



NOTICE OF REQUEST FOR PROPOSAL
STUDENT SERVICES DIVISION
LA CAÑADA UNIFIED SCHOOL DISTRICT

This is a
REQUEST FOR PROPOSAL
RFP #R76-18-19

Notice is hereby given that the Governing Board of the LA CAÑADA Unified School District (hereinafter referred to as **SSD**) is requesting proposals for School-Based Mental Health Services from Community Based Organizations/Providers of Mental Health Services (hereinafter referred to as **Provider[s]**) to assist with addressing the provision of school-based counseling for students in the LA CAÑADA Unified School District, grades 7-12.

Respondents should not construe from this legal notice that the SSD intends to enter into a fixed price contract with the Respondent unless, in the opinion of the SSD, it is in the best interest of the SSD to do so. The SSD reserves the right to negotiate final contractual terms with the successful Respondent.

The Request for Proposal documents can be obtained from James Cartnal, Executive Director, Student Services in writing via US Mail, (LCUSD, 4490 Cornishon Ave, LA CAÑADA, CA 91011), email (jcartnal@lcusd.net), fax (818-952-8331) or in-person by appointment. Request for Proposal documents will be provided via email, fax or US mail.

The SSD will record and provide answers to any questions or requests for clarifying information about the RFP during the question and answer period of November 30, 2018 - December 10, 2018. Questions should be emailed to James Cartnal at jcartnal@lcusd.net.

Respondents must submit written proposals in a sealed package labeled:

"Proposal – School Based Mental Health Programs #R76-18-19-SSD

Addressed to:

LCUSD, 4490 Cornishon Ave, LA CAÑADA, CA 91011

Attn: James Cartnal

The SSD will accept all proposals received on or before February 1, 2019 at 5:00 p.m. sharp. The SSD will not accept proposals that are received after the deadline.

The SSD reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. The SSD will award the contract based on a review and analysis of the proposals that determines which proposal best meets the needs of the SSD. Following the review and analysis of all responsive proposals, the SSD will make a recommendation to their Board of Education (BOE) at its regularly scheduled meeting(s).



**LA CAÑADA UNIFIED SCHOOL DISTRICT
STUDENT SERVICES DIVISION
RFP #R76-18-19-SSD**

**REQUEST FOR PROPOSAL
SCHOOL- BASED MENTAL HEALTH PROGRAMS**

CONTACT INFORMATION

by

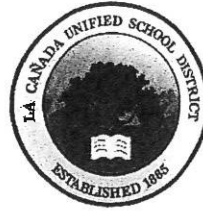
**LA CAÑADA Unified School District
Student Services Division**

ADDRESS ALL PROPOSALS TO:

**James Cartnal
Executive Director, Student Services
LA CAÑADA Unified School District**

**4490 Cornishon Ave
LA CAÑADA, CA 91011**

**818-952-8391
Fax 818-952-8331
jcartnal@lcsd.net**



Request for Proposal

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SUMMARY OF SOLICITATION

School-Based Mental Health Programs
Request for Proposal - December 2018
LA CAÑADA Unified School District
Secondary Schools (Gr. 7-12)

Community-Based Organizations/Providers of Mental Health Services (herein known as Provider[s]) are invited to submit a Request for Proposal (RFP) addressing the provision of school-based counseling for students in the LA CAÑADA Unified School District, grades 7-12. The District is interested in receiving RFPs from agencies or individuals who can provide collaborative support to school site teams and promote student well-being at all levels.

Upon selection, the Provider must have the capacity to supply counseling services, during the 2019-2020 school year, for up to two secondary buildings on the same site (1 high school and 1 middle school). Licensed therapists will receive referrals for counseling services for students from school personnel, work as members of collaborative teams, provide individual and group therapy, case management, and education and outreach to families. It is expected that Providers will be fully integrated as part of the school team, participating in student meetings, crisis teams, etc. The counseling model proposal must include a Licensed Marriage and Family Therapist (MFT), Licensed Clinical Social Worker (LCSW) or Licensed Professional Clinical Counselor (LPCC) as a primary point of contact for the school. This licensed clinician will assume responsibility for both provision of direct services and management of all intakes, assessment, caseloads and discharge or termination of services.

The model may include Registered Associate licensees (formerly known as Intern), however, fully-licensed service providers are preferred to provide individual, group, and family counseling. Please include specific information about how clinical supervision will be provided.

