



1340 Arnold Drive, Suite 200, Martinez, Ca 94553 | Phone: (925) 313-9553 | Fax: (925) 957-5156
cchealth.org

**Mental Health Commission
Quality of Care Committee Meeting
Thursday, October 19, 2023, 3:30-5:00 pm**

This Meeting will be held in person and via Zoom 'Hybrid'

VIA: Zoom Teleconference: <https://zoom.us/j/5437776481>

Meeting number: 543 777 6481 | Join by phone: 1 669 900 6833 US | Access code: 543 777 6481

In Person: 1340 Arnold Drive, Suite 126, Martinez, CA 94553

AGENDA

I. Call to order/Introductions

II. Public comments

In accordance with the **Brown Act**, if a member of the public addresses an item not on the agenda, no response, discussion, or action on the item will occur, except for the purpose of clarification.

III. Commissioner comments

IV. Chair comments

V. APPROVE minutes from August 17th, 2023, Quality of Care meeting

VI. DISCUSS entire EQRO report with a focus on 1) evaluating Behavioral Health Services (BHS) plans for improvements; and 2) understanding what improvements were made during 2021 to 2022. Develop list of questions for BHS

VII. DEVELOP questions for November Commission meeting presentation by BHS and Indigo Consulting on what has been learned regarding the Behavioral Health Continuum Infrastructure Program (BHCIP) and Behavioral Health Bridge Housing (BHBH) grant development and submission process

VIII. UPDATE on Vicente Martinez High School Site Visit taking place on October 27, 2023 - Commissioner Barbara Serwin

IX. Adjourn

ATTACHMENTS:

A. EQRO Report link: [CAEQRO-Report-2022-2023.pdf \(cchealth.org\)](#)

B. Vicente High School 2021-22 Annual Report for MHSA PEI Funded Programs

Any disclosable public records related to an open session item on a regular meeting agenda and distributed by the Executive Assistant to a majority of the members of the Mental Health Commission less than 96 hours prior to that meeting are available for public inspection at 1340 Arnold Drive, Suite 200, Martinez, CA 94553, during normal business hours. The Contra Costa County Mental Health Commission is appointed by the Board of Supervisors to advise them on all matters related to the county's mental health system, in accordance with mandates set forth in the California State Welfare & Institutions Code, Sections 5604 (a)(1)-5605.5. Any comments or recommendations made by the Mental Health Commission or its individual members do not represent the official position of the county or any of its officers. The Commission is pleased to make special accommodations, if needed, please call ahead at (925) 313-9553 to arrange.





Contra Costa Mental Health Commission

1340 Arnold Drive, Suite 200, Martinez, Ca 94553 | Phone: (925) 313-9553 | Fax: (925) 957-5156
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Mental Health Commission (MHC) Public Meeting Protocol Information

CONDUCT AGREEMENT

The input of all participants in the meeting is highly valued. In order for all voices to be expressed in a productive, safe and respectful environment, the following set of self-governance guides are asked of all participants:

- 1. We are committed to honoring people's time. Please help us by being on time, asking questions, speaking to the topic at hand, and allowing for others to speak.**
- 2. Please keep yourself on mute unless you are speaking. **(see email, keep on mute)***
- 3. Wait to be recognized, before commenting and keep your comments direct and brief.**
- 4. It is okay to disagree, as different perspectives are welcomed and encouraged. Please be polite and respectful and allow others to voice their views as well.**
- 5. Please refrain from criticizing a specific person or viewpoint in a negative manner during the meeting. Outside of the meeting, you may connect with MHC Commissioners and staff for assistance in having your concerns heard and addressed through the appropriate channels.**
- 6. Avoid providing any distractions, such as side bar conversations.**
- 7. An individual may be asked to leave should they behave in a manner that threatens the safety of any participant or does not honor the terms of these guidelines.**





Behavioral Health Concepts, Inc.
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FY 2022-23 MEDI-CAL SPECIALTY BEHAVIORAL HEALTH EXTERNAL QUALITY REVIEW

CONTRA COSTA FINAL REPORT

MHP

DMC-ODS

Prepared for:

**California Department of
Health Care Services (DHCS)**

Review Dates:

January 18-19, 2023

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EXECUTIVE SUMMARY

Highlights from the Fiscal Year (FY) 2022-23 Mental Health Plan (MHP) External Quality Review (EQR) are included in this summary to provide the reader with a brief reference, while detailed findings are identified throughout the following report. In this report, “Contra Costa” may be used to identify the Contra Costa County MHP, unless otherwise indicated.

