HUMAN SERVICES GRANTS PROGRAM (HSGP)

FY 2020-21 PROGRAM STATUS REPORT

 Family Service of Santa Monica

 Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Program: School-Based Services – Edison, McKinley, John Muir, Samohi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### FY 2020-21 SUBMISSION CALENDAR



**SECTION I: PROGRAM ACCOMPLISHMENTS, CHALLENGES, AND CHANGES**

The following is a summary detailing the services offered at each school site this reporting period:

**Santa Monica High School:**

The 2020-2021 academic school year at Samohi has moved through a global pandemic, national social unrest surrounding racial injustice, a highly contentious presidential election, an attack on our national capital, and so much more. “Pivot” and “unprecedented” have been the words of the year and that holds true for the work that Family Service of Santa Monica (FSSM) has done at Samohi. In order to meet the ever-changing needs of the students, families, teachers, and staff, the Samohi School Site Coordinator adapted quickly and creatively with respect to mental health service delivery and outreach.

This school year, with all of its additional challenges and uncertainties, highlighted and exasperated our students’ continued struggles with an array of multi-dimensional issues including academic anxiety; being stressed and overwhelmed with classroom expectations; depression; exploration of sexual identity and gender expression; decreased academic engagement, motivation, performance, and attendance; social isolation; suicidal ideation; and simply being afraid or unable to seek help. In order to address these needs, the Samohi School Site Coordinator worked closely with SMMUSD District Mental Health Coordinator and LACOE Program Specialist to expand the wellness services in accessible and creative ways. Throughout the school year, the wellness team continued to emphasize mental health and preservation in the slow process of shifting campus culture even within the confinements that COVID-19, limited funding, and the socio-political environment created.

 For the majority of the school year, Samohi was under stay-at-home orders and used an online school platform. It was not until right before spring break that the school shifted to a hybrid online and in-person model in which students and families were able to choose whether to stay using an online platform or transition to in-person learning. Uncertainty in the world translated to uncertain and shifting school procedures, which inevitably impacted students and staff alike. Throughout the entirety of the year, there were increased reports of anxiety and depression (including suicidal ideation) not only among students, but also among teachers, administrators, staff, and parents. Furthermore, consequential environmental stressors of the pandemic and social-political instability (including financial stressors like unemployment, limited food access, and housing challenges) impacted Samohi.

With respect to student engagement, the 2020-2021 school year posed many challenges. Student engagement, attendance, and academic performance significantly dropped. Simply, many students failed, and many students did not show up to school. This made outreaching, identifying, referring, and connecting students, especially those with the highest needs, to mental health services particularly difficult for teachers, counselors, and mental health professionals. As such, mental health referrals fielded by FSSM at Samohi decreased by forty percent. Even with these obstacles, the Samohi School Site Coordinator continued to be a steady force on campus. FSSM sustained consistent clinical care at high volumes and continued to disseminate imperative school-wide interventions to support a shift in culture on campus to prioritize mental wellness during a time when it is especially needed. In response to all the important work accomplished by FSSM to aid the Samohi community this year and in years past, PTSA honored the Samohi School Site Coordinator with a Service Award.

Student outreach to promote positive wellbeing as well as mental and physical health services began before the school year started. The Samohi School Site Coordinator supported the LACOE Program Specialist in continued promotion of the Samohi Student Needs Referral - a system which allows staff, students, and parents to refer students and families for a variety of needs including social-emotional issues. Additionally, the Samohi School Site Coordinator and LACOE Program Specialist created the Samohi Virtual Wellness Service Center (https://sites.google.com/view/wellness-services-center/home). The Virtual Wellness Service Center is a website designed for students to be able to access all things wellness related within the context of Samohi. The website includes resources, referrals, and psycho-education about mental health and wellbeing in an easy to navigate, visually appealing, and dynamic platform. The Virtual Wellness Service Center had high utilization rates through the entirety of the year.

In addition to the student outreach mentioned above, the Samohi School Site Coordinator and SMMUSD District Mental Health Coordinator delivered a Samohi Wellness Workshop for the second year in a row to all 9th and 11th grade classrooms. The Wellness Workshop (pre-recorded and played during class; found on the Virtual Wellness Center) is a universal mental health intervention with the purpose of increasing knowledge about mental health challenges and expanding awareness/utilization of mental and physical health services through the Samohi Wellness network. The Wellness Workshop engaged students in conversation about stigma around mental health diagnoses; included psycho-education about anxiety, depression, substance abuse, and trauma; provided information about the wellness resources through Samohi; and facilitated dialogue around healthy vs. unhealthy coping mechanisms. The Wellness Workshop was also presented live zia Zoom during a featured flex-time series for any 10th graders, 12th graders, and students who missed the presentation in their classes. In addition, the Samohi School Site Coordinator and LACOE Program Specialist presented a workshop on female empowerment and wellness to the female track and cross-country team via Zoom live. Finally, the Samohi School Site Coordinator supported the Student Wellness Advisory Group and Human Rights Watch Club in mental health awareness events via live and pre-recorded Zoom workshops.

With respect to parent outreach, the Samohi School Site Coordinator provided psycho-education on mental health and student anxiety/depression within the context of the pandemic, distance learning, and current political environment during two separate online parent presentations. The Samohi School Site Coordinator presented live through Zoom with the SMMUSD District Mental Health Coordinator and LACOE Program Specialist during PTSA Parent Ed Night. The title of the presentation was “Let’s Talk: The Impact of COVID-19 and Distance Learning on Our School Community” and approximately forty-six parents attended the presentation. Additionally, the Samohi School Site Coordinator and one Master in Social Work (MSW) Intern guided a conversation about mental health during the first “Coffee with the Principal” in which approximately thirty-two parents attended. Finally, the Samohi School Site Coordinator facilitated the annual Reflective Parenting Program (RPP) Group through Zoom with high satisfaction among participating parents.