PROPOSALS MUST INCLUDE:

1. Introduction/Purpose
2. Description of Services
3. Background of Provider
4. Expected Services & Outcomes
5. Itemized Budget (including costs, hours, trainings)
6. Program Evaluation-Expected Data Collection
7. Training Component
8. Two Letters of Reference

TIMELINE FOR RFP AND PROVIDER SELECTION PROCESS

Release of RFP	Friday, 11/30/18
First Public Notice:	Friday, 11/30/18
Second Public Notice:	Friday, 12/7/17
Respondent Question Submission Deadline:	Monday, 12/10/18
LCUSD Answers Questions:	Friday, 12/14/18
Deadline for Receipt of RFP:	Friday, 2/1/19
Proposals Reviewed and Evaluated:	Wednesday, 2/28/19
BOE Meeting:	Tuesday, March, 2019, Date TBD
BOE Meeting:	Tuesday, April, 2019, Date TBD
Anticipated Contract Date:	Tuesday, 5/24/19

1. INTRODUCTION/PURPOSE

Providers are invited to submit a proposal addressing the provision of school-based counseling at LA CAÑADA Unified School District (LCUSD), a unique educational community that serves approximately 2150 students in grades 7-12. LCUSD is rich in tradition and academic excellence and students reflect diverse backgrounds. Students present with unique challenges, typical of adolescents living in a fast-paced, high-performance, technologically driven society. Specifically, there is concern for some LCUSD students demonstrating increased levels and earlier onset of academic stress, anxiety, depression, self-harm, and substance abuse. LCUSD is interested in receiving proposals that address how students can best be supported in light of these ongoing issues.

Proposals should establish how the Provider would work with school site personnel to support students toward wellness and balance in their lives. Proposals should use evidence-based school counseling models, with a specific explanation of how short term, school-based counseling will benefit individual students, student groups and families (i.e. stress-management, family conflict, coping strategies for grief and loss, anger management, conflict resolution, social skills training, organization and self-management, substance abuse therapy, and parenting skills), as well as the school community as a whole.

2. DESCRIPTION OF SERVICES

The LA CAÑADA Unified School District is seeking a Provider (individuals or groups) to design, develop and deliver comprehensive, integrated, school-based counseling services for the 2019-2020 academic year for students grades 7-12. In the model, licensed therapist(s) will receive referrals from school personnel, work as essential members of collaborative teams, provide individual, group counseling, psycho-education, and support to students and families. In addition, the licensed therapist(s) will be a resource for administrators, psychologists, counselors, nurses or health clerks, and teachers on how to best assess and support student needs. To provide a context for individual support for year one, we roughly anticipate approximately 80-90 students in grades 9-12 will receive at least an initial assessment throughout the year, with on-going individual therapies provided to approximately 75 out of roughly 1400, 9-12 students. The 7-8 students and staff will join in parent/staff development,

occasional consultation, and crisis support but no individual services during year one will be offered.

The services will be housed in a new Wellness Center of approximately 1200 sf where two school staff members will provide drop-in student support, triage, referral processing, school wide program coordination and resources, and peer-to-peer program oversight.

3. BACKGROUND OF PROVIDER/INDIVIDUALS

Providers submitting proposals must include a complete description of how the agency will develop programs, support, and services to students, community and school staff. Provider description must include the overall background and philosophy of services provided to students and families. This section should outline the program's goals and how services are supervised and monitored (including ratios). Provider must demonstrate an ability to collaborate with all necessary and appropriate personnel, other mental health providers and community stakeholders. A history of Provider's services and recommendations from other individuals receiving services and from other community agencies with which the Provider collaborates will be considered when reviewing proposals.

4. EXPECTED SERVICES & OUTCOMES

The LA CAÑADA Unified School District is seeking a Provider who demonstrates explicitly defined services and outcomes for school-based counseling programs that are effective within a school community. Proposals should describe how services would meet the diverse needs of the entire LA CAÑADA School community. Successful proposals will include thorough descriptions of:

a. School-Based Counseling Model

- A comprehensive school-based counseling model that offers tiered services (universal, targeted and intensive);
- An evidenced based short-term counseling model that is also flexible to accommodate the needs of students with more pervasive and complex needs, including some receiving on-going Educationally Related Mental Health Services (ERMHS) as part of Special Education services.
- A model that includes school-based counseling strategies that support student attendance, social emotional learning, mental health and wellbeing, academic success, and decrease of disciplinary referrals;
- A model that is successful in meeting the needs of a diverse school community.

b. Collaboration & Leadership

- How Provider will create and build a professional working relationship with all necessary and appropriate school site staff, including Wellness Center staff at the high school level, to promote integration and coordination of services;
- How school-wide mental health and youth well-being activities will be provided in collaboration with school staff;

- How Provider will provide leadership and support to sites in the areas of mental health promotion and intervention, and suicide prevention.
- How Wellness Center drop-in services will be supported (high school level).

c. Service

- How Provider will comply with level of service as outlined in the Introduction/Overview and Description of services section of the RFP, and list examples of previous demonstrated ability to comply with such, including staff recruitment;
- Scope of school-based counseling, making clear the distinction of short-term goal-oriented counseling and when long term counseling might be needed, and when and how it would refer students to outside services;
- A complete description of who can be served and under what circumstances a student would be denied services;
- Provider's specific response capacity in emergent, urgent and routine requests for services, including how wait lists would be managed;
- Topics and methods Provider will use in training school personnel in relevant mental health and substance abuse topics;
- Description of plan for how summer coverage will be provided for students who need ongoing mental health counseling;
- How Provider will ensure continuity of care between middle school and high school transitions, for students who are receiving counseling services;
- How Provider will ensure continuity of care when a student presents with ongoing need for more support at school or in the community upon termination of school-based counseling services
- How Provider will engage students who experience truancy or are otherwise disengaged from schools.
- How services will be delivered per Wellness Center Consent and Confidentiality Policies (at high school level).

