



**Rebekah**  
CHILDREN'S SERVICES

# 2023

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Annual Report

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*"We are committed to seeing our community flourish by building pathways to hope, happiness, and well-being."*



# 2023 ANNUAL REPORT CEO STATEMENT

**Over this past year, I have asked myself, “Are we meeting the moment and leaning into serving those most vulnerable?”** I can unequivocally report that Rebekah Children’s Services (RCS) has not only “met the moment” but has already moved on to meet “the next moment.” This approach has positioned us to support the community’s mental health, prevention, and resource needs with ambition, conviction, and pride. As we further embrace our mission statement of “building pathways to hope, happiness, and well-being,” we are empowered to ensure that our community is held tightly together by the safety net of staff who work tirelessly to bring life-affirming services to those greatest in need. This endeavor can undoubtedly be a heavy lift for any agency that moves purposely into “meeting the moment.”

For Rebekah Children’s Services (RCS), this has translated into the purposeful expansion into another community that is already home to many of our staff and clients. Two years in the making, our new seven-acre campus in Hollister, California, is getting prepared to meet a critical need that is fracturing families economically and emotionally and is “the next moment” for Rebekah Children’s Services (RCS). This coming fiscal year of 2024-2025, we will be opening our new campus to unhoused families and will embrace them with a full array of services.

Known as “Rebekah Children’s Services – Chamberlains Campus,” the initial phase will provide minimal to low-cost housing for up to six families and young adults with supportive mental health, job skills placement, financial literacy training, clothing, and food resources. Rebekah Children’s Services will lift children, youth, young adults, and families out of poverty with the opportunity to fully transition and integrate into a community of their choice.

With the total commitment and financial resources our Board of Directors has made available, we are taking responsibility and embracing our moral imperative to act and make “the impossible... possible” for those greatest in need and at risk. As this expansion represents stepping into the future, we are anchored firmly in our past and celebrate our 126th year in the service of children. This Annual Report highlights the incredible work of our staff who are “meeting the moment” and the lives they have forever changed. We could not do this work without the support of you, our community. Thank you for your on-going commitment, partnership, and generosity in helping us to build pathways to hope, happiness, and well-being.



Gratefully,

A handwritten signature in black ink that reads "Christophe E. Rebboah".

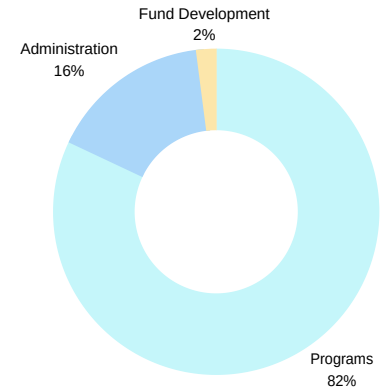
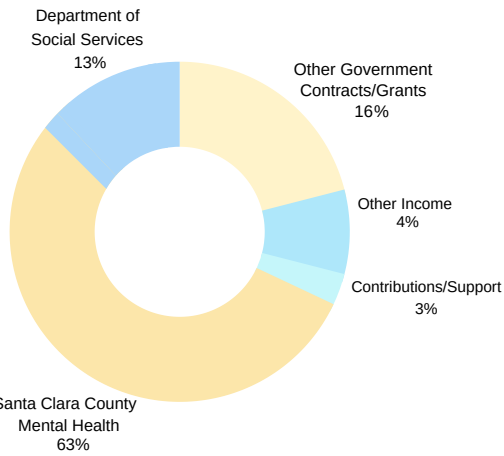
**Christophe E. Rebboah, LMFT**

