High expectations for learning for all students and staff

- Instructional excellence
- Safe, peaceful, and healthy environment
- Enriched learning atmosphere
- Collaboration with diverse communities and families

MONTEREY TRAIL HIGH SCHOOL VISION

At Monterey Trail High School, the learning community will challenge ALL students to realize their greatest potential while preparing them for their future.

CORE OUTCOMES FOR STUDENTS

As a natural result of successful completion of his or her course of study:

- Students will develop the values and skills to participate as responsible citizens in a democratic society.

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- Students will develop the necessary core content skills and knowledge, including critical thinking, problem solving, and information processing, to prepare for life-long learning and achievement.
- Students will develop confidence in their abilities to achieve at high levels both academically and socially.
- Students will develop the ability to contribute to, understand, utilize, and appreciate multicultural expressions of and professional options in the visual, performing, and industrial arts.

CORE BELIEFS ABOUT THE CONDITIONS FOR LEARNING

As fundamental tenets of the learning process, the school community believes that:

- All students are capable of learning, achieving, and meeting expected proficiencies and embracing life-long learning.
- All students and staff support an environment that promotes mutual respect, personal responsibility, and self-determination.
- As a community of learners, all staff and students value collegial, collaborative learning opportunities, promote learning inside and outside the classroom, and provide for a safe and healthy learning environment that promotes a school and community connection.

CORE COMMITMENTS ABOUT HOW WE OPERATE TOGETHER

As fundamental tenets about working together, the school community believes that:

- Success, while being encouraged, expected, celebrated, valued, appreciated, and cultivated, is the result of hard work and preparation that includes feedback for improved performance; failure is not a statement of capability.
- Through reflection upon the results of multiple assessments, the school community will strive for personal, professional, and academic growth and improvement.
- The entire school community will practice open, honest, and respectful communication that contributes to a safe and inclusive environment.
- The school community shares accountability for student outcomes and improvement options.
- Safety nets are in place to aid each student's progress toward expected achievement targets.

At Monterey Trail High School, school safety is our first priority. All students deserve to learn in an environment that is free from distraction, in which they feel safe and protected. We believe that nothing should get in the way of the academic achievement of students. The school believes that students fall within four learning stages:

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1. Pupil
2. Student
3. Learner
4. Life-long Learner

Monterey Trail High School believes that it is the responsibility of students, parents and staff to assist students in becoming lifelong learners who are prepared to be productive citizens at the completion of high school. Students are expected to follow the Positive Learning Behaviors (PLBs) on a daily basis. The PLBs are:

- I. Be At School
 - 7 days or fewer absences a year
- II. Be On Time
 - Seated in class when the bell rings
- III. Be Prepared to Learn
 - Have materials
 - Have homework completed
- IV. Be Respectful
 - To teachers
 - To other students
 - To the learning environment
- V. Be An Active Listener
 - Focus attention on instruction
- VI. Be a Positive Participant
 - Engage in class activities for the entire period

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Section 3 – Data Sources

A variety of data points will be reviewed annually that contribute to the update of the Comprehensive Safe School Plan. The sources of data below allow the leadership, administrative and committee members to get an overall snapshot of the school and its community. This snapshot along with current events allowed planning members to set goals based on perceived need for improvement.

- California Healthy Kids Survey
- CBEDS
- School Accountability Report Card
- California Department Of Education/Data Quest – CAASP scores
- 2014-2015 WASC Report
- LCAP
- Suspension, Expulsion, Truancy Data for MTHS and EGUSD
- PBIS behavioral data
- SRO review of safety concerns and possible solutions

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SECTION 4: Areas of Change and Goals

Goals for Social Climate and Physical Environment (18-19 Review)

Component 1: Safe and Orderly Campus

Monterey Trail High School will...

Goal 1 - Reduce the number of instances of suspensions and trancies and the number of suspended and truant students and reduce the number of habitually tardy students.

1.1 - Restructure the consequences for tardy sweeps to reduce suspension.

1.2 - Restructure the process for supporting habitually tardy students.