d. Provider Staffing and Training

- How Provider will hire staffs that reflect the diversity and language needs of the LCUSD community;
- How clinical supervision/training will be provided to agency staff after school hours to maximize student accessibility during the school day;
- Description of how a full time (40 hour) position would be allocated in terms of direct services, supervision, training, and other activities;
- How sites will be supported in the case of vacancies/time off of Provider staff;
- How staff will be accountable to school site teams and process for communication of any issues or challenges that may emerge.

5. ITEMIZED BUDGET (INCLUDING COSTS, HOURS, TRAININGS)

Providers submitting proposals must include a detailed itemized budget with the following:

- Scope of services;
- Projected expenses by line item;
- A narrative providing budget justifications.

6. PROGRAM EVALUATION-EXPECTED DATA COLLECTION

Providers submitting proposals must demonstrate the ability to monitor and evaluate the impact of the service implementation. Describe in detail how Provider will:

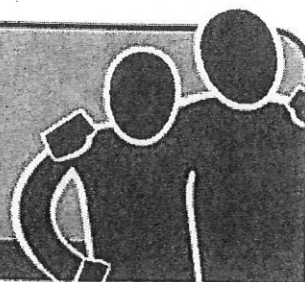
- Evaluate services provided under this proposed contract;
- Provide program evaluation updates on a monthly basis to the administrator assigned to oversee school-based counseling services;
- Participate in existing district data collection efforts (California Healthy Kids Survey, Referral, Service or Visit/Event Attendance Logs)
- Provide ongoing data updates (mid-year reports and end of the year reports).

7. TRAINING COMPONENT

A complete description of ongoing supervision and training of Provider personnel must be included. Supervision and training standards must be in alignment with California Board of Behavioral Sciences (BBS) requirements. Providers will be required to participate in district-sponsored trainings throughout the year to support wellness initiatives.

8. LETTERS OF REFERENCE

Successful proposals will include two letters of reference from school sites currently being served by Provider. If sites are not currently being served, Provider may submit letters from school sites or other organizations served within the last three years. Letters should speak to the Providers ability to provide a full range of school counseling services as per the current request for proposal.



SCHOOL-BASED MENTAL HEALTH PROGRAM PROPOSAL FOR LCUSD

January 7, 2019

Introduction

Through my work as a therapist in academic settings over the past twenty-five years, I have discovered firsthand how effective and powerful school-based counseling can be. Early on I was amazed by the number of students in need of support. I wondered if what was going on in our local communities was reflected in the country as a whole. After a bit of research, I realized that what I was seeing locally was "normal."

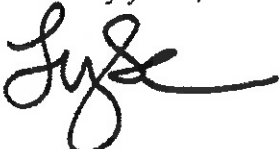
According to the National Institute of Mental Health, 20% of young people experience mental health issues such as depression, anxiety, eating disorders, academic stress, low self-esteem, and substance abuse. 50% of youth with untreated depression will attempt suicide at least once and 6% will die by suicide. Perhaps the most disturbing statistic of all was that 80% of these children were not getting the help they needed.

I knew from experience that by putting competent and caring therapists on a school campus, students would get the help they needed and get better. I also had a good sense of what worked and what didn't with existing on-campus counseling programs. So in early 2009, I created CASSY, a non profit agency in Northern California. From day one, our mission has been to de-stigmatize mental health services and make supporting students' social and emotional well-being the norm in our local schools. In the fall of 2017, I took the CASSY concept south and created CASSY SoCal, A Project of The Impact Philanthropy Group.

We know the intense issues the students in this community are dealing with. We have seen it first hand. We also know that a program is only as good as its therapists. At CASSY SoCal, we only hire clinicians who have already completed their graduate degree and have experience working with kids. We do not believe in training inexperienced grad-student therapists by allowing them to gain experience with our clients.

Since helping kids successfully navigate childhood and adolescents is such an enormous responsibility, we have given this proposal a great deal of thought and consideration. We believe CASSY SoCal is uniquely positioned to provide the high standard of care that this community deserves. In CASSY's first year at Los Gatos High School, we received the prestigious Glenn Hoffman Award, presented to programs in Santa Clara County that have a significant impact on students and are innovative, creative, replicable and sustainable. CASSY was also the recipient of the 2014 Palo Alto Council of PTAs Honorary Service Award for our work in PAUSD elementary schools. I would very much like to replicate in the LCUSD the program successes CASSY has had in Los Gatos, Palo Alto and over 50 schools in the Silicon valley area and CASSY SoCal's program in The Palos Verdes Peninsula Unified School District.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Liz', with a long, sweeping horizontal line extending to the right.