**Chief Executive Officer  
Rebekah Children’s Services**

# STATEMENT of Financial Position FY 2022-2023

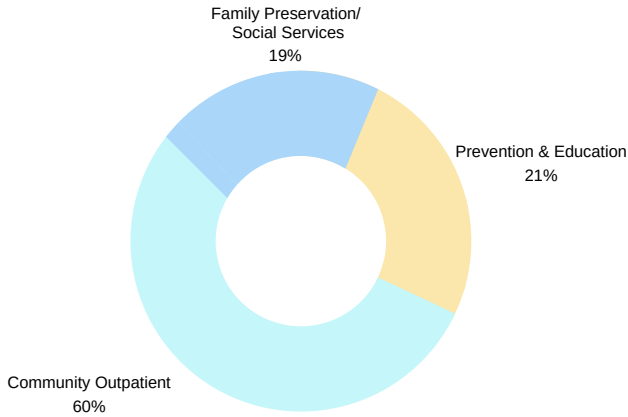
## Audited Revenue

Santa Clara County Mental Health	\$ 16,928,385	63%
Department of Social Services	\$ 3,605,925	13%
Other Government Contracts/Grants	\$ 4,370,484	16%
Other Income	\$ 1,198,664	4%
Contributions/Support	\$ 750,048	3%
<b>Total Per Audit Report</b>	<b>\$ 26,853,507</b>	<b>100%</b>



## Program Expenses

Family Preservation/Social Services	\$ 4,196,359	19%
Prevention & Education	\$ 4,423,610	21%
Community Outpatient	\$ 13,058,807	60%
<b>Total Per Audit Report</b>	<b>\$ 21,678,776</b>	<b>100%</b>

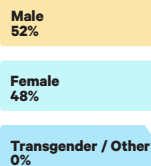


## Audited Expenses

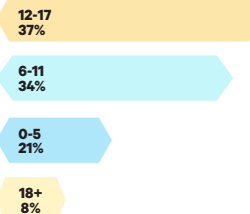
Fund Development	\$ 433,380	2%
Administration	\$ 4,216,649	16%
Programs	\$ 21,678,776	82%
<b>Total Per Audit Report</b>	<b>\$ 26,328,805</b>	<b>100%</b>

## Population Served

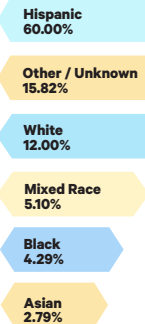
### Gender



### Age



### Ethnicity



# OUR Programs & Success Stories

## School Linked Services

Amanda began SLS services because she was struggling at home and school with fighting, focusing, managing her emotions, and exhibiting aggressive and defiant behaviors. She wanted to make friends and receive positive attention from her teacher and parents, but her disruptive behaviors, defiance, and extreme temper tantrums made this difficult. In therapy, Amanda learned skills like deep breathing, using fidget toys, and practicing positive self-talk and mindfulness to manage her emotions. Amanda also learned to communicate with others positively by using “I feel statements” and express her feelings through art and imaginative play. At the time of discharge from SLS, Amanda was awarded Student of the Week for exemplary behavior at school. She was also able to successfully communicate her needs at home instead of using aggression and formed friendships with some classmates. Amadna shared she was ready to “graduate” from services because they felt ready, prepared, and enthusiastic about their future and going into third grade without a therapist.



## Differential Response (SSA)

Josh’s family was referred to participate in DR-SSA services due to his recent diagnosis of obsessive-compulsive disorder and autism spectrum disorder. Although his mother knew what the acronyms of these diagnoses stood for, the family had little knowledge of what they meant, let alone how to deal with the many challenges they presented. The DR case management staff supported the family by linking them to organizations and community resources that helped them understand Josh’s diagnosis and receive specialized services. Both parents increased their knowledge of parenting by learning co-regulation strategies to help calm Josh and minimize his obsessions and outbursts. Josh became more self-aware and learned ways to advocate for what he needs to feel supported and successful. The family also increased their social connections for support. The family expressed their gratitude for the DR Case Management support they received and for the linkage to so many helpful resources for the entire family.



## Differential Response (Behavioral Health)

Ava and her family were transferred to the Differential Response program because Ava needed therapy and case management services to help her cope with her trauma-related symptoms. Ava participated in individual therapy, collateral sessions, and case management services. Her therapist and case manager helped Ava and her caregiver with resource linkage and provided parenting guidance as needed. Ava’s therapist worked with her on identifying emotions, expressing her emotions, and coping with her emotions. The therapist also collaborated with the teacher and school counselor on identifying effective strategies to support Ava. Ava was recently awarded by her school and teacher for ‘huge behavioral improvement.’ Her teacher reported that she had not seen Ava hurt other students for two months. Ava stated, “I got a reward for good behavior, I’m happy.”