Responsible: MTHS Administration

Timetable: Ongoing

Updates:

- *Data reflected that habitually late and truant students warranted further intervention.*
- *Detentions were assigned for lunchtime and after-school to students who were tardy.*
- *Students could clear detentions through attending the ASSETs after school program.*
- *A "No Activities" list was implemented for students who had not cleared their tardies.*
- *Collaboration with Student Support and Health Services.*
- *Worked with district truancy officer on helping students to come to school.*
- *Biweekly support from a Regional Attendance Improvement Technician.*
- *School-to-home phone calls from teachers for positive and corrective comments so that parents were aware of issues at school or in class.*
- *Teachers greeting students at the door.*
- *Stakeholders worked on possible adjustments to the process for addressing tardies.*
- *Conflict mediations held by peers (Conflict Mediation Program) and Administration.*
- *Parent conferences held for incidents that resulted in a suspension.*

Goal 2 - Implement an effective School-Wide PBIS program, to encourage an increase in positive behaviors on campus and reduce referrals and suspensions.

2.1 - PBIS Committee will meet monthly to review data, make suggestions, and share information on staff professional development.

2.2 - PBIS Committee will work on decreasing referrals and suspensions through a school-wide focus on Positive Learning Behavior #4 "Respect." The team will utilize school data and make suggestions for positive interventions.

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Responsibility: Administration, PBIS team

Timetable: Ongoing

Updates:

- *PBIS Tier 1 Committee met on a monthly basis.*
- *PBIS Team provided school climate and referral data along with updates to staff.*
- *The Tier 1 PBIS and Advocacy Committee organized "Expect Respect" lessons using an anti-bullying curriculum.*
- *PBIS lessons were developed by grade level and based on specific behavior issues and implemented in the Advocacy period.*
- *PBIS lessons have been conducted surrounding respect, integrity, community, and confidence, as those are the behavioral expectations for MTHS students.*
- *Staff provided "Mustang Gold Tickets" to students who demonstrated the MTHS core values (respect, integrity, community, confidence).*
- *Core value signs were posted around campus to communicate the agreed upon behaviors that have been taught in PBIS lessons.*
- *Lamppost banners have been hung that bear the behavioral expectations and the "We are MT" message.*

Goal 3 - Continue referring students to our Conflict Mediation Program and examine the possibilities of using restorative practices to reduce the number of incidents.

Responsibility: MTHS Administration

Timetable: Ongoing

Updates:

- *The Conflict Management Program is a valuable resource that proactively addresses the needs of students. Students either self-refer or are referred to the program based on incidents that indicate there is a conflict between 2 or more students.*
- *The majority of conflict referrals were from Administration and Counseling.*
- *Staff were made aware of the availability of the conflict mediation process and how to refer students.*
- *53 student mediators were trained in the terms 1 and 2 during the 18-19 school year.*
- *Restorative circles were used four times in the 18-19 school year as an alternate to suspension or to reduce the number of days of suspension.*
- *Students sent to the office and students serving detentions for tardies complete a restorative reflection sheet to inform a discussion with a vice principal to learn and grow from the situation to improve behavior.*

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Component 2: The Physical Environment

Goal 4 - Monitor the condition of the AEDs located throughout the campus, on a monthly basis.

Responsible: MTHS Administration and Elk Grove Unified School District.

Timetable: Ongoing

Updates:

- *There were 10 MTHS staff and 53 MTHS coaches who were certified in using an AED.*
- *AED machines have been installed in five locations of the campus. The location are the following:*
 - *Cafeteria - The AED is located between the two sets of double doors leading into the quad area.*
 - *Gym - The AED is located to the far left when one enters the gym from the area between the gym and cafeteria.*
 - *HE Building - The AED is located to the right as one enters the HE building through the HE back stage door.*
 - *Administration Building - The AED is located in front of the men's restroom.*
 - *HP 4 - The AED is located inside the classroom.*
- *AED machines were checked, recorded and reported monthly.*

Goal 5 - Continue reviewing the most effective emergency evacuation routes, procedures, and lessons. Make sure that every classroom has the most current evacuation maps posted in and on classroom walls to reflect the new evacuation routes and the location of the AEDs. We will annually review the emergency shut-off maps and location.