Liz Schoeben, MFT
Executive Director

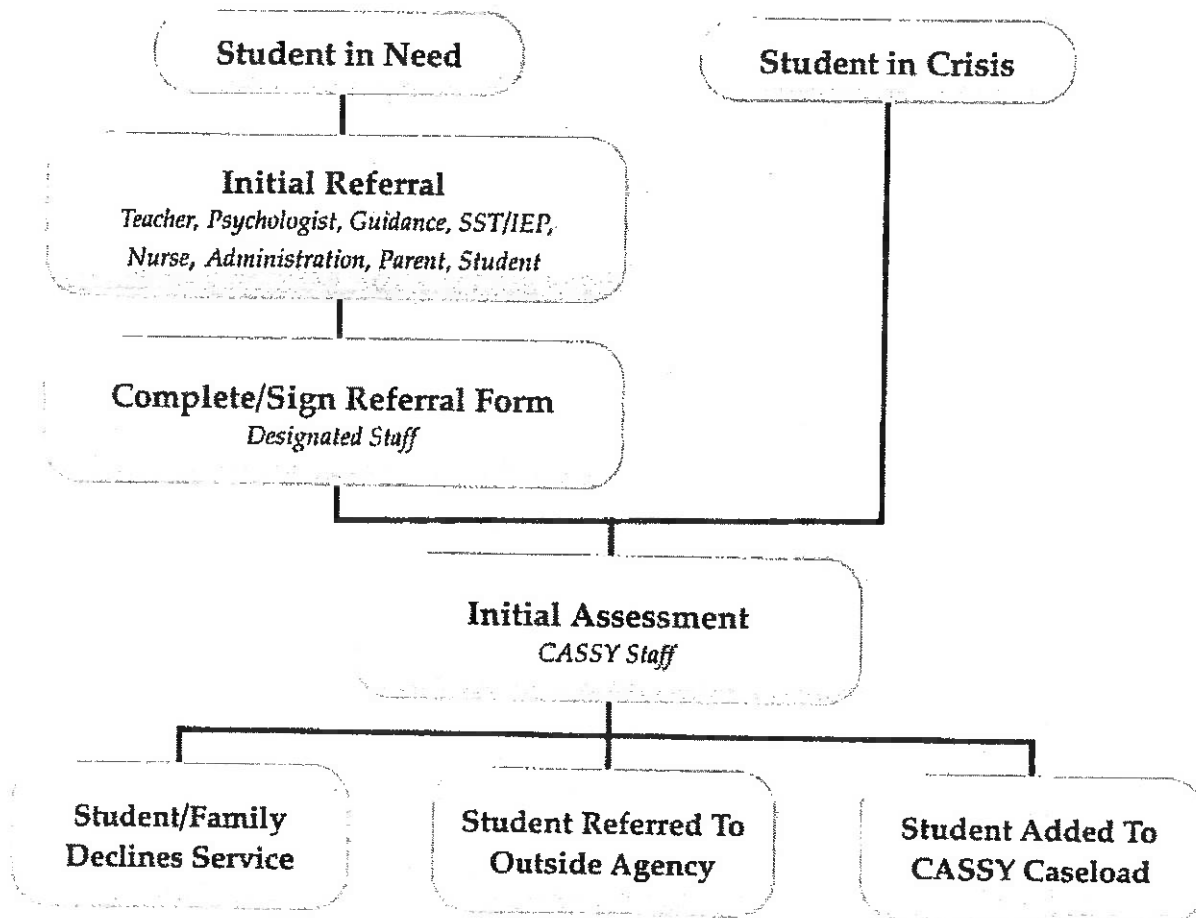
Detail of Services

CASSY SoCal will place a full time experienced therapist on site at LCUSD's Wellness Center. As part of the team, the therapist will collaborate with LCUSD staff to assess students in need and provide individual and group counseling. The therapist is also available to participate in student assessment team meetings to provide mental health expertise and guidance on all students. The therapist is available to attend staff meetings, guidance or other administrative meetings as requested and be available to present at various staff meetings on mental health topics as requested.

For Students:

Assessment

Our program allows any enrolled student to receive services free of charge. For the general education program students are referred to CASSY SoCal by peers, themselves, school staff, parents, or possible outside community agencies. Depending on the preference of the district, the referral form will need to be approved by school guidance or other key staff. Once we receive approval, the assessment process begins. If the student accepts treatment, he or she is scheduled to be seen by CASSY SoCal for either individual or group counseling. Crisis students are seen immediately.



Ongoing Counseling

CASSY SoCal provides individual and group counseling sessions on-campus during school hours. Group topics include Grief and Loss, Anger Management, Bullying and Boundaries, and Social Skills Training.

Crisis Intervention and Treatment

During the school year, individual students experience a broad range of personal crises, with some students becoming a danger to themselves or others. In each case, the CASSY SoCal therapist can assess risk and initiate intervention which can include hospitalization, referral to an outside agency or onsite therapy. Sometimes a traumatic, event, such as the death of a student or teacher, affects the entire student body. For such a school-wide crisis, CASSY SoCal identifies those in need, provides ongoing grief counseling, and supports school staff.