Teachers and staff have been significantly impacted with respect to burn-out and fatigue within their roles. Because of consistent reports from teachers that they needed breaks from screen time, FSSM made an intentional effort to decrease the amount of universal mental health educational presentations to teachers in order to decrease burn-out and fatigue, and limit teacher burden. This year, the Samohi School Site Coordinator, with SMMUSD’s District Mental Health Coordinator, presented on social-emotional learning during the district wide training/preparation days before the school year began. As a substitute to more universal teacher/staff-based interventions, the Samohi School Site Coordinator has made herself available to consult with teachers and staff on an as needed basis. In addition, she in collaboration with LACOE’s Program Specialist, developed and distributed a newsletter for teachers that outlined wellness services available at Samohi for students and staff. Finally, the Samohi School Site Coordinator continued to participate in the LACOE Community Schools Initiative by partnering with the LACOE Program Specialist on multiple different projects and continuing to attend LACOE multi-disciplinary collaborative working meetings with the focus on improving community resources and developing effective wellness networks at Samohi.

Alongside its continued efforts to provide outreach, education and awareness about mental health and associated resources at Samohi, FSSM has continued to provide quality individual and group therapy on campus. As usual, FSSM went above and beyond what is included in the Human Services Grant with The City of Santa Monica. The expected number of students served via individual therapy alone was more than doubled. During the 2020-2021 school year, fifty-five students received individual therapy and forty-six mental health referrals were fielded. In addition, the 9th Grade Young Women’s Group was offered, which aids students having difficulty transitioning into high school. The Samohi School Site Coordinator and MSW Interns also provided brief intervention support to 18 students and parents, many of which required multiple follow-ups and connections to additional resources. Brief interventions and universal mental health outreach/education at Samohi provided by FSSM are NOT City-funded activities. These are services that are necessary for students, families, school staff, and school community to thrive. While FSSM has stepped up to fill in these mental health gaps because of the deep care and desire to support Samohi, it is imperative for SMMUSD and The City to critically look at how to further fund programming to incorporate these services in a sustainable and long-lasting way.

Looking towards the future of reintegration into in-person learning, FSSM anticipates large volumes of mental health needs from students, parents, and staff, as well as increased rates of mental health service utilization. This will translate into high needs with respect to both universal and individualized mental health initiatives within the school community; planning and coordination for summer school mental health workshops at Samohi has already begun. FSSM has done foundational work in shifting culture on the Samohi campus over the past three years to include mental health. This foundational work has laid the path to making mental health a priority at Samohi. While the 2020-2021 school year had many challenges with respect to school mental health and wellbeing for students and staff alike, these challenges have created an opening for major transformations to occur with respect to prioritizing mental health and wellbeing. In order to take advantage of this opening and continue onward momentum with the mission to provide adequate and accessible mental health services to all within the Samohi community, more funding is absolutely necessary.

**Edison Language Academy:**

At Edison Language Academy, the Coordinator completed her third and final year as the Edison Site Coordinator after taking on the role in December 2017. This year she focused on providing ongoing support to Edison’s teachers, students, and parents coping with the stress of COVID-19; the Edison Site Coordinator continued to make efforts to assess and address the school community’s changing needs during the pandemic. The Edison Site Coordinator also shifted her focus to maintaining a virtual school presence by regularly attempting to reach out to teachers and administration via email, phone, and Zoom offering support and resources as needed.

Check-ins between the Edison Site Coordinator and the school principal were limited during this reporting period. This is partly due to the scheduling issues as a result of the pandemic and also challenges to prioritize meeting to address the mental health and social emotional support for the school community. Though this has been an ongoing challenge, it was exacerbated by the impact of the pandemic and transition to remote learning. Edison’s Site Coordinator and the school principal had three check-ins despite multiple attempts to schedule more consistent meetings. The meetings served to explore issues affecting students during distance learning, follow-up on pending referrals, share concerns regarding students, and to collaborate on ways to engage students and staff more effectively. The Edison Site Coordinator provided consultation in one SST meeting this year, one 504 plan meeting, and one meeting with the School Psychologist. She also completed the annual staff Depression and Suicide Training in collaboration with the School Psychologist Intern via Zoom.

The Edison Site Coordinator made it a priority to engage teachers and staff during distance learning to continue building positive relationships and to promote collaboration throughout the year. This process was difficult due to challenges with prioritizing and triaging the needs of the school, teacher and parent needs at the time. Though mental health services and the social emotional needs of students is always our priority and mission of service, we recognize that during this time in particular, there were significant challenges to collaborate as everyone was attempting to adapt to the many changes that came with this pandemic. The Edison Site Coordinator provided six teacher consults this year, which is a significant decrease from last year. This can be attributed to most of the school year being completed via distance learning, teacher burnout, and teachers not having the convenience of stopping by the counseling office to consult during a break in teaching as they had done in previous years. Two to three teachers sought out consults on repeated occasions to better support the needs of their students. Most teacher consults this year were to seek support for students struggling to engage in distance learning, students struggling with anxious symptoms associated with the pandemic, grief, witnessing students struggling to self-regulate big feelings during distance learning, and the resurgence of social issues upon returning to in person learning. There were many teachers who did not seek additional support services despite the Edison Site Coordinator reaching out to teachers at different points throughout the year offering services and availability.

A total of 22 students received individual therapy services provided virtually by the Edison Site Coordinator, the school-based MSW Intern placed at Edison, and a field-based clinician this year. The Edison Coordinator started off the year with a nearly full caseload; this was maintained throughout the year. The Edison Coordinator was not able to hold any groups this year due to difficulties coordinating and obtaining feedback from school staff regarding group needs and to obtain group referrals.