Responsible: MTHS Administration in partnership with EGUSD Risk Management and Police Services.

Timetable: Ongoing

Updates:

- *Maps showing evacuation routes were posted in all rooms.*
- *All rooms have EGUSD Emergency Guidelines, emergency packets and evacuation routes to keep students away from the front of the school and busy streets and off of service roads as much as possible.*
- *An emergency procedures Powerpoint lesson was used in advocacy classes in order to inform all students and staff of the emergency procedures and best practices.*
- *Crisis box has been updated with student information per term.*
- *MTHS has established joint emergency drills with EHMS.*
- *Emergency packets are provided to substitute teachers so that they know what to do in the case of an emergency.*



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Goal 6 - Continue providing training for Counseling and front office staff and put procedures in place that will enable staff to be prepared in any event should an issue arise in either office.

Responsible: MTHS Administration

Timetable: Ongoing

Updates:

- The SRO, vice principal of campus safety, and the vice principal that supports the front office staff met with the front office staff and classified counseling staff to review safety procedures.
- The front office classified staff, administration, and the SRO collaborated on addressing potentially dangerous events through discussing what occurred and what could potentially be adjusted if a situation were to happen again.

During the 2019-20 school year, MTHS will focus on the following goals.

Component 1: Safe and Orderly Campus

Monterey Trail High School will...

Goal 1 - Reduce the number of truant and tardy students.

Rationale: When students are tardy or truant, they are missing instructional time and that could affect their understanding of the material that is being taught. The first period tardy sweep is not changing overall student behavior in regard to arriving to school on time for first period.

Responsible: MTHS Administration

Timetable: Ongoing

Updates:

- *Data reflects that tardies and truancies have increased between quarters 1 and 2 of the 2019-20 school year and that interventions to address these issues are warranted.*
 - o *Quarter 1 Tardies = 7,166*
 - o *Quarter 1 Truancies = 10*
 - o *Quarter 2 Tardies = 9,276*
 - o *Quarter 2 Truancies = 19*
- *Enforcement of a "No Activities" list for students who have not cleared their tardies through a daily lunch time detention or a one-time per week after school detention.*
- *Stakeholders have been discussing possible adjustments to the current process for addressing tardies.*
- *Bi-weekly on-site support of a Regional Attendance Improvement Technician to support with students who are consistently truant.*

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- *At the beginning of quarter 2 for the 19-20 school year, students no longer came to the front office if they were tardy to class.*
- *A change in process was implemented so that teachers take roll for periods 2-6, assign tardy detention, and call home to inform parents if their student has been tardy.*
- *Students now have less time to socialize for periods 2-6 when they are tardy to class.*
- *Starting in January 2020, school gates are closed after the first period bell in order to better facilitate students entering the school campus and being checked in as tardy.*
- *Students with the most tardies are being addressed with administrative-student conferences, as well as teacher communication to parents.*

Goal 2 - Reduce the number of students who are suspended.

Rationale: Administration is intervening with students who may be at-risk for suspension by working with these students in an administrative conference in order to teach replacement behaviors that are conducive to students making academic and behavioral progress in school. Administration also partners with families to assist students in developing the skills that will assist them in making positive choices.

Responsible: MTHS Administration

Timetable: Ongoing

Updates:

- *Data reflects that suspensions have increased between quarters 1 and 2 of the 2019-20 school year and that interventions to address these issues are warranted.*
 - *Quarter 1 Suspensions = 35*
 - *Quarter 2 Suspensions = 44*
- *Conflict mediations are held by peers (Conflict Mediation Program) and Administration.*
- *Referrals to the Conflict Mediation Program.*
- *Parent conferences are held for incidents that have resulted in a suspension.*
- *Weekly SRT meetings are held to analyze student behavior and emotional challenges and to determine whether further supports and meetings are required.*
- *Administrative conferences with students who have violated the rules of school conduct in order to teach the appropriate behavioral and coping skills to students.*
- *Referrals to the school psychologist or counselors to assist students with behavioral and/or emotional issues.*

Goal 3 - Implement an effective School-Wide PBIS Program, to encourage an increase in positive behaviors on campus and reduce referrals and suspensions.