MHP INFORMATION

Review Type — Virtual

Date of Review — January 18-19, 2023

MHP Size — Large

MHP Region — Bay Area

SUMMARY OF FINDINGS

The California External Quality Review Organization (CalEQRO) evaluated the MHP on the degree to which it addressed FY 2021-22 EQR recommendations for improvement; four categories of Key Components that impact beneficiary outcomes; activity regarding Performance Improvement Projects (PIPs); and beneficiary feedback obtained through focus groups. Summary findings include:

Table A: Summary of Response to Recommendations

# of FY 2021-22 EQR Recommendations	# Fully Addressed	# Partially Addressed	# Not Addressed
6	5	1	0

Table B: Summary of Key Components

Summary of Key Components	Number of Items Rated	# Met	# Partial	# Not Met
Access to Care	4	3	1	0
Timeliness of Care	6	5	1	0
Quality of Care	10	4	6	0
Information Systems (IS)	6	4	2	0
TOTAL	26	16	10	0

Table C: Summary of PIP Submissions

Title	Type	Start Date	Phase	Confidence Validation Rating
Follow-Up After Emergency Department (ED) Visit for Mental Illness (FUM)	Clinical	09/2022	Planning and Implementation	Moderate
Gain-framed Provider Reminder Calls to Reduce No Shows to Initial Assessment Appointments	Non-Clinical	11/2021	Second Remeasurement	Moderate

Table D: Summary of Consumer/Family Focus Groups

Focus Group #	Focus Group Type	# of Participants
1	<input checked="" type="checkbox"/> Adults <input type="checkbox"/> Transition Aged Youth (TAY) <input type="checkbox"/> Family Members <input type="checkbox"/> Other	13
2	<input type="checkbox"/> Adults <input type="checkbox"/> Transition Aged Youth (TAY) <input checked="" type="checkbox"/> Family Members <input type="checkbox"/> Other	9

SUMMARY OF STRENGTHS, OPPORTUNITIES, AND RECOMMENDATIONS

The MHP demonstrated significant strengths in the following areas:

- The Anyone, Anywhere, Anytime (A3) reconfiguration of crisis services shows the promise of having services available at all times.
- Despite vacant positions, the Quality Improvement (QI) program is creative in its focus on quality and service improvements.
- The MHP’s method of analyzing Information Technology (IT), ensures projects are implemented efficiently and economically and are able to produce desired outcomes.
- Telehealth delivery is robust across both county and contract provider programs.
- The Access virtual assessment pilot shows the promise of accomplishing rapid intakes and assessments and reducing assessment no-shows.

The MHP was found to have notable opportunities for improvement in the following areas:

- The MHP continues to be impacted by capacity issues related to recruitment and retention challenges.
- The communication of California Advancing and Innovating Medi-Cal (CalAIM) changes to providers and others in utilization management need to be more comprehensive and consistent.

- The MHP does not yet have a comprehensive, ongoing Senate Bill (SB) 1291 monitoring process for contract providers.
- Claims denial rates are higher than statewide and may result in lost revenue.
- Community-based organizations (CBOs) must perform double data-entry, increasing the chances of errors.

Recommendations for improvement based upon this review include:

- Implement recruitment and retention strategies identified through staff input.
- Develop a clinical and utilization review documentation manual which incorporates recent DHCS findings.
- Develop a comprehensive SB 1291 medication monitoring process for both directly-operated and contract providers.
- Expand use of batch files or direct entry into MHP EHR for CBOs.
- Investigate claim denial reasons and develop a plan to reduce denials and recover lost revenue.

For full report, please go to the EQRO Report link:

<https://cchealth.org/mentalhealth/pdf/CAEQRO-Report-2022-2023.pdf>

INTRODUCTION

BASIS OF THE EXTERNAL QUALITY REVIEW

The United States Department of Health and Human Services Centers for Medicare and Medicaid Services (CMS) requires an annual, independent external evaluation of State Medicaid Managed Care Organizations (MCOs) by an External Quality Review Organization (EQRO). The EQRO conducts an EQR that is an analysis and evaluation of aggregate information on access, timeliness, and quality of health care services furnished by Prepaid Inpatient Health Plans (PIHPs) and their contractors to recipients of State Medicaid (Medi-Cal in California) Managed Care Services. The Code of Federal Regulations (CFR) specifies the EQR requirements (42 CFR § 438, subpart E), and CMS develops protocols to guide the annual EQR process; the most recent protocol was updated in October 2019.