The need for Brief interventions was significantly lower this year with eight brief interventions (last year there were 44) offered at Edison. These primarily supported parents seeking consultation to support their children struggling with changes brought on by the pandemic, increasing anxious symptoms, with positively engaging in distance learning, and with adjusting to returning to in person learning. The Edison Site Coordinator did not directly consult with students during Briefs this year. This decrease in the number of Brief interventions and the shift to supporting parents can be attributed to teachers not being able easily observe and assess student needs via Zoom and not being able to send a student directly to the counseling office at the first sign of distress. Parents were also less likely to seek direct support from the Edison Site Coordinator for Brief interventions and often tried to support the student to the best of their abilities before reaching out.

A total of 12 students were referred for counseling services this year; of these referrals nine were submitted by teachers seeking additional support for students who were having significant difficulty adjusting to and engaging in distance learning. This resulted in students presenting with anxious symptoms, grief, issues with self-regulation, defiance, and disruptive behaviors in virtual classrooms. The decrease in referrals this year compared to last year—22—can be attributed to the pandemic, teachers not having the same access to students to observe their behaviors, and parents struggling to meet basic needs for their families during the pandemic, resulting in services not being sought out until students’ symptoms caused significant distress.

This year there was a significant increase in reports of students struggling with anxious symptoms including fear, worry and restlessness, issues with self-regulation, issues externalizing feelings, and issues coping with COVID-19 and distance learning. Many students struggled to cope with not connecting with their friends in person and having to stay home for an extended period, as sometimes their home settings were not stable and resulted in increased distress. Students also struggled with issues of grief from deaths of family members, losing connections with extended family, and losing their support systems at school and in the community. Upon the return to in person learning, students also struggled with readjusting to increased structure, socializing with classmates, and coping with resurging social issues.

Due to distance learning scheduling and students not being on campus where they could be pulled from class, student’s counseling sessions were held afterschool or during student’s asynchronous learning block per parent and teachers’ request. This change in scheduling made afterschool counseling spots limited and decreased flexibility in scheduling. Some parents expressed hesitation regarding their student participating in telehealth services due to adding more screen time to their child’s day with counseling sessions. Despite the shift to telehealth and phone sessions, the students served by the Edison Site Coordinator and MSW Intern were able to continue to benefit from services. However, there was a pattern of students struggling with privacy during sessions, which resulted in some students becoming less expressive of their feelings, internalizing their experiences, and thus displaying issues with self-regulation.

To support students with issues expressing feelings and experiences, the Edison Site Coordinator increased her use and focus on Expressive Arts. Through the use of drawing, playdough, music, movement, writing, storytelling, puppets, collaging, and other forms of expression, the Edison Site Coordinator was able to offer clients an additional outlet to express themselves using materials that they already had at home. The Edison Site Coordinator’s clients responded well to the use of Expressive Arts in sessions and started to incorporate these activities into their daily routines as a form of coping and expression. The increased incorporation of Expressive Arts activities during telehealth and phone sessions allowed students to engage in session and provided a sense of normalcy during the pandemic given that the Edison Site Coordinator was already regularly using Expressive Arts interventions on campus before the pandemic.

Although the Edison Site Coordinator will not continue in her position for the next school year, she hopes that for next year: a consistent and appropriate counseling space will be made available for the new Coordinator and MSW Intern to provide services on campus, that efforts will be made to close communication loops and increase collaboration with staff and administration to provide needed support for students, and that there will be increased incorporation of trauma-informed practices on campus to more effectively support students coping with the collective trauma experienced throughout the COVID-19 pandemic.

**John Muir Elementary:**

John Muir’s School Site Coordinator, a LCSW who took the role in January 2020, did not have experience with the beginning of a school year but quickly and collaboratively adjusted to her role during an unprecedented, unpredictable, and challenging global pandemic. At the beginning of the school year, the Muir Site Coordinator assumed her position as a telehealth provider due to COVID-19 precautions and safety. All of Muir’s students, teachers, and administrators also completely shifted to a distance learning model, a historical and incomparable way to start a school year. This was a feat like no other.

At the start of the school year, Muir’s Site Coordinator closely collaborated with Muir’s principal. They both hit the ground running, making a conscious effort to meet bi-weekly throughout the entire first semester. Muir’s principal served as a great point of contact and resource to engage families in counseling or in accessing general resources and referrals. Muir’s Site Coordinator also collaborated with Muir’s PTA President to engage parents by providing social media content about mental health awareness and education. Additionally, she closely collaborated with Muir’s Bilingual Community Liaison to help engage Spanish-speaking families and assist them with navigating school mental health services. At the start of the semester, Muir’s Site Coordinator introduced the new MSW Intern to the Muir school community. The intern also hit the ground running, providing telehealth services to students, conducting Brief interventions, facilitating classroom workshops, and co-facilitating a parent workshop.

A total of seven students were referred for individual counseling in the **first semester**. Of the seven, two were successfully linked to services and two declined services. 5 students were referred in the second semester and 2 were open for individual services. Of the 3 that were not opened, 1 was referred to their insurance provider, 1 declined services after a SST meeting, and in the third the site coordinator was not able to contact the parents after 2 Brief Interventions with the student. A total of 10 Brief interventions were conducted to help support students who were struggling with anxiety, social isolation, and students struggling with multiple losses and adjusting to distance learning. Muir’s Site Coordinator had the privilege of collaborating with the Muir principal and being present for two Coffee with the Principal meetings for the 4th grade and 5th grade parents. In these meetings, the Muir Site Coordinator gained a valuable and deeper understanding of parents’ perspective of student wellbeing, as well as what was working and what their biggest challenges were during distance learning. In the **first semester** two teachers connected with the Site Coordinator and MSW Intern to request roster reviews and one requested a 4th grade classroom workshop to address “Coping with Multiple Losses” experienced by students during the global pandemic. The Coordinator and MSW Intern also collaborated and co-facilitated a parent workshop to help parents support themselves while supporting their child(ren). This workshop provided psychoeducation on mental health in children, interventions and techniques parents can use to engage their child, as well as self-care tools for parents and families. Parents expressed gratitude for the training and asked for a second one in the second semester, as they felt they would like more parents to participate due to the great benefits and tools it provided them.