Proactive Mental Health Education/classroom presentations

We have found that an effective way to improve students' overall mental health is to educate them before they are in crisis. This involves psycho-educational presentations to classrooms as needed. Subjects could include depression and suicide prevention, stress reduction and healthy coping skills.

Student Wellness Centers

CASSY SoCal staff can be available to run a Student Wellness Center that includes a therapy office, a group room and a communal room. The communal room is a safe place for students to drop in, de-stress, learn and practice coping skills, or just take a healthy break. The Center provides numerous resources on social and emotional issues from tips on stress about finals to difficulties with a bad breakup.

For Staff:

Staff Consultation

CASSY SoCal becomes the school's mental health resource. As such, school staff can freely consult with the on-campus therapists regarding disconcerting situations that they see in their classrooms or on the school campus. Knowing that they can get confidential advice and counsel can be extremely comforting.

As an example, student essays or other writing/drawing assignments can contain disturbing statements or images detailing current or past suicidal thoughts, physical or sexual abuse, drug use, etc. In these circumstances, teachers can get advice from CASSY SoCal therapists on how best to proceed. When required, CASSY SoCal makes the appropriate interventions for the safety of the student.

Staff Training

We provide staff training as needed on mental health issues, such as the following:

- Child Protective Services (CPS) reporting requirements
- Classroom management of grief and loss
- How to identify red flags
- When to refer a student to CASSY SoCal

For Parents & Community:

Parent Consultation

CASSY SoCal therapists are experts in dealing with childhood behaviors and issues. We can offer parents confidential consultations on site at the schools we serve. Parents are encouraged to consult with our staff on all mental health issues involving their child. We can help parents distinguish between normal and risky childhood behaviors and assist them in securing additional support when needed.

Community Outreach

CASSY SoCal provides parent education opportunities by giving presentations and leading discussions about raising emotionally healthy children. Educational topics include mental health issues such as depression and anxiety, parenting tips, and reducing risky behaviors.

Background of Provider

Agency Philosophy

As a nonprofit agency with experienced leadership, we are both ambitious and pragmatic. Our mission is to de-stigmatize mental health and make supporting students' social and emotional well-being the norm in our local schools. We imagine a world where all kids get the support they need to be successful in school and in life. At the same time, we understand that creating such a utopia will take a serious commitment from our schools, financial support from our communities, and tireless work by our therapists day in and day out.

Although every CASSY SoCal program is unique, we always stick to five core principles.

- 1. We are available to help all students, regardless of their ability to pay.**
We serve financially disenfranchised communities where free services at school are the only realistic way to reach kids. We also serve financially stable communities where many families have the resources, but other barriers such as stigma, transportation and insurance limits get in the way.
- 2. We partner with schools that value mental health in the educational process.**
The only way to achieve our shared goals is to create a strong working relationship between our agency and the school. To do so, we set up shop right on campus and integrate the CASSY SoCal's team with the school's staff. Together, we create a mental health resource team that is as much a part of the school as the guidance department, school psychologist and special education.
- 3. We tailor our programs to meet the unique needs of the population we will serve.**
We factor in the unique characteristics of a given school when creating any new program. For example, our staffing for a 2,000-student high school with a single site will be quite different from that for a district with a dozen elementary school sites. We have also found that bilingual therapists are essential for some schools.
- 4. We hire, train and mentor professional therapists who love working with youth.**
We use experienced therapists to tackle our clients' issues rather than using our

clients' issues to train inexperienced therapists. Our model starts with a licensed site director who supervises a staff of paid postgraduate therapists.

5. We are committed to making a difference.

We take great pride in improving the lives of the students we support. We will always see each case through whether we handle it internally, refer it out, or both. When there is a mental health crisis on campus, we will be there leading the way. We expect our partner schools to put us in charge and rely on our expertise.

Guidelines for Using CASSY SoCal Services

At CASSY SoCal, we believe that any student can be referred for a mental health assessment after the referral form has been completed and signed by designated staff. Some of the appropriate and common issues we deal with include depression, anxiety, academic stress, family conflict, and social skill issues. However, not all assessed students are appropriate for the school-based model.

Given that students receiving treatment through CASSY SoCal will not have access to their therapist after hours, weekends, school holidays or summer break, any student needing care outside school hours would either be referred out for treatment or seen in conjunction with a psychiatric team or other outside community professionals. CASSY SoCal also collaborates with outside professionals when students:

- Show ongoing, pervasive depressive symptoms which would require a psychiatric evaluation
- Experience severe eating disorder symptoms which require medical care
- Present severe suicidal ideation requiring hospitalization
- Abuse drugs or alcohol and require specialized treatment.