## Katie A

*Javier* was referred to the Katie A program by a social worker with DFCS when his parent's parental rights were terminated, and he was placed in a foster home. He has a significant history of trauma and substance exposure in utero. Javier had intense behavioral outbursts including aggression, property destruction, violent thinking, and difficulty self-regulating. In Katie A, Javier learned coping and communication skills to express himself. His caregiver worked to learn positive parenting strategies and worked diligently to build trust and a secure attachment with Javier.

Over time, Javier learned to better manage his emotions at home and express his needs clearly and directly to his caregiver and began to consistently behave appropriately with peers with no aggressive behavior. The team observed the caregiver responding to Javier's needs consistently and appropriately, which led to Javier being adopted into his forever family. "I wish our RCS team would stay forever. Our team was very collaborative, supportive, and we could depend on them," expressed Javier's caregiver.

# Programs & Success Stories

## Wraparound

Carmelo was referred to wraparound services due to his high-risk behaviors: self-harming (banging his head, hitting himself, throwing himself on the floor), hitting his siblings, damaging items that were not his, and sexualized behaviors towards others, impacting his ability to be safe at home and at school. His foster family was hopeful that with services, Carmelo could learn skills to reduce his high-risk behaviors and positively participate in school and pro-social activities with his peers and siblings in a safe and productive manner. Carmelo participated in weekly Intensive-Home Based Services and Applied Behavioral Analysis (ABA). The foster family worked with Carmelo's RCS team and social worker for Child and Family team meetings while also learning positive parenting interventions to support Carmelo at home and in the community. Carmelo learned many skills participating in wraparound services, including how to be safe at school, appropriately interact with peers during class activities, and how to get along with his siblings. Today, Carmelo no longer has self-harming and sexualized behaviors. In fact, Carmelo and his siblings found their forever family as they were adopted by their foster family!



## Family Resource Center (FRC)

Dora is a mother of a 5-year-old boy and an 11-year-old girl. She was referred to the Family Resource Center (FRC) by the court due to issues resulting from domestic violence. Dora and her children participated in various FRC services including parenting classes and support groups. Along the way, Dora and the children discovered a "home away from home" at the FRC. They built friendships with other families and learned about resources that helped her family become resilient. The FRC staff also connected them with food, clothing, diapers, and other essential items to help Dora meet her family's needs. Today Dora's children are thriving. The children enjoy coming to the FRC classes. Dora expressed that before attending the FRC, she felt lost and lonely. She says that she sees the FRC as her family and knows she can count on the staff, volunteers, and community of families to help her when she needs it the most.

## First 5 KidConnections Newtwork (KCN):

Tom's mother requested services for Tom as he has been exposed to extensive domestic violence between his parents. He had bad dreams in which monsters were chasing him, avoided conversations about his father, had irritable and angry outbursts and verbal aggression, and was hyper-aware and watchful of his surroundings. Tom and his mother received weekly therapy, positive parenting education, and family therapy to support their relationship. In therapy, Tom's mother realized she had experienced her own trauma as a child and learned to identify her own triggers and practice coping skills to best support her son. With the support of the RCS team, Tom's mother implemented behavior charts with Tom, and his chart quickly began to fill with stickers. At the time of Tom's graduation from FIRST 5, Tom's tantrums and outbursts had diminished, and his mother felt confident she had gained the parenting skills she needed to best support Tom's needs.



## Prevention and Education (P&E)

Robert was referred to a school-based Life Skills group due to concerns of low self-esteem and acting out during the school day. Over the first few sessions of the group, our facilitators noted that Robert kept to himself and struggled to stay on-task. As the group progressed however, Robert's sense of self-confidence began to grow. He connected in meaningful ways with his peers and developed friendships with several other students in the group. Robert also learned about how to improve his communication and relationships, and how to cope with stress and anxiety. Robert was able to put these new skills to use, both in and outside of group. By the end of the ten weeks, Robert had emerged as a leader within the group. His teachers shared that they noted a lot of positive changes in Robert's behavior, and Robert shared "I am really going to miss this group."