As a result of the COVID-19 pandemic, the **first semester** was met with many challenges. Students and families struggled with social isolation, job loss, challenges adjusting to distance learning, multiple losses, grieving the absence of connection with friends, family and their community, as well as missing out on milestones and celebrations. Nonetheless, the school community rose to the occasion and was able to provide quality education despite the many challenges faced this year. In the **second semester**, Muir’s School Site Coordinator continued to collaborate with the MSW Intern to continue providing remote services during continued distance learning. They maintained close collaboration with Muir’s principal to continue to address and prepare for the potential of schools reopening during the second semester. Muir’s Site Coordinator facilitated two RPP groups: one for English-speaking parents of school-aged children and one for Spanish-speaking parents of teenagers. These groups were provided remotely as safety mandates continued due to COVID-19 precautions. RPP groups were vastly different this year as all groups were conducted remotely. Differences such as distractions at home, connection difficulties, and feeling “zoomed-out” were among the barriers and challenges in conducting groups remotely. Despite the challenges, parents still benefitted greatly from RPP as parents shared, they felt a great sense of connection, felt validated in listening about each other’s struggles, and did not feel alone during these times of social isolation and uncertainty.

Due to COVID-19 precautions and continued distance learning, the 5th grade boys’ and girls’ groups were not offered and instead four MSW school-based interns collaborated and pivoted to offer one large workshop open to all 5th grade students from all three elementary schools. This workshop was intended to support all 5th grade students and more uniquely to facilitate 5th grade students across different sites connecting and supporting one another around their transition to middle school after distance learning.

By year-end Muir’s Site Coordinator was able to successfully complete 16 bi-weekly meetings with Muir’s Principal, 7 roster reviews and staff consultations, and attended 1 SST meeting. In collaboration Muir’s Site Coordinator and MSW Intern served 16 John Muir students, provided two RPP groups, provided two parent workshops, one 5th grade workshop across three schools, and provide 11 brief interventions.

While there were many highlights during the school year, there were also many unprecedented challenges that impacted service delivery, academic learning and overall wellbeing for all. Due to the shut-down of all schools on March 13, 2020, the new 2020-2021 school year started with distance learning. It was until April 2021 that restrictions started to lift, and schools were given permission to re-open while taking all proper safety measures. This was a huge shift and surprise as the re-opening happened two months before the school year was over. The needs for students, families and staff shifted dramatically again towards one of safety for the students and families who chose to return to in-person learning. Muir’s Site Coordinator also slowly transitioned to return to campus a few days per week to meet the needs of students who were comfortable returning to school campus. However, many students and their families, for various reasons, chose to continue remote learning. Muir’s Site Coordinator and MSW Intern were flexible in meeting the needs of the families who chose and benefited from remote sessions as schools re-opened.

Lastly, Muir’s Site Coordinator unfortunately had to go out on leave in May and was unable to rejoin with the school community before the school year ended. Despite her personal challenges, Muir’s Site Coordinator maintained a collaborative effort with her supervisor so that services could continue for her clients and to address any potential needs at the school. Muir’s MSW Intern continued to be available as well and remained a consistent presence at John Muir through the rest of her internship. In the following year, Muir’s Site Coordinator is excited to return to Muir to continue the amazing work despite some of the most uncertain and unexpected times and to increase the visibility and knowledge of Muir’s counseling program.

**McKinley Elementary:**

The McKinley 2020-2021 school year was one of the most challenging, yet rewarding, school years. The year tested the ability for FSSM’s School-Based Program and McKinley Elementary School to collaborate, assess, and continue to deliver the same quality of multi-tiered mental health services as prior years. Not only were the school needs met but the expectations of what could be offered this year were surpassed. In addition, the McKinley school-based program was able to host once again two MSW Interns to provide additional support throughout the school year.

This year, McKinley Elementary School received 16 referrals for school-based mental health services. Of those 16 referrals, 5 were opened for individual therapy, 6 declined services, 2 were referred and linked to an outside provider, and 3 did not respond. Including students that rolled over from prior school years, McKinley was able to serve a total of 12 students. An unprecedented outcome this school year is the successful graduation of all individual clients from school-based counseling. All clients and families not only demonstrated qualitative improvements, but also endorsed and reported qualitative improvements. Another successful and significant reach for the McKinley community were the Brief interventions. McKinley’s School Site Coordinator and MSW Interns conducted 36 Brief interventions this school year. Of those 36 Brief interventions, 16 of them required two or more check-ins and/or follow-ups. While Brief interventions appear to be significantly less than prior years, the number of multiple check-ins and follow-up would almost double the total number.

In addition to individual therapy and Brief interventions, the McKinley school-based mental health program was able to provide 1 counseling group, 1 parent workshop, 1 Reflective Parenting Program group, 6 virtual COVID-19 classroom workshops, 9 return to in-person learning social-emotional classroom workshops, 1 continuing with distance learning classroom workshop, co-facilitate a social-emotional professional development presentation with 27 staff participants, and the annual staff suicide and depression presentation. One of the school year successes was the constant and continued collaboration between administration, the McKinley School Site Coordinator, and the school psychologist with workshops, which in prior years was difficult to organize and deliver. This was a major highlight because all students and staff were reached through these workshops and presentations. The McKinley School Site Coordinator, alone, reached a total of 133 students with the COVID-19 wellness and anti-racism workshop, 152 students with the return to in-person social-emotional wellness workshop, and 26 students with the continuing distance-learning social-emotional wellness workshop. That is a total of 311 students! The McKinley School Site Coordinator prepared and provided a virtual COVID-19 resource folder with 60 items made available to families and staff, a virtual winter break resource and activities folder with 55 items made available to families and staff, and 34 personal emails sent to teachers and support staff with resources on burnout and self-care. Finally, although this was a very challenging year, the McKinley school-based program had 0 risk assessments and 0 DCFS reports. This is a highlight because in previous years there have been multiple risk assessments, hospitalizations, and DCFS reports and investigations.