CASSY SoCal believes that school-based counseling should continue until the presenting issues are resolved and any negative symptoms are relieved (as long as the student is actively engaged in the therapeutic process). This is a major advantage over some outside, insurance-based counseling services which provide only a limited number of sessions, regardless of the outcome.

Besides the normal referral process, CASSY SoCal staff will be available for crisis counseling during the school day and should be part of the school-wide crisis team.

Itemized Budget

Based on the needs we have seen in other similar size schools, CASSY SoCal would recommend placing two full time therapists in The Wellness Center. Costs are detailed below for one or two full time therapists.

Category	Budget
One Therapist (Salaries)	
- salary	\$62,000
- taxes, medical benefits, workers compensation	\$15,500
- clinical oversight, consultation and mgmt (one hour per week, 38 weeks)	\$5,000
Total for One Therapist (Salaries)	\$82,500
Other Expenses	
- liability insurance (CPH and Associates)	\$2,000
- training costs (BBS requires 36 CEUs every two years) and professional membership dues	\$1,000
- therapy supplies	\$1,000
- overhead (payroll processing, bookkeeping, financial oversight, agency mgmt)	\$13,000
Other Expenses Total	\$17,000
Total program expenses (ONE therapist)	\$99,500
Additional Therapist	
- salary	\$62,000
- taxes, medical benefits, workers compensation	\$15,500
- clinical oversight, consultation and mgmt (one hour per week, 38 weeks)	\$5,000
Total for Additional Therapist	\$82,500
Total program expenses (TWO therapist)	\$182,000

Program Evaluation/Expected Data Collection

CASSY SoCal will collaborate with LCUSD to measure the success of our services. We offer the following measurable objectives to assess our program:

Quantitative:

- **Children's Global Assessment Scale (CGAS)** - This is a numeric scale (1 through 100) used by mental health clinicians to rate the general functioning of children under the age of 18. It is our goal that this CGAS number will increase with counseling.

Qualitative:

- **Self report by students** - We simply ask students if they thought counseling was helpful and whether they would seek counseling again in the future.
- **Parent feedback** - We request a parent feedback form which gives the parent an opportunity to evaluate the impact of our services on their child.
- **Staff feedback** - We invite staff to complete a feedback form for students they refer to CASSY SoCal.

CASSY SoCal will collect and compile statistical data on all students that we see. We will track of the number of students we serve either individually, in group or family sessions. We will also be able to generate statistics on grade level, gender, ethnic background, and presenting issues.

All of this data is sent to school staff as requested and emailed at regular intervals to key stakeholders including donors. I have attached a year end report from 2017-18 from PVPUSD.

TRAINING COMPONENT

CASSY SoCal will provide LCUSD with licensed and postgraduate therapists and will comply with all BBS standards and ethical and legal mandates. Postgraduate interns require and will receive a minimum of 1 hour of supervision per week per every 10 client sessions. Supervision will include case consultation, case presentations, skill development, risk assessment and management. We will conduct quarterly in-service training for a minimum of 2 hours on a variety of topics such as:

- **Crisis Management** which includes suicide risk assessment and child abuse reporting
- **Ethical and legal considerations for school-based counseling**

- Assessment, including diagnosis and treatment of children
- Treatment Planning, including theoretical application
- Community Resources for Santa Clara County
- Genograms as an assessment and intervention
- Sandplay Therapy
- LGBT Clinical Issues
- Substance Abuse
- Eating Disorders
- Psychopharmacology

CASSY SoCal strongly believes in training therapists to broaden their knowledge of outside community services so that they can serve as liaisons and resources to students and families. Therefore, CASSY SoCal will provide trainings using its own staff and by partnering with outside agencies and mental health providers. LCUSD staff are invited and encouraged to attend any and all training sessions.



**MALAGA COVE
ADMINISTRATION
CENTER**

375 Via Almar
Palos Verdes Estates
California 90274-1277
(310) 378-9966
www.pvsd.net

Alex Chemiss, Ed.D.
Superintendent of Schools

Board of Education

Linda Reid
President

Suzanne Seymour
Clerk

Matthew Brach
Member

Megan Crawford
Member

Richard Phillips
Member

Department Extensions
and FAX Numbers

Superintendent, x 404
(310) 378-0732 (FAX)

Business Services, x 418
(310) 375-4140 (FAX)

Educational Services, x 163
(310) 791-2919 (FAX)

Human Resources, x 417
(310) 791-2948 (FAX)

Pupil Services, x 551
(310) 378-1971 (FAX)

Palos Verdes Peninsula Unified School District

Dear La Canada Unified School District,

I am writing to recommend the services of CASSY SoCal. I was lucky to cross paths with Liz at conference and after hearing her presentation, my interest was piqued as I knew that a partnership with CASSY would support the needs of the students in our district. The extensive experience that CASSY has in school based mental health was what set them apart from other mental health providers. We started our partnership in the fall of 2017 with four therapists and based on the incredible response from our students, staff and parents, we doubled our contract to eight full time therapists for 2018-2019.