The State of California Department of Health Care Services (DHCS) contracts with 56 county MHPs, comprised of 58 counties, to provide specialty mental health services (SMHS) to Medi-Cal beneficiaries under the provisions of Title XIX of the federal Social Security Act. As PIHPs, the CMS rules apply to each Medi-Cal MHP. DHCS contracts with Behavioral Health Concepts, Inc. (BHC), the CalEQRO to review and evaluate the care provided to the Medi-Cal beneficiaries.

DHCS requires the CalEQRO to evaluate MHPs on the following: delivery of SMHS in a culturally competent manner, coordination of care with other healthcare providers, beneficiary satisfaction, and services provided to Medi-Cal eligible minor and non-minor dependents in foster care (FC) as per California SB 1291 (Section 14717.5 of the California Welfare and Institutions Code [WIC]). CalEQRO also considers the State of California requirements pertaining to Network Adequacy (NA) as set forth in California Assembly Bill 205 (WIC Section 14197.05).

This report presents the FY 2022-23 findings of the EQR for Contra Costa County MHP by BHC, conducted as virtual review on January 18-19, 2023.

REVIEW METHODOLOGY

CalEQRO's review emphasizes the MHP's use of data to promote quality and improve performance. Review teams are comprised of staff who have subject matter expertise in the public mental health (MH) system, including former directors, IS administrators, and individuals with lived experience as consumers or family members served by SMHS systems of care. Collectively, the review teams utilize qualitative and quantitative techniques to analyze data, review MHP-submitted documentation, and conduct interviews with key county staff, contracted providers, advisory groups, beneficiaries, family members, and other stakeholders. At the conclusion of the EQR process, CalEQRO produces a technical report that synthesizes information, draws upon prior year's findings, and identifies system-level strengths, opportunities for improvement, and recommendations to improve quality.

PEI ANNUAL REPORTING FORM

EARLY INTERVENTION REPORTING FORM

FISCAL YEAR: 2021-2022

Agency/Program Name: Vicente Martinez High School & Martinez Unified School District C.O.R.E. - Community Optimizing Resources for Empowerment

PEI STRATEGIES:

Please check all strategies that your program employs:

Provide access and linkage to mental health care

Improve timely access to mental health services for underserved

populations Use strategies that are non-stigmatizing and non-

discriminatory

SERVICES PROVIDED / ACTIVITIES:

Please describe the services you provided in the past reporting period. Please include types of problems/needs addressed, any activities that address these problems/needs, and any functional outcomes targeted by the services provided.

The Prevention and Early Intervention (PEI) program at Vicente Martinez High School and Briones School is called C.O.R.E. which stands for Community Optimizing Resources for Empowerment. C.O.R.E. is an integrated mental health focused learning experience for 9th-12th grade at-risk students of all cultural backgrounds. The program is facilitated by Martinez Unified School District (MUSD). We provide 9th-12th grade at-risk students a variety of experiential and leadership opportunities that support social, emotional and behavioral health, career exposure and academic growth while also encouraging, linking and increasing student access to direct mental health services.

Key services include student activities that support:

1. Individualized learning plans
2. Mindfulness and stress management interventions
3. Timely access and linkage to direct mental health counseling
4. Team and community building

5. Character, leadership and asset development
6. Career-focused preparation and internships
7. Parent involvement
8. Outreach

Services support achievement of a high school diploma, transferable career skills, college readiness, post-secondary training and enrollment, democratic participation, social and emotional literacy and mental/behavioral health. PEI services are provided by credentialed teachers and an administrator, qualified office staff, marriage family therapist, a Pupil Personnel Services credentialed academic counselor. All students also have access to licensed Mental Health Counselors for individual and group counseling.

All students enrolled in Vicente and Briones have access to the variety of PEI intervention services through in-school choices that meet their individual learning goals. Students sometimes switch between Vicente and Briones schools at different points in the school year. Mental health and social emotional activities and services are offered to all students at both schools and are deeply integrated into the Vicente school day. Data is collected for all students who participate in these programs no matter which school they attend, but demographics and statistics are based upon Vicente total enrollment.