Lastly, McKinley and FSSM will be undergoing another significant change due to McKinley’s School Site Coordinator transitioning out of FSSM after two years and a half in her role. Fortunately, the Coordinator was able to successfully finish the school year and is providing support with the hiring of the successor. During the year-end meeting, the Coordinator, Manager of School-Based Services, Principal, and City analyst were able to come together to discuss the successes, challenges, and upcoming transitions in order to plan for the next school year. The prominent theme from prior school years and this school year is intentionality with following the program plan to model boundary setting and self-care to the McKinley community. Often the McKinley School Site Coordinator and the MSW Interns are asked to do things that are not included in the program plan but are legitimate needs of the school community. As mentioned above, this has been a very trying time for everyone, and that includes the McKinley School Site Coordinator and MSW interns. McKinley continues to have significant needs despite the reality of limited resources and funding.

###### SECTION II: ASSESSMENT, EVALUATION AND PARTICIPANT INVOLVEMENT

As part of Vista del Mar, FSSM’s programs are formally reviewed by the larger agency’s Quality Management Department’s annual review of programs. In addition, FSSM participates in VDM’s extensive accreditation process every three years that involves review of all programs and procedures to assure best practice service delivery. We use a biannual review of services, demographics and outcome measures for all program participants to evaluate our overall program. For Evidenced-based practices, we participate with DMH to collect data and evaluate outcomes.

Program participant outcomes were collected pre- and post-intervention by our staff and interns using the following:

a. *90-day treatment plan reviews:* A review of each client’s individual treatment plan is conducted every 3 months to determine progress made toward goals and additional needs.

b. *Youth Outcomes Questionnaire (YOQ and YOQ-SR):* For children and youth, the Youth Outcomes Questionnaire (YOQ), is a parent-response measure for all clients ages 4 to 17; the Youth Outcomes Questionnaire-Self Report (YOQ-SR) is the client-response version, administered to all clients ages 12 to 18. These measures allow clinicians to make a closer examination of key symptomatology, including anxiety and depression, as well as critical items such as psychosis, harm to others, and self-harm. The use of these measures allows us to make comparisons at 6-month intervals, as well as in looking at overall progress from admission to discharge.

c. *Report Cards, teacher’s verbal reports:* To track academic progress for those students identified with this challenge on the counseling referral form.

d. *Reflective Parenting questionnaire:* Post-test measure to determine increase in reflective functioning and parents’ ability to manage their child’s challenging behaviors

e. *Transition workshop pre- and post-tests/evaluation tools:* all 5th graders will complete the Child Youth Resilience Measure (CYRM). The CYRM is a 12-item questionnaire that explores the resources (individual, relational, communal and cultural) that may bolster the resilience of youth aged 9- to 23-years-old. The measure was designed as part of the International Resilience Project, which was conducted by the Resilience Research Centre in collaboration with 14 communities in 11 countries around the world. The CYRM is also available in a version that can be used with younger children, adults, and primary caregivers of children and youth. The CYRM will be used as a screening tool to identify student needs that we may be able to support the student such as community resource linkages with our community partners that may be useful and serve as protective factors as they enter middle school. This measure separates into subcategories such as individual/personal skills, social skills, context & sense of belonging. The lower the subscale categories, the lower the resiliency which is associated with higher risk or vulnerability to several psychosocial stressors such as transitioning to a new school environment such as middle school. Students who were identified and participated in group will complete a post group questionnaire to assess their overall experience in group.

f. *Group counseling pre and post-tests:* questionnaires designed specifically for counseling groups on adoption, relaxation/yoga, grief, family changes, and social skills to measure increase in knowledge and skills.

g*. Case management tracking form:* To be used for any student who needs referrals to outside resources (those in brief or long-term counseling or those reached through kindergarten transition outreach), to closely track follow up and linkages to outside referrals.

Most of these measures are collected with participant involvement, and specific outcomes on these measures will be reported as indicated in Section VII.

###### SECTION III: BOARD INVOLVEMENT

The Board meets quarterly. In addition to regularly scheduled Board Meetings there are committee meetings including Education, Program and Outcomes Finance, Governance, Development, Audit and Investment. For the reporting period January-June 2021, the Board met on April 21, 2021, and on June 16, 2021. 17 members attended the April meeting, and 16 members attended the June meeting. The remaining meetings for 2021 will be on September 22, 2021, and December 8, 2021.

The Board is overseeing the Strategic Plan ensuring that goals and standards are being met. Vista hired a Director of Government and Strategic Affairs that has already been instrumental in orchestrating relationships with local government officials and spearheading legislative changes.

During this period, the Board has participated in a Feed-A-Family campaign to assist clients across all programs as well as an online campaign in which the donations supported programs. A capital campaign for the Glorya Kaufman Performing Arts center is in the planning stages and will be the main fundraising focus this year.

Currently none of our board members live, work, or reside in Santa Monica, but several do business or have clients within Santa Monica as well as the immediate surrounding communities of the Palisades, Venice, Marina Del Rey, and West Los Angeles, many of whom support events and organizations in the Santa Monica Community as well as the greater Los Angeles County.

Currently the Board consists of 26 members, 1 of which is a consumer member and 1 constituent member. We have 1 vacant Board Member seat. Vista has a nominating committee and nominating process that will be followed. In addition to this, there are plans to add a few honorary board seats from the government sector to address our needs in the area of government affairs. When we attempt to identify new members, we have a major goal of diversity and inclusion, both in terms of ethnicity, gender, and skillset.