## Kneaded Culinary Academy

Daniel was attending a continuation High School where the Kneaded Culinary Academy was offered as an elective. Behind on credits, Daniel was excited to learn he could earn credits by participating in this program. Once enrolled, Daniel excelled. He also built positive relationships with other program participants and experienced what it would be like to work in a professional kitchen. Daniel worked with the Culinary team to learn about a potential career in the culinary industry and began to set goals for himself. Soon after completing the program, Daniel began a paid apprenticeship with Kneaded Bakery and Catering to support himself and his future goals. In August of 2023, Daniel, caught up on credits and with a renewed sense of focus, was able to return to his local high school. "I feel I have direction in my life now and I'm starting to work in an industry that I enjoy. I have especially looked forward to working with the friendly and helpful team at Kneaded Bakery and Catering," Daniel shared.



## Therapeutic Behavioral Services (TBS)

Clara's family sought out TBS due to increasingly difficult and problematic behaviors in the home and community, especially at school. These behaviors were impacting Clara's ability to develop and maintain social relationships with peers, negatively impacting her relationships with family members, and causing stress in the home. In the TBS program, Clara and her family worked with their Coach to reduce, and eventually extinguish, the problematic behaviors and replace them with more pro-social and effective skills. Today, Clara is thriving at school. Her caregivers gained confidence in their ability to parent and most importantly, Clara and her family can spend more time at home as a family engaging in positive activities.

## Outpatient Mental Health

*Dayna*, 16 years old, was referred to RCS outpatient services due to symptoms of depression, family discord, and an eating disorder. In therapy, she gained the skills needed to overcome the family and life stressors impacting her daily functioning and gained coping skills to keep herself safe. Despite limited natural support from her parents, Dayna, with the support of her therapist, discovered her strengths and used them to create hope for herself and her future. Dayna was able to set educational goals for herself and obtain and sustain a job that opened her connection to other peers and community members. Through lots of guidance, self-reflection, and effective interventions, Dayna regained strength and hope for the future and was accepted into her college of choice.

# Programs & Success

## STORIES

### Cal-SOAP

*Benjamin* enrolled in Cal-SOAP at his high school as a first-generation, low-income, 12th-grade student. He received one on one advising with a College Success Coach for 9 months. At first, Benjamin shared that he was not interested in graduating from high school. With the encouragement and support of his Cal-SOAP College Success Coach, however, Benjamin decided to complete his credits, and graduate with his high school diploma. He also set a goal of becoming an electrician and with the support of Cal-SOAP plans to apply to a trade school certification program. Benjamin shares, "Whenever I had questions or concerns, Cal-SOAP was always there to help. I really appreciated that. It was a huge help to have the program on our campus."



# Family Linkage- Foster Care and Adoption

*Cameron* first came into care with the RCS Foster Care program when he was 6 months old when police were called due to a noise complaint in his home. Upon arrival, the police found Cameron on the floor crying in a dirty diaper, underfed and malnourished. As Cameron was admitted to the ER for further evaluation, RCS reached out to one of our one amazing RCS foster families who immediately rushed to the hospital to provide support. Cameron was diagnosed with failure to thrive, and doctors shared he would most likely have ongoing mobility issues with his legs due to neglect and abuse. The foster family took Cameron home and commenced his journey to health which included daily physical and occupational therapy, First 5 services, and countless nighttime hours of rocking, soothing, and building Cameron's sense of safety. Over 6 months, Cameron made tremendous progress, including being able to scoot himself around and eat solid foods. RCS also partnered with a milk bank to supply breast milk for Cameron's continued growth. On Cameron's first birthday, the family celebrated his progress, and shortly thereafter was notified by the Court that they would be his forever family. On his adoption day, Cameron was able to walk into the courtroom, a milestone that doctors feared he would never reach, and was welcomed officially into his forever family.



# Success STORIES

## Prevention & Early Intervention (PEI)

*Jax* was referred for PEI services due to low confidence and difficulty communicating his needs and feelings following his parent's divorce. Our case manager supported Jax in learning to implement positive social skills to help verbalize his needs and feelings in an age-appropriate way. Over time and with much support and practice, Jax and his caregiver shared that he could independently vocalize his feelings when feeling sad or frustrated. His caregiver expressed deep gratitude that Jax had also learned to express his care and positive feelings for others. At the time of discharge, Jax exhibited