

2016-2017 Year End Report

CASSY @ East Palo Alto Charter School



CASSY just completed our third year partnering with East Palo Alto Charter School to deliver a comprehensive mental health program which includes direct counseling, prevention-focused classroom lessons, crisis intervention, and parent and staff consultation.

On-Campus Counseling - Services & Demographics

CASSY provides **1,600** hours annually of individual, family, and group counseling sessions on-campus during school hours. Our therapist provided ongoing services to over **55** students, conducted **910** therapeutic sessions, **200** parent consultations, and **625** staff consultations.

| Gender | Ethnicity | Primary Focus of Services |
|--|--|--|
| Male (59%) Female (41%) | Latino (83%) Mixed Race (2%) Native America (2%) African American (13%) | Family Challenges (26%) Classroom Behaviors (24%) Social Skills (15%) Anxiety (13%) Peer Relationships & Bullying (11%) |

Program Highlight

CASSY Therapist Anne incorporated trauma based interventions learned through training on Cue Centered Therapy. Anne worked with several youth who showed a decrease in negative behaviors through the anxiety reducing and coping techniques. Anne also worked with teachers and collaborated with administrators so to build understanding in how to more effectively support the students with trauma.

Program Impacts

CASSY uses a variety of data to show the outcomes of the individual students and the impact of the work on the school system. These metrics include the Children’s Global Assessment Scale, attendance data, disciplinary information, and treatment goals achieved.

The Children's Global Assessment Scale (CGAS) is a tool used to assess the global level of functioning and severity of mental illness in children and adolescents. The CGAS uses various scales that assess a child's psychological, social and occupational functioning. The scoring on the scales ranges from positive mental health to severe psychopathology. Using a number system from 1 to 100, the CGAS assesses daily functioning and behaviors such as personal hygiene habits, sleep patterns and risk for suicide. CASSY therapists assess students at the beginning and end of treatment, with the results compiled at the end. Our goal is to help students maintain or increase positive functioning in their daily life.

| Description | Result |
|--|--|
| <p>Described in the Diagnostic Statistical Manual and measured by the therapist, each student is given a CGAS score based on his or her overall level of functioning.</p> <p>Our goal is to help at least 85% of students maintain or increase positive functioning in their daily life.</p> | <p>100% increased or stabilized</p> |
| <p>Studies show a link between students with mental health concerns, attendance rates, and ongoing disciplinary concerns.</p> <p>We anticipate that students who work directly with CASSY therapists will show an increase in their attendance rate and/or show a reduction in disciplinary referrals, if these concerns are present.</p> | <p>100% maintained or improved their attendance rates</p> |
| | <p>30% resolved their disciplinary concerns</p> |
| <p>Treatment goals are the building blocks of a student’s treatment plan. Goals are developed with the student and are designed to be specific, realistic, and tailored to the needs of each individual youth.</p> | <p>100% met at least one of their treatment goals</p> |

Feedback from Students and Parents

CASSY surveys students and their parents at the end of treatment to provide qualitative feedback on our services. Here are some of the comments and feedback from the EPACS community.

100% of students and their parents said CASSY met their needs and would recommend CASSY services to their peers and other parents.

- This is the best counseling I’ve ever been in. - **EPACS Student**
- My daughter's CASSY therapist helped her learn to communicate with me. Since she went to CASSY, she has not returned to the principal’s office. - **EPACS Parent**
- I love how she really listens to me. - **EPACS Student**