###### SECTION IV: STAFFING PATTERN

In May 2021, the FSSM School Program Supervisor was promoted to Manager of School-based Services. She continues to oversee this program and remains under the direction of FSSM’s Program Director and FSSM’s Clinical Director. The Program Director supports with all operations of the program and the Clinical Director continues to serve as the agency’s main clinical resource and support when it comes to staff clinical support, clinical trainings, professional development and quality assurance. All four School Site Coordinators completed the licensure process during this reporting period and now hold the professional license/title of Licensed Clinical Social Worker (LCSW). In addition, the Site Coordinator at Edison Language Academy will remain with FSSM but is transitioning to an agency position, so there is currently a vacancy at Edison. Our plan is to have all site coordinator positions filled by the start of the SMMUSD 21-22 school year. The Site Coordinator at McKinley Elementary transitioned out of the agency in July 2021, so there is also a vacancy at McKinley Elementary. At SAMOHI, the Site Coordinator will transition out her role in August 2021. An MSW Associate, was hired in July 2021 as the new SAMOHI Coordinator. The FSSM Program Director resigned from her position and is expected to leave the agency during the next reporting period. A new Program Director has been identified and will join FSSM in September 2021.

Volunteers and Interns:

a. Due to confidentiality, the program does not use volunteers. However, four FSSM graduate-level interns from USC and UCLA schools of Social Work are placed at the four school sites. Each MSW intern is working towards an additional PPS credential that includes required class work and training specifically for working within a school system.

b. The program currently places four MSW interns at a primary placement, meaning one will be providing services at each school site 10 hours weekly. Interns provide case management and counseling for a caseload of participants. Those interns will also co-facilitate groups.

c. The interns are current graduate students and are selected through a competitive interview process. Interns are supervised individually one hour per week and attend group supervision two hours per week; they also receive guidance from the on-site staff therapist. This guidance includes prepping and debriefing each group, reviewing and advising regarding intake/treatment planning and negotiating the school/community systems to provide best support to children and families. Training includes bi-monthly clinical in-services as well as opportunities to attend clinically--focused lectures.

**SECTION V: SPECIAL FUNDING CONDITIONS**

**Standard Funding Conditions:**

1) FSSM continues to participate in the City’s effort to develop an outcomes measurement system to better track Human Services (HSD) program demographics and outcomes. While we have not attended any formal consultation meetings, we continue to be prepared and willing to share demographic data as requested by the City. As previously mentioned, the agency maintains tracking logs that identify and monitor various demographic information and outcomes.

2) FSSM continues to make an effort to be proactive in its adherence to COVID-19 safety protocols. In March 2020, we quickly adjusted our formal operations, closed our physical location to the public, and limited individual traffic through the agency. We have continued to operate under similar conditions. We have limited the number of staff/interns who are permitted on-site at any given time and encouraged remote operations. All our services, including groups and our staff-related meetings, are held via Zoom or Microsoft Teams. In response to a spike in documented COVID-19 cases in December 2020, we closed our physical location completely for two weeks during the winter holidays. Sanitizing products and PPE are readily available to all staff/interns. Face masks are mandatory for anyone who is on-site. Additionally, we have installed a locked mailbox in front of our building to increase accessibility to the community; this serves as a no-contact method for clients to drop-off documents associated with service delivery. FSSM will continue to adhere to local, county, state, and federal guidelines with respect to operations during the COVID-19 pandemic.

3) At FSSM, attention to racial equity, diversity, and cultural competency has historically been a priority, and will continue to be so indefinitely. We recognize the variety of disparities among the community we serve and understand the significant role that race, particularly systemic racism, plays in these inequities. Our leadership team at FSSM, and at our parent agency, Vista Del Mar, participate in on-going workshops, training, and discussions that focus on addressing inequities and promoting diversity. FSSM has incorporated this priority into its infrastructure and agency culture through the development of a Cultural Climate Committee and Affinity Groups. This committee and these groups serve to provide our staff and interns with a space to explore the intersection of race, diversity, and culture with our roles as clinicians, as well as how these aspects impact our clients and the clinical work, we do with them. Additionally, we focus on incorporating a culturally competent perspective in the training we provide throughout the year. We also hold the expectation that our staff and interns are individually responsible for seeking knowledge and exposure to issues of racial inequity, diversity, and cultural competency outside of their time with FSSM.

The current VDM Board of Directors is comprised of 11 women and 15 men, of whom 22 are Caucasian, 1 African American, 2 Hispanic/Latino and 1 person of Middle Eastern decent.

Our Executive Management Team currently consists of 14 members – 11 women and 3 men of whom 10 are of Caucasian lineage, 1 person of Hispanic origin and 3 African American.

The supervisory staff of the SBS program is comprised of 4 women: 1 person of Caucasian lineage, 2 of African American and 1 Hispanic/Latino.

4) FSSM tracks and monitors for housing instability during our intake and assessment process. Individual clinicians provide support to clients, as needed, with respect to housing resources and linkages. Additionally, our Manager of Community Outreach and Clinical Director disseminate resources and information to our staff and interns regarding housing opportunities.

**Youth and Families Agencies:**

1) FSSM continues to actively participate in Santa Monica Cradle to Career (SMC2C) meetings and initiatives. Our Early Childhood Well-Being Program (ECWP) staff regularly attend and/or host the Resource Network Meeting, the Early Childhood Task Force (ECTF) and its Steering Committee.

2) FSSM continues to collaborate with the city and various community partners to provide coordinated care to the community in the aftermath of a crisis. While we have been able to prioritize community members who are impacted by COVID-19, we have not offered any Brief Intervention services through the agency during this reporting period. Virtual brief intervention sessions have been offered in our school program to support the needs of the student community, parents and school staff.

**School-Based Mental Health Programs:**

1) Programming is provided 12 months of the year. In the summer, the Site Coordinators continued to provide individual services and all saw an average of 7-10 weekly clients (about 30 students total). This included ongoing phone consultations and collateral sessions with parents. Likewise, Site Coordinators remained available to consult with teachers and administrators working during summer school session in order to provide psychoeducation and social emotional learning supports. Although our school staff was not able to support any City programming this summer (e.g. through VAP Summer Wellness workshops or Rosie’s Girls) due to COVID-19, they remained available to consult with community partners given their close collaboration during the school year.