This year the PEI program continued providing students experiential opportunities that fostered a strong sense of positive, personal identity, leadership skills and intergenerational connection to the community and place that they live. These opportunities provided students an alternative to a traditional high school education while they continue to make progress toward earning the necessary credits for an accredited high school diploma. Experiences that enriched the curricula are presented below in the following categories:

- Service Learning
- Team-based Projects
- Career-Focused Internships
- Mental Health Focus
- Leadership Development
- Academic Skills Development
- College and Careers

· Teacher and Staff Professional Development

Service Learning: Due to the ongoing COVID-19 pandemic, service learning projects were limited. Students participated in several volunteer projects with Feet First Foundation.

Career-Focused Internships: The internship program continued to be paused due to the pandemic.

Mental Health Focus: Students continue to participate in holistic health activities and seminars that support their emotional, social and academic health.

Leadership Development: Students continue to participate in leadership programs and mentorships that support students needing increased academic or emotional skill development.

Academic Skills Development: Students continue to receive academic instruction and support from teachers/contracted service providers through integrated, project-based curriculum, specific academic skills instruction and individualized, differentiated instruction.

College and Careers: Students continue to be exposed to a variety of careers and colleges through guest speakers, introduction to internship seminars and field trips in order to help them prepare for a successful transition into independent adulthood.

Teacher Professional Development: Teachers continue to attend professional development opportunities to increase knowledge about supporting at-risk students.

Outreach: Vicente Martinez High School continues to advertise the program and to inform the public about the educational opportunities that the school offers for at-risk students and to dispel misconceptions about the school and the population who attend the school.

Vicente/Briones staff and outside service providers have worked cooperatively to continue to create opportunities for all students to develop academically, socially, emotionally and mentally through participation in hands-on, place-based learning and experiential projects. Currently, all Vicente teachers and staff are actively engaged in supporting and implementing PEI program services.

Service Learning: One of our PEI fundamental values is Service. To that end, staff place great emphasis upon student participation in service learning opportunities. Vicente and Briones require seniors to volunteer for at least 15 hours their final year and many

participate in more than that. Due to the ongoing COVID-19 pandemic, the service learning requirement was suspended. Many students still chose to participate in service learning opportunities presented by Vicente and Briones staff.

- **Feet First Car Show:** Students volunteered at multiple car shows helping with crowd control and set up and tear down.
- **MEF Run:** Students and staff volunteered at the Martinez Education Foundation Run for Education, which is a fundraiser for Martinez Unified School District schools.
- **Service-learning guest speakers & presentations:** Service-learning focused guest speakers shared their experience, passion and expertise with students. Students were positively engaged, asking questions and some of whom committed to participating in various aspects of the speakers' groups.
- **Career-Focused Internships:** The internship program was limited due to the COVID-19 pandemic.. All students at Vicente and Briones were given the opportunity to apply, interview and participate in these career-focused internships. Internships for the year included:
 - **Culinary Academy:** This program was offered in a modified format this year due to COVID-19. This ten week program is sponsored by Loaves and Fishes and is located at their headquarters in Martinez where students learn culinary skills four days a week after school. Training in a state of the art kitchen provided by Loaves and Fishes has inspired some of our students to move forward in this career pathway. Students reported going long hours or entire days without eating in their homes, and since attending the culinary program they've gained skills to make food on their own. Students who participate and complete the program become certified food handlers. All students who have participated have been hired in the hospitality industry and have been offered enrollment in Diablo Valley College's culinary certificate program, which is an impacted program.
 - **Martinez Early Intervention Preschool Program:** This program was not offered this year due to COVID-19, but will resume next school year. Twice per week there are classroom aides in special needs classrooms at our district's preschool program.
 - **Career and Internship Focused Guest Speakers:** There were a variety of guest speakers throughout the school year.

Mental Health Focus: All Vicente and Briones staff seek to infuse a social-emotional and mental health focus into every aspect of each student's experience. Students participate in holistic health activities and seminars that support their emotional, social and academic health. This school year we had one full time time mental health counselor on campus daily and two part time counseling interns. When once students were resistant to participating in mental health counseling, now it is the norm among our students.

- **COPE Family Support Services:** PEI funds were utilized to contract with COPE Family Support Services. Social work and MFT interns provided virtual support for students and parents.

- **Feet First:** Thanks to a generous donor, a group of our students participated in Feet First. This program promotes discipline, self-awareness, empathy and self control while building self-confidence and increasing focus.