Prior to CASSY, our district had part time interns or outside consultants with no real District/school connection that often were operating individually or solely in collaboration with the site counseling team. This led to inconsistent communication, a lack of district wide processes and inconsistency in staff. To date, CASSY has been an outstanding partner to our district. We have developed a highly collaborative relationship, one where the CASSY staff are an extension of the school team. Our school community is greatly supported and we have worked collaboratively to address the many needs of our students. When an issue or concern arises, we work together to address it. We rely on the CASSY staff and trust them with our highest risk students. The CASSY staff has presented to our Board, worked with staff members at all levels and have dealt with numerous crisis situations with ease. Throughout all of this, CASSY staff have been professional, trustworthy and knowledgeable on all levels. Personally, I have appreciated the ability to work with Liz and our clinical supervisor on any topic of need and their positive response has really been a pleasure to work with.

CASSY's mission of de-stigmatizing student mental health and prioritizing social emotional well-being in schools, was exactly what we needed and other districts would be well served by their organization. I feel confident in recommending CASSY SoCal to any district looking for on-campus mental health services.

If you have any further questions, please feel free to contact me.

Sincerely,


Linsey Gotanda
Executive Director, Secondary Education
Palos Verdes Peninsula Unified School District
(310) 750-2021



Palos Verdes Peninsula High School

27118 Silver Spur Road, Rolling Hills Estates, CA 90274
(310) 377-4888 FAX (310) 265-1108

12/14/18

Dear LCUSD,

As Principal at Peninsula High School, I have seen the direct impact that partnering with CASSY SoCal has had on our campus. We have two full time therapists on campus each day to assist the students. They are able to immediately assess students in crisis as well as attend to the daily social and emotional issues many students face. They are an integral part of our team.

In addition to individual counseling they also manage our Wellness Center where students are able to drop in during the day for support. The CASSY staff also supports the entire school community, presenting to our PTSA each year.

The CASSY therapists are highly competent, professional and engaged in our school community. They really become part of the school culture. Students feel safe asking for support. I highly recommend CASSY SoCal to your district.

If you have any questions, feel free to contact me directly via phone or email.

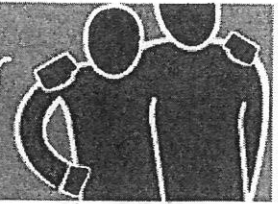
Brent Kuykendall

(310)377-4888 ext. 200

kuykendallb@pvpusd.net

CASSY Report 2017-18 School Year

CASSY SoCal @ PVPUSD



CASSY SoCal just completed its 2017-18 partnership with PVPUSD. During this past academic year, we placed one full time therapist at each high school and two full time therapists to cover all 10 elementary sites. This report highlights our work from 9/18/17 through 6/7/18.

Peninsula High School:

Barbara Gani, LCSW, met with 163 students individually, provided 174 parent consultations and 1,398 staff consultations. She spent 115 hours in crisis consultation and follow up. Barbara opened the new Student Center in March which provided a safe place for students to drop-in to de-stress, learn and practice coping skills, or just to take a healthy break. The Center has resources available for students on social and emotional issues from tips on stress about finals to difficulties with a bad breakup. Since March, Barbara opened the Center for 53 hours with over 200 students dropping in for support.

Gender	Ethnicity	Top Presenting Issues (can have multiple)
Female (69%) Male (30%) Non Binary (1%)	White (53%) Asian (20%) Filipino (5%) Latino (5%) African American (4%) Mixed Race (13%)	Communication w/ parents (48%) Depression (47%) Academic Stress (38%) Anxiety Symptoms (36%) Peer Relationships (32%)

Referral Source	Grade Level
School Staff (59%) Self (20%) Parent (11%) Peer (9%) Other Adult (1%)	Freshman (18%) Sophomore (32%) Junior (28%) Senior (22%)

We use the Children's Global Assessment Scale — a standardized, quantitative measurement tool — to evaluate the effectiveness of our program at Peninsula High School.

CGAS Children's Global Assessment Scale	Each student is given a numeric rating based on his or her overall level of functioning before and after treatment. Our goal is to increase CGAS through counseling.	97% increased or stabilized

PV High School:

Nancy De La Rosa, MFTi, met with 148 students individually, provided 23 parent consultations and 534 staff consultations. She spent 50 hours in crisis consultation and follow up. Nancy manages the Wellness Center. The Wellness Center provides a safe place for students to drop-in to de-stress, learn and practice coping skills, or just to take a healthy break. The Center has resources available for students on social and emotional issues from tips on stress about finals to difficulties with a bad breakup. Nancy opened the Center 185 hours with over 300 students dropping in of support. Nancy also created and manages the PEERS Program. Through this program she works with a small group of students to assist them in being able to help other students who may be struggling socially, academically or emotionally.