2) Of the 112 unduplicated students/families that received services by year-end (105 in Individual and 7 in Group services), 56 had Medi-Cal, 51 had private Insurance, and 5 were uninsured. Of the 105 unduplicated students that received Individual Counseling, only 31 (30%) were provided services through City funding. The other 74 (70%) students were served through funding provided by our Los Angeles County Department of Mental Health (DMH) contracted funding. Every reporting period, FSSM consistently exceeds the participant numbers included in the program plan and has had to utilize alternate funding streams to supplement gaps in service delivery. The 12% reduction in City funding due to the pandemic has impacted the ability for the agency to serve as many students who do not have Medi-Cal insurance, leaving us to adapt our services and source additional funds to cover the cost of services so that no child or family is turned away. While City funding has reduced and demand for individual counseling services has increased during the pandemic, it has forced our program to adapt and source funding dollars to attempt to meet this ever-growing need. FSSM has resourced specific funding dollars, *OCS NON-Medi-Cal* of our LA County DMH contract. This has temporarily allowed our program to service the students referred who may not be insured or who are ‘underinsured’ meaning their current insurance does not provide the access and frequency of mental health services that align with the students’ assessed needs. We are grateful to have this alternative resource available in our funding contract, but we recognize that this may be only a temporary resolution to an ongoing concern of the increased need of the community, matched with reduced City funding for our program. We hope that this data highlights the need for continued conversation of the need for additional funding to meet the increasing needs of the student community in Santa Monica. Before year-end, FSSM had already expensed all OCS NO MC funding and had to rely on grants and private foundations to resource additional dollars to continue providing ongoing weekly mental health care for students so that services were not disrupted due to lack of funding.

3) McKinley, Edison and John Muir will be staffed with 0.8 FTE bilingual clinicians, and Samohi with one 0.50 FTE clinician all of whom are licensed or registered with the Board of Behavioral Sciences (BBS). There were no changes in target populations, service levels, or scope of service delivery aside from the transition to telehealth and remote services outlined in Exhibit A.

4) At year-end there were no students discussed with CREST staff. This was due to the drastic budget cuts, changes in personnel, and furloughs to the CREST program taken into effect right before this reporting period began. Though there were FSSM staff available to consult if needed, there were no CREST staff based at the three elementary sites where our coordinators are placed, making it difficult to coordinate closely and consistently as in previous reporting periods. Still, FSSM did provide support to almost 50 City of Santa Monica staff during a Trauma & Resilience Training in August 2020. FSSM also remained available to provide 1:1 consultation and coaching on supportive behavioral interventions to support students and to discuss best practices with CREST and City staff as needed.

5) Mid-year and year-end review meetings were offered to school principals and/or relevant administrators by School Site Coordinators to discuss how the year was progressing. There was no need for the Manager of School-based Services and School Site Coordinators to meet with administrators at this time given bi-weekly admin meetings taking place at almost every school site. Year-end meetings were scheduled to discuss 1) number of students seen during the year, 2) year-end accomplishments and challenges, and 3) rosters and goals for the coming year. These were held for all sites except for Muir Elementary due to the Site Coordinator being out on extended leave due to an injury.

6) FSSM will continue to coordinate and refer families from the school-based program to agency for services.

**SECTION VI: DEMOGRAPHICS**

The following tables track data on program participant needs and the inter-agency relationships utilized to address them. Please provide this information as completely and accurately as possible for participants entering your program.

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT OF ADDITIONAL SERVICE NEEDS****(Santa Monica Participants)** | **FY 20-21****Number Responding “Yes”****at Mid-year** | **FY 20-21****Number Responding “Yes”****at Year-end** |
| 1. “Do you or anyone in your household have unmet employment needs?”
 | 4 | 6 |
| 1. ”Have you missed or been late on a home rental or mortgage payment within the last 12 months?”
 | 1 | 3 |
| 1. “Do you or anyone in your household have an unmet childcare/afterschool need?”
 | 0 | 1 |

|  |  |  |
| --- | --- | --- |
| **INCOMING PARTICIPANT REFERRALS** **(Santa Monica Participants)** | **FY 20-21****Number****at Mid-year** | **FY 20-21****Number****at Year-end** |
| Participants referred by another agency | 0 | 0 |
|  **Please list the top 3 referring agencies** |  |  |
| * 1. **SMMUSD**
 | 68 | 95 |
|  |  |  |
|  |  |  |

**SECTION VII: PROGRAM SERVICES AND OUTCOMES**

Provide a status report on the program activity levels and outcomes for Santa Monica program participants as indicated in Section III of your Program Plan. Examples have been provided for your reference; please insert rows as needed to align with your Program Plan. For outcome achievement not documented in a report, please provide narrative explanation and/or documentation of how outcome data is captured.

| **OUTPUTS AS SHOWN IN PROGRAM PLAN** | **OUTPUT STATUS REPORT**(Actual number of unduplicated persons who received/participated in the output during the reporting period) | **OUTCOMES AS SHOWN IN PROGRAM PLAN** | **OUTCOME STATUS REPORT**(Actual number and percentage of unduplicated participants who achieved the outcome during the reporting period) |
| --- | --- | --- | --- |
| Individual Counseling and Case Management (6 or more sessions) | 105 unduplicated students served by year-end *(more than double of 57 year-end goal)** Elementary: 50 students
* Samohi: 55 students
 | Of the clients who completed a minimum of six months of treatment, the following will occur:70% of students will demonstrate improvement in their social, emotional, school, or vocational functioning, as measured by any decrease in the total score over a 6-month interval of treatment on their YOQ measure.100% of students referred for having an academic concern, attendance issue, or disciplinary measure will be counted by year-end. | 69 students have been in therapy for six months or more. Of the 69 students, 44 (64%) reported a decreased YOQ score at the end of treatment. * Elementary: 22 out of 35
* Samohi: 22 out of 34