- **Boys' Group:** One of the mental health counseling interns started a Boys Group. This group met weekly to discuss the impact of cultural ideas of masculinity on their personal experiences.

- **Guest Speakers:** Speakers from Martinez Unified School District presented on their career path and educational experience. Mental Health focused guest speakers included Mothers Against Drunk Driving and Tobacco Use and Prevention Education.

- **MFT Counseling Opportunities:** Vicente and Briones students have access to individual and group mental health counseling.

- **Psychology Club:** Psychology Club met once a week for sessions during the school day with the mental health counselor. Students created group norms which were reviewed and agreed upon. Students were given the opportunity to choose what to learn about along the lines of behavioral health, throughout the year twelve students participated in Psych Club. Topics that were covered in depth included:

- stigma of mental and behavioral health
- substance abuse
- parent child relationships
- coping strategies

Allowing students to have a say in what they were learning and using teaching tools they were familiar with created a platform for safe sharing of personal experiences with the content they were learning about simultaneously. Often students had valuable moments of clarity in regards to their past or present experiences. The club continued their weekly podcast where they interview professionals in the field of psychology. They also produced 5 short films about mental health and suicide prevention for the Directing Change mini grant. One film was featured at the Contra Costa County Board of Supervisors meeting for May is Mental Health month.

- **Restorative Practices:** Vicente and Briones continued the work that we did over the last three years with Services that Encourage Effective Dialogue and Solutions (SEEDS) for restorative conversations and practices. We offer restorative circles with students when a wrong needed "righting" and in an effort to remedy challenges on campus instead of turning students away through suspension. Teachers and staff also learned strategies for working with students in the classroom in lieu of sending students to the office.

- **Sandy Hook Promise:** Students continued to access the Say Something Program and are able to anonymously report incidents of bullying and campus safety concerns.

Leadership Development: Many students volunteered for leadership roles in activities and events that were offered.

- **Get Real Academy:** Our Vicente mental health counselor coordinated the virtual participation of junior girls for the Get Real Academy. The girls attended various workshops on how to manage their finances, their health, solutions to violence, how to secure a job and insurance.
- **Academic Development:** Students continued to receive common core centered academic instruction and support from their Vicente and Briones teachers. Strategies used included integrated instruction, project/place-based curriculum, specific skill instruction and individualized and differentiated instruction.
- **Alternative School Setting:** Vicente Martinez High School and Briones School are both alternative school options. Both schools offer individualized, scaffolded and differentiated instruction, small class sizes, engaging activities, project based learning, skills instruction, on-line courses, self-pacing, flexible scheduling and chunking of instructions and assignments.
- **Individual Success Plans:** Teachers, the academic counselor and principal facilitated frequent check-ins with students. Students created goals for academic skills, attendance and self care. Their ultimate goals were chunked into small weekly goals and adjusted which the student reviewed every Friday.
- **Multi-Tier System of Support & Response to Intervention:** Vicente staff met weekly to discuss students of concern and academic progress of students. Staff came up with interventions and support for each individual student as needed based on their challenges and struggles. The principal developed a shared Google Doc where data was recorded on each individual student including attendance, credit accrual and social emotional wellness. Teachers and staff could view the document for insights about each student as well as provide their own comments about what was working for the student.

College and Careers: Students continued to be exposed to a variety of careers and colleges through guest speakers, introduction to internships, and seminars in order to help them successfully transition to young adulthood.

- **College Visits:** Students had the opportunity to virtually visit and tour Diablo Valley College.
- **Concurrent College Enrollment:** Ten Vicente and Briones students were concurrently enrolled at Diablo Valley College over the course of the school year. Our academic counselor and internship coordinator supported the students who were

enrolled by checking in with them. The objective was to provide support for students for them to be able to complete their courses successfully. Discussions took place among students regarding their successes and challenges.