Gender	Ethnicity	Top Presenting Issues- can have multiple
Female (62%) Male (38%)	White (73%) Asian (10%) Latino (7%) African American (6%) Mixed Race (4%)	Anxiety Symptoms (49%) Academic Stress (34%) School Discipline (22%) Peer Relationships (18%) Communication with Parents (18%)

Referral Source	Grade Level
School Staff (77%) Self (14%) Parent (7%) Peer (2%)	Freshman (19%) Sophomore (31%) Junior (26%) Senior (24%)

We use the Children's Global Assessment Scale — a standardized, quantitative measurement tool — to evaluate of our program at PVHS.

CGAS Children's Global Assessment Scale	Each student is given a numeric rating based on his or her overall level of functioning before and after treatment. Our goal is to increase CGAS through counseling.	97% increased or stabilized
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High School Verbatim Comments

As part of the year end surveys, students, parents and staff provide open-ended comments about their experience with CASSY. Below is a representative sample of what they had to say:

Students	Parents
<p>"Please don't cut this program because it helps tremendously."</p> <p>"I had a very tough year and I'm grateful to have had someone to talk to when feeling stressed."</p> <p>"She makes me feel like I have a safe place to go and vent."</p> <p>"Thank you so much for all of the support and help, you've done so much and bettered my life."</p> <p>"Made my year easier and has definitely helped with my anxiety. Also a very nice space to be in. She really does care about me and my life."</p>	<p>"She is genuinely caring, proactive, organize, non-judgmental, and approachable. We trust her with our confidences, and we trust her direction. I thank you for this asset to our community. She is an outstanding professional with a heart of gold."</p> <p>"We thank our therapist from the bottom of our hearts that she is able to steer our child in the right direction."</p> <p>" We are so thankful you are here. It's so helpful to know that if our child is feeling overwhelmed she has someone to go to."</p>
	School Staff
<p>"Great therapist. I don't know where I'd be without her."</p> <p>"She understood my point of view as a student."</p> <p>"It's nice to know that someone really cares, to have a safe place. I think this is a great program to have at a school."</p> <p>"I love being able to come whenever I want and have a space to talk and work through what I need along with it being at school."</p> <p>"She is one of the nicest, kindest people I have ever met. Glad to have her in my life."</p> <p>"She is awesome."</p>	<p>"She has a lovely way with the kids. Hard to believe it was her first year on campus. She fits in so well."</p> <p>"Cannot say enough good things about our therapist. She was wonderful. We are lucky to have her."</p> <p>"She is an outstanding asset to our campus. Total professionalism and confidence."</p> <p>"Her input my students is invaluable."</p> <p>"She is amazing and crucial for our students."</p> <p>" It has truly been a wonderful and collaborative experience working with her this year. Our students have shown improvements all around and it's great to see their progress together."</p>

Elementary Verbatim Comments

As part of the year end surveys, students, parents and staff provide open-ended comments about their experience with CASSY. Below is a representative sample of what they had to say:

Students	Parents
<p>"She is the best helper ever."</p> <p>"I can express myself and let out all my secrets and not lock them away."</p> <p>"She helped me get over bad thoughts like aggression and depression."</p> <p>"She calms me down. I want to come back next year"</p>	<p>"She helped my child identify controllables/ uncontrollables and problem solve/think for himself."</p> <p>"My child looks forward to his meetings with her. Great experience!"</p> <p>"My child never wanted to miss a session even if he was sick."</p>
	School Staff
<p>"I have enjoyed spending time with my therapist sooo much that I probably have several things to talk about but we don't have time for that. But she is the best therapist I ever had."</p> <p>"I liked her very much and she helped me through rough times."</p> <p>"She helped me calm down and look at the bright side."</p> <p>"She is amazing, humorous, thoughtful, kind, smily person and all her advice has been great even though I am still sad, I love her so much."</p> <p>"She helped on how to solve my problems."</p> <p>"She makes it fun."</p> <p>"I want to know her favorite color."</p> <p>"She is good at helping me and making me a better person."</p>	<p>"She is amazing. After seeing my students she would come talk to me during lunch time to tell me what the students worked on that day- each week."</p> <p>"She has been so helpful and supportive. The students faces light up when she comes in to take them for counseling. Thank you."</p> <p>"My students looked forward to their time and always came back with a smile on their face."</p> <p>"Love her. She worked great with the students and had great insight."</p> <p>"Such a critical helpful and valuable resource."</p> <p>"My students were served well by getting social skills counseling."</p> <p>"Such a critical and valuable resource!"</p>

Agency Highlights

CASSY brought the documentary film Angst to Peninsula High School Performing Arts Center on February 7, 2018. The Angst Project is an IndieFlix Original documentary designed to raise awareness around anxiety, with an emphasis on youth and families. The film includes interviews with kids, teens, experts and parents. Our goal specifically was to help people identify and understand the symptoms of anxiety and encourage them to reach out for help. Angst will be screened in schools, communities and theaters around the world. The film and corresponding materials provide tools, resources and hope. AngstMovie.com

We held a panel discussion after the film.

The Peninsula Magazine did an article on CASSY and the our partnership. You can find it at <https://www.easyreadernews.com/student-safety-valve/>