Academic: 49Attendance: 11Discipline: 23 |
| Reflective Parenting Groups – Elementary and High School | 2 Elementary RPP groups offered in Spring 2021 to Muir, McKinley and Edison parents.English group: 12 parents completedSpanish group: 3 parents completed *One additional English SMMUSD funded group (high school):10 parents completed**One additional Spanish SMMUSD funded group (high school): 6 parents completed* | 75% of the parents who complete this series will report an increased ability to improve self-reflective functioning to better manage their child’s challenging behaviors. | Of the parents who completed the series and evaluations, 100% reported improved self-reflective functioning at the end of group. |
| Elementary Parent outreach and support: One-time parent workshops and forums | At year-end, 3 parent workshops were offered:* McKinley (English): Supporting Yourself and Your Child(ren) During Trying Times
* Muir (Bilingual): Supporting Yourself and Your Child(ren) During Trying Times
* Muir (Bilingual): Supporting Yourself and Your Child(ren) During The Transition Back to School

*No Edison parent workshop offered due to difficulties coordinating and scheduling, but goal of 3 workshops still met.* | 70% of workshop participants will report positive benefit of participating in the workshop as reported in completed post-workshop questionnaires. | McKinley: 9 participants, 0 post questionnaires collected due to last minute request for school site coordinator to offer this workshop through the Parent Academy.Muir: 5 participants, 3 post questionnaires completed. 100% reported positive benefit.Muir: 5 participants, 1 post questionnaire completed. 100% reported positive benefit. |
| 5th Grade transition to middle school program | 1 Transition to Middle School Program workshop offered to all 5th graders at McKinley, Edison and Muir. * 17 students attended
 | 70% student participants will report positive benefit of participating in group as reported in completed post-group questionnaires. | Of the 5 student evaluations submitted, 100% reported a positive benefit after completing the transitions workshop. |
| Elementary and High School Group Counseling | At year-end, 7 unduplicated students participated in group counseling *(year-end target 32 students).** McKinley: 2nd/3rd Grade Friendship Group – 4 students completed
* Samohi: 9th Grade Girls group – 3 students completed
 | 70% of all students who participate in counseling groups will demonstrate measurable improvement from pre to post test on the questionnaire appropriate to their group topic. | Of the participants that completed both a pre and a post questionnaire, 50% demonstrated measurable improvement from the pre and post-test questionnaire. |
| Brief Interventions | At year-end, 56 unduplicated studentsreceived support through a Brief Intervention.* 38 across elementary sites
* 18 at Samohi
 | 70% of students/families will be referred to an outside resource through intensive case management and follow-up as reported on the case management tracking form. | Of the 56 Briefs offered at year-end, only 4 students required case management/resource linkage outside of FSSM. Of the 4 students referred to an outside provider, 4 (100%) were successfully linked. |
| Elementary Classroom Workshop*s* *(Please note these workshops were not included in the revised program plan. There were 10 additional student workshops offered in the Spring semester –17 total—in collaboration with INN2 in which another 152 students were reached, but post questionnaires were not obtained.)* | Although classroom workshops are no longer in the revised program plan due to reduced City funding, 7 classroom workshops were offered due to pivots related to COVID-19 and Distance Learning.* Muir: “Coping with Multiple Losses” – 4th grade; 25 students
* McKinley: “Covid-19 & Racial Justice” – K, 2nd, 4th, 5th grades; 133 students
 | 70% of workshop participants will report positive benefit in attending workshop as reported in completed post-workshop questionnaires. | Of the 133 participants that completed post-workshop surveys (76), 86% reported either ‘MAYBE’ or ‘YES’ to positive benefit.* 14 reported ‘MAYBE”
* 51 reported ‘YES’ to positive benefit
 |

######

###### VARIANCE REPORT:

***Transition to Middle School Program:*** Due to difficulties scheduling and coordinating counseling groups this year (as demonstrated in the first semester and across all mental health agencies), the SBS team pivoted to offer 1 Virtual Transitions Workshop offered to all 5th grade students across all three elementary sites. Because only 17 students attended this workshop despite outreach and promotion efforts, the goal of reaching 48 5th grade students through the 5th Grade Transition Program was not met.

***Elementary and High School Group Counseling***: At year-end, 7 unduplicated students participated in Group Counseling and 50% reported improvement, less than half of the 32 students and 70% year-end goal. This is likely due to difficulties obtaining both pre and post questionnaires from all participants and school staff referring less students to participate in groups. This is attributed to difficulties engaging students, assessing for signs that they could benefit from a group setting, and overall challenges with coordinating/offering groups during the virtual school day. Parents, school staff and Site Coordinators reported difficulties offering additional supports during distance learning due to challenges with scheduling “pull out” services during both synchronous and asynchronous class time. For this reason, Site Coordinators pivoted and adjusted by agreeing to offer classroom workshops despite these being removed from the program plan as a result of reduced City funding (see below).

***Classroom Workshops***: Although classroom workshops were eliminated from the program plan due to having to scale back services as a result of reduced funding, Site Coordinators pivoted and offered a total of 17 classroom workshops (10 in collaboration with the DMH Innovation 2 Grant) to account for increased challenges coordinating and offering counseling groups. 285 students were reached in these 17 classroom workshops and 86% of those who completed outcome measures reported ‘Maybe’ or ‘Yes’ to a positive benefit. Site Coordinators offered Social Emotional Learning support by discussing collective grief due to COVID-19 and civil unrest related to ongoing racism.

**SECTION VII: PROPERTY MANAGEMENT**

N/A

**By submitting this report to the Housing and Human Services Division, I certify that this report is true, complete and accurate to the best of my knowledge and that all disbursements have been made in compliance with the conditions of the Grantee Agreement and for the purposes indicated.**