

2016-2017 Year End Report

CASSY @ Ravenswood City School District



CASSY began our partnership with Ravenswood School District over eight years ago, beginning with a summer program and growing into a comprehensive system of social and emotional support. Our comprehensive mental health program includes direct counseling, prevention-focused classroom lessons, crisis intervention, and parent and staff consultation.

Our Work in the Community

CASSY provides **7,000** hours annually of on-campus support. This year our therapists served over **270** students, providing **650** parent consultations, **1,130** staff consultations, **2,525** therapeutic sessions and presenting to over **300** students through classroom lessons.

We collaborate with the district and community partners to ensure families are connected for services in the summer by holding an annual service fair at McNair Middle School. In order to increase family engagement, the 2017 service fair was held in conjunction with the McNair Open House. This year's community partners included Children's Health Council, East Palo Alto Library, Bay Area Children's Association, CORA, and Rape & Trauma Services. Members of the school music program provided music while children played, families connected, and the community enjoyed tacos provided by the district. Over **50 families** attended.

Gender	Ethnicity	Primary Reason for Referral
Female (52%) Male (48%)	Latino (49%) Mixed Race (35%) African American (9%) White (4%) Native American (3%)	Impulsivity (15%) Peer Relationships (15%) Disciplinary Concerns (12%)

Program Highlight

At Willow Oaks, parents expressed the need for parenting "talks". They reported frustration, discouragement, and a lack of skills to manage challenging behaviors. Parents also reported a strong desire to continue developing skills to be a better parent. Sara, CASSY therapist, alongside the principal, planned bi-monthly parents talks with the intent to develop parenting skills in family communication topics (active listening, body language, modeling and instruction, redirection, and setting limits). Parents also created a support system with other parents to receive and give support.

Sara offered workshops in the morning in Spanish while Principal Chin offered workshops in English in the afternoon. Up to 12 parents attended each workshop and reported feeling encouraged, valued and wanting more. Parents were supportive and practiced lessons learned during workshop with each other.

Program Metrics

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>98% 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>80% improved their attendance rates</p>
	<p>59% 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>98% 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 Ravenswood community.

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

I was in a hard place when I first saw my CASSY therapist and she was able to get me to a better place. I think I grew a lot with her. - **Ravenswood Student**

Our CASSY therapist is good at building relationships, having patience with all (students and staff), providing alternative solutions for students who frequently act up, and working with Health and Wellness. - **Ravenswood Principal**

My CASSY therapist gave me lots of ideas to help me with stress and learn to calm down. I am so happy I got to see her every week. - **Ravenswood Student**