- **FAFSA Support:** Seniors were offered individual instruction on how to complete and file the Free Application for Federal Student Aid (FAFSA). Most of our students qualify for some level of free assistance for college and most are unaware of this. Once they realize that funding is available this removes the financial obstacle for our students moving on to college.
- **Resume & Cover Letter Workshop:** Students received instruction and support in English classes to complete their resumes and cover letters.
- **Professional Development:** Teachers and staff continued to participate and lead professional development opportunities to increase their knowledge about how to better support at-risk students. Mental health counselor completed a four week Advancing Diversity, Equity and Inclusion for Therapists workshop. Mental Health Counselor teaches an ongoing course on TEAM-CBT Tips and Techniques for School-Based Practitioners.
- **Brief Intervention: An Approach for Substance Using Adolescents:** The mental health counselor provides a two session intervention for students who show up to school under the influence of a substance or who are being impacted by substance use. Students who agree to complete the sessions receive reduced days of suspension.
- **Restorative Practices:** Vicente and Briones continued to hone the skills they gleaned from their work with Services that Encourage Effective Dialogue and Solutions (SEEDS) for restorative conversations and practices. We held restorative circles with students when a wrong needed “righting” and in an effort to remedy challenges on campus instead of turning students away through suspension.

Outreach: Vicente and Briones continued its efforts to promote the program and to inform the public about the PEI opportunities. Most of our activities were adjusted to a virtual format.

- **Community Events:** The staff supported the development and student involvement in several community events.
- **Community Organizations:** The Vicente-Briones Psychology Club collaborates with local mental health agencies and interviews agency staff on their podcast.
- **New Family Orientation:** The principal meets one-on-one with each family before enrolling a student to orientate the family as to the school program, including the PEI services offered.

- **Partnerships:** We continued to work in partnership with Martinez Unified School District personnel and other local organizations to connect to various funding streams to support additional internships and service projects. We continued our work with the Contra Costa Crisis Center, Loaves and Fishes, Feet First, Sandy Hook Promise, Soroptomists, TUPE, Directing Change, COPE Family Services and the California Department of Education as well as local private families who provide funding for scholarships for our graduating seniors. Our Psychology Club received a \$1500 mini grant from Directing Change to help produce and promote mental health themed films.

- **Western Association of Schools and Colleges:** We remain fully accredited by the Western Association of Schools and Colleges (WASC). This means that all graduates receive a fully accredited high school diploma.

OUTCOMES AND MEASURES OF SUCCESS:

Please provide quantitative and qualitative data regarding your services.

- ***Which mental illness(es) were potentially early onset***
- ***How participant's early onset of a potentially serious mental illness was determined***
- ***List of indicators that measured reduction of prolonged suffering and other negative outcomes, and data to support overall reduction. Include how often data was collected and analyzed, as well as how the program evaluation reflects cultural competency and protects the integrity and confidentiality of the individuals served.***

The following are our outcome measures of success from the 2020-21 PEI work plan.

Engagement Focus:

1. Increase identification of students that have greater risk of developing a potentially severe mental illness and those who need additional supportive/protective factors.

2. Increase engagement of identified Vicente/Briones students in

services.

Short Term Focus:

1. Increase timely access and linkage to supportive and mental health services.
2. Increase mental health resilience among Vicente/Briones students.

Intermediate Focus:

1. Increase student ability to overcome social, emotional and academic challenges by working toward reduction of stigma and discrimination while increasing academic success, vocational awareness, relational vitality and the ability to set and achieve life goals.

VII. Outcome Measures of Success

Engagement Focus:

1. At least 85% of enrolled students will receive a) an orientation on program offerings, b) a self-identified needs assessment targeting risk factors that may include, but are not limited to, poverty, ongoing stress, trauma, racism, social inequity, substance abuse, domestic violence, previous mental illness, prolonged isolation.

- Met. This goal was met at a rate of 97%. The Adverse Childhood Events (ACE) needs assessments showed that Vicente students have an average score of 6. Those with a score of 4 or more are 460% more likely to experience depression and 1220% more likely to attempt suicide.

2. At least 90% of identified students will participate in four services per quarter that supports their individual learning plan.

- Met. The average number of PEI activities of those who participated was

seven.

Short Term Focus:

1. At least 90% of students identified as facing risk factors will be referred to supportive services and/or referred to mental health treatment and will participate at least once in referred support service or mental health treatment during the school year.

- Met.

2. At least 70% of students participating in four or more services within at least one full semester will report an increase in their Developmental Asset Profile or other risk management tool.

- Not Met. We did not administer the Developmental Asset Profile. We will revise this goal and use the California Healthy Kids Survey (CHKS) which is completed annually. The goal will need to be an overall percentage since the CHKS does not

disaggregate the individual student data, only schoolwide data is available. We did not administer CHKS during the previous school year due to the pandemic. However, students who received ongoing individual counseling services showed an average reduction of at least 60% in depression, anxiety and anger scores as measured by the Brief Mood Survey.