Responsibility: Administration, PBIS team

Timetable: Ongoing

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Rationale: Positive Behavioral Intervention and Supports (PBIS) is a research-based framework for teaching and supporting positive behaviors and meeting the needs of all students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The benefits of implementing PBIS lessons include fewer behavior issues, a gain in more instructional time, and better student attendance.

Updates:

- *Monterey Trail High School is currently in Tier 2 of the PBIS Program.*
- *Tier 2 PBIS committee meets to discuss students that require more support than is offered at Tier 1 level.*
 - *The Student Review (SRT) Team team meets weekly.*
- *MTHS has a new position of a social worker.*
 - *The MTHS social worker oversees the Tier 2 Program.*
- *Tier 2 support includes support groups (grief group, stress and anxiety group, anger management group, girls wellness group, foster youth, and 9th grade support group) offered by the School Counseling Department.*
- *In term 1 of the 19-20 school year, 4,677 Mustang Gold Tickets were earned by students. In term 1 of the 18-19 school year, 4,039 Mustang Gold Tickets were awarded.*
- *In term 2 of the 19-20 school year, 2,257 Mustang Gold Tickets were provided to students. In term 2 of the 18-19 school year, 2,922 Mustang Gold Tickets were awarded.*
- *The Counseling Department facilitates various groups to assist students with personal challenges that may affect their behavior at school.*
- *There was an increase in Unity Days from 3 days to 4 days throughout the school year.*
- *Monterey Trail High School earned the California PBIS Coalition Silver Implementation Award.*
- *Parents and students are now attending monthly PBIS meetings.*
- *PBIS are implemented every term during Advocacy class.*
- *PBIS Kick-off for the first two days of the 19-20 school year.*
 - *The purpose was to build a school community and to facilitate students' understanding of the MTHS core values.*
- *Trailvision creates PBIS videos that are shown during Advocacy.*
 - *Sexual harassment podcast in Trailvision*
 - *Expect Respect anti-bullying curriculum with anti-bullying videos*
 - *Students learn the stop phrase - "Respect the Trail."*

Goal 4 - Continue referring students to the MTHS Conflict Mediation Program and examine the possibilities of using restorative practices to reduce the number of incidents.

Rationale: Conflict Mediation using peer mediators has proven effective at other schools in the District. In the past, counselors and administrators have conducted the mediation, but now peers will learn valuable mediation skills empowering students to help create a positive school climate.

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Responsibility: MTHS Administration

Timetable: Ongoing

Updates:

- *The Conflict Management class has completed 11 conflict mediations during term 1 and 2 of the 19-20 school year. During term 1 and 2 of the 18-19 school year, 49 mediations were completed.*
 - *In order to ensure that the value of the program is being utilized, how to refer students to the program will be rearticulated with students and staff.*
- *There were 41 student mediators trained during terms 1 and 2 of the 19-20 school year.*
- *Administration and staff assigns students who are open to conflict mediation, to the Conflict Mediation Program, to prevent the escalation of peer incidents.*
- *The Unity Day program is implemented to address the differences represented on campus and has resulted in a campus community that has embraced differences in one another.*

Goal 5 - Ensure that all Administrators are trained in Nonviolent Crisis Intervention.

Rationale: In the case that a student's behavior has risen to a level that they are a danger to themselves or others, it will be necessary for administrators to have the skills to deescalate the student through nonviolent means. This will enable both the student and staff to ensure the safety of the student and others.

Responsible: Administration

Timetable: Ongoing

Updates:

- *MTHS Administrators are currently being trained in nonviolent crisis intervention through a two day training.*
- *Nonviolent Crisis Intervention has a focus on deescalating students through verbal methods and also includes how to physically restrain a student, if that intervention was warranted.*
- *MTHS educates students with a variety of emotional, behavioral, social, cognitive, and communication challenges. In some cases, students will act in a manner that will require the intervention of an administrator with training in nonviolent crisis intervention.*

Component 2: The Physical Environment

Goal 6 - On a monthly basis, monitor the condition of the AEDs located throughout the campus.

Rationale: To ensure safety in the event of an emergency, AEDs have been installed and located in the most accessible locations for daytime and evening events. Furthermore, it is important that AEDs are checked monthly in order to ensure that they remain functional.

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Responsible: Administration and Elk Grove Unified School District Risk Management

Timeline: Ongoing

Updates:

- *Staff have been notified of where AEDs are located.*
- *There are 12 MTHS staff and 56 MTHS coaches who are certified in using an AED.*
- *AEDs are checked monthly and the review information is logged electronically.*

Goal 7 - Continue reviewing the most effective emergency evacuation routes, procedures, and lessons. Ensure that every classroom has the current evacuation maps posted on the wall to reflect evacuation routes and the location of AEDs. An annual review will occur of the emergency shut-off maps and location. Ensure that Administrators and office staff are trained in tourniquet training.

Rationale: Emergency routes and procedures are in place in order to facilitate the efficient evacuation of staff and students. An analysis is completed after every drill in order to determine if there is a more effective way to complete the drill/exit in the event of an emergency. In the event of an emergency, there will be staff available who know how to tie a tourniquet.

Responsible: Administration, EGUSD Risk Management, Police Services

Timetable: Ongoing

Updates:

- *In the 19-20 school year, a fire drill, earthquake drill, and campus intruder drill have been implemented. Another fire drill is scheduled for January 2020.*
- *The Administration and Campus Supervisor teams have effectively coordinated when fire/EMT personnel have come to the school to attend to a person who required medical attention.*
- *Emergency packets for substitute teachers are provided to them so that they know what to do in the case of an emergency.*
- *Maps showing evacuation routes have been posted in all rooms.*
- *All rooms have EGUSD Emergency Guidelines, emergency packets and evacuation routes to keep students away from busy streets and off of service roads as much as possible.*
- *Vice principal Marco Farias and lead campus supervisor Martin Aycott completed a tourniquet training. They will organize a tourniquet training for administrators and office staff.*

Goal 8 - Install video cameras, traffic calming measures, and parking space markers to ensure that there are mechanisms in place to assist with the safety and security of the campus.

Rationale: Video cameras will enable Administrators to monitor the campus for safety issues, theft, and vandalism. Traffic calming measures are beneficial for the school community so that students can be efficiently dropped off at school and so that traffic does not back up in the traffic circle in the front of the school. In order to ensure that the parking lot remains organized, parking spaces have been identified as being specifically for staff, visitors, law enforcement, and people with disabilities.

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Parking placards have been provided to staff and will allow the identification of which cars belong in the MTHS front parking lot.

Responsible: Administration, Police Services

Timetable: Ongoing

Updates:

- *Traffic signs have been placed to the entrance of MTHS in order to have drivers not stop in specific areas in the traffic circle.*
- *Video cameras will be installed on campus in the spring of 2020.*
- *In December 2019, the parking spaces in the front of campus have been identified as being specifically for staff, visitors, law enforcement, and people with disabilities.*
- *Staff has been provided with parking space placards to ensure that their cars are authorized to be parked on the MTHS campus.*

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SECTION 5: Areas of Pride and Strength

Monterey Trail High School believes that students are the greatest resource for establishing a positive learning environment that promotes a safe school for students and staff. The school's Associated Student Body (ASB) organization is a pivotal group of student leaders that organize and promote multiple positive activities on campus that include, but are not limited to, positive youth development assemblies, school rallies, multicultural assemblies, food fairs, community service projects and overall leadership development for students.

In collaboration with ASB, the Link Crew program puts on a new student orientation for all the new ninth graders and any new students to the school prior to the school year beginning in August. The orientation is geared to providing students with valuable information about how to be successful at Monterey Trail High School and allow them an opportunity to get connected with upper class leaders at the school. Link Crew students also mentor any new students who are enrolling in the school during the year.

Many of the Monterey Trail High School students are actively involved in our student clubs on campus. These clubs include, Anime Club, AVID, Black Student Union, Break Dance Club, Chess Club, Conflict Mediation, Culinary (Kitchen) Club, DATA, Drama Club, E.A.C. (Environmental Awareness Club), Fashion Club, Gay Straight Alliance, Guitar Club, Hmong Club, Impulse Dance Co., Japanese Club, Key Club, Latino Club, Link Crew, Mathletes, MT Bhangra Club, M.S.A. Muslim Student Association, National Honor Society, Poly Club, Vocal Club, Anonymi Club, Art Club, ASL Club, Cyber-Patriots, Don't Trash the Trail, FCA, Filipino Club, Garden Club, Green Machine, Korean Club, Lion Dance Club, MESA and Robotics, MT Media, MT Monthly, Salsa Club, S.E.M. (Sports Entertainment Marketing), and Yearbook. These clubs give students an opportunity to engage and connect to the school other than those activities, such as sports and band that require a student to maintain a 2.0 GPA in order to participate.

School Counseling

The School also offers a comprehensive academic and career counseling center. The counseling department addresses student needs in three domains; Academic, Career, and Social/Personal. Counselors address the social/personal needs through small groups and individual conferences to

address both crisis and non-crisis situations. Referrals are made to district services and outside community agencies, when appropriate. Counselors assist students with any academic supports available to advocate for each student's academic success in high school and preparation for success in their post-secondary goals. In addition, counselors have assisted with students who are



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experiencing conflicts with other students. The administration has implemented the school's Conflict Management program. The Conflict Management program utilizes trained student managers that work directly with students who may be having a conflict with a peer on campus.

The College and Career Development program assists students in the exploration of the many careers available to each student based on assessments and research using California College Guidance Initiative (CCGI). The goal of the college and career program is to help students explore and research careers, make decisions about their options after high school and create a plan to achieve their postsecondary goals. In our partnership with CCGI, we have been able to incorporate postsecondary planning in units, academic advising, program partnerships, and lessons in the classroom.

College and Career Center personnel visit all grade levels several times within a year exploring each step carefully through research, understanding steps to their success, connection with majors to careers and self-assessment tools. The College and Career Counselor also works with teachers, partner programs, and advocacy on developing lessons or utilizing the necessary tools to help students research and develop their plans.

Throughout the year counselors have Academic Advising sessions where students complete Academic Advising with their counselor. Academic Advising includes a transcript review and four-year course planning follow up discussion the students' major area of interest and desired

postsecondary path. The majors are Business & Computer Science Engineering & Technology, Global Communications, Health & Science, Public & Human Services, and Visual & Performing Arts. Also, Credit recovery and grade improvement options are discussed during these meetings.

We have also increased our efforts in communicating through social media on events pertaining to college and career, scholarship opportunities, and college presentations. We have a monthly newsletter that is sent out through synergy and upload to our update website for Counseling, College, and Career.

School Advocacy Class

The school also has a Student Advocacy program in which students meet with the same teacher advocate every Tuesday for a 30 minute period in a class setting of about 28 students per class. Ideally the student would have the same advocacy teacher for the entire four years that a student is in high school. Advocacy's most important purpose is to create a non-academic connection and collaborative link between the student and the teacher, the school, counselors, other campus resources, and fellow students. Advocacy helps students learn how to envision their future by

creating long and short term goals, providing help for students to achieve their goals, and providing an opportunity to conduct life planning.

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Campus Supervision

This year the district has implemented training for all Campus Supervisors and Campus Supervisor Leads throughout the district. The training for the Leads are monthly trainings that call for the leads to come back to their sites and update the other campus supervisors. The training for all other Campus Supervisors are periodically assigned by the Districts Security and Safety Department. These trainings happen within their school site teams to align the understanding of the procedural safeguards that must be in place at every site.

SECTION 6: Communicating the Plan

The Monterey Trail High School Safe School Plan will be shared with the public through various means that include but are not limited to the following:

- The Positive School Culture and Climate committee will be notified of publication, and be given a hard copy of the plan.
- The School Leadership Team and School Site Council will review and approve the plan by February 2020.
- The Safe School Plan will be posted on the website for the community to view.
- The Safe School Plan will be located in the Site Emergency Plan Binder.
- The district will be sent copies for Risk Management and approval by the Board of Education.

SECTION 7: Evaluation and Review Plan

On an annual basis, our committee will evaluate and review the prior year's Safe School Plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section 6. The intent of Monterey Trail High School is to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on a large comprehensive high school campus.