Intermediate Focus:

1. At least 70% of students who participate in four or more services and who have had chronic absenteeism will increase their attendance rate by 5% as measured at the end of the school year.

○ Met.

2. At least 70% of students who participated in four or more services and who regularly participate in mental health counseling will earn 100% of the expected grade level credits as measured at the end of the school year.

○ Met.

Indicators that measure reduction of risk factors and/or increase in protective factors that may lead to improved mental, emotional and relational functioning:

- Individual Success and Achievement Plan
 - Measured: Quarterly for all students
- School Attendance
 - Measured: Quarterly, individual and schoolwide percentages
- Credit Accrual
 - Measured: Quarterly, individual and schoolwide data
- Disciplinary Data
 - Measured: Semi-annually, schoolwide data
- Multi-Tier System of Support
 - Measured: Weekly by staff on an individual student basis
- Student Work Samples
 - Measured: Quarterly
- California Healthy Kids Survey
 - Measured: Annually
- Brief Mood Survey
 - Measured: At mental health counseling sessions

DEMOGRAPHIC DATA: *X Not Applicable (Using County form)*

If your agency has elected to not utilize the County Demographics Form AND have chosen to not collect specific demographic domains (i.e. Veteran Status, Disability, etc.), please provide justification.

EVIDENCE-BASED OR PROMISING PRACTICES:

What evidence-based or promising practices are used in your program and how is fidelity to the practice ensured?

Evidence-Based Teaching Strategies

- Clear lesson goals
- Questioning to check for understanding
- Summarizing new learning in a graphical way
- Time for practice
- Provide students with feedback
- Flexibility for how long learning takes
- Teach strategies not just content
- Collaboration
- Project based learning
- Nurture meta-cognition
- Connections to real life
- Individualized supports to address each student's needs
- Professional Learning Community
 - Data analysis, results drive programs and instructional practices

School-Based Mental Health Strategies

- Safe and Support School Model
 - Engagement
 - Safety
 - Environment
- Restorative Practices in lieu of punitive measures
- School Climate Assessment Tool
- Positive Behavioral Interventions and Supports (PBIS)
- Mental Health First Aid
- Trauma Informed Practices
- Collaborative for Academic, Social and Emotional Learning (CASEL)
 - Self Management
 - Self Awareness
 - Social Awareness
 - Relationship Skills

Fidelity of these practices is upheld through teacher and staff training, surveys, classroom observations, staff meeting discussions, academic assessments and consistent monitoring of all practices.

VALUES:

Reflections on your work: How does your program reflect MHSA values of wellness, recovery, and resilience; provide access and linkage to mental health care, improve timely access to services for underserved populations, and use strategies that are non-stigmatizing and non discriminatory?

Our program reflects MHSA values of wellness, recovery and resilience. Our whole staff embraces these values for our students and we strive to ensure our students are held accountable and are supported in these ways in order for them to thrive. We provide access and linkage to mental health care by providing individual and group services during the school day and referrals to outside mental health services for students needing longer term support and services. The students at Vicente and Briones are some of our most underserved and at-risk students in our school district. Sixty-eight percent of students are on free and reduced lunch which means their families are in a low socio-economic status. The teaching staff, mental health counselor, principal and special education teacher meet regularly to discuss the needs of students and to review and analyze data. We practice the Multi-Tier System of Support or Response to Intervention Model in order to provide students with the individualized support that they need to be successful. While there are interventions built into the regular school day such as small class sizes, explicit expectations and universal responses to students, those who need something more are discussed and it is determined what they need. As a staff we also utilize restorative practices and restorative conversations among ourselves and our students.

VALUABLE PERSPECTIVES:

Please include the stories and diverse perspectives of program participants, including those of family members. Feel free to attach case vignettes and any material that documents your work as you see fit.

Here is what 2021-22 current students have said about Vicente Martinez High School:

“Having a therapist on campus helps me to talk about what is going on in my life so I can focus on school. I come to school early now so I can play Uno with my friends and counselor. School is a welcoming and safe place.”

“Psychology Club is like the movie *Inside Out* in real life. We get to learn more about our emotions and how to help ourselves and our friends.”

From 2021-2022 Brief Mood Survey what students said they liked best about counseling:

“My counselor gave great advice and is very understanding”

“Talking and truly expressing myself”

“Being safe to talk about how I feel”

“The fact that you always have our best interests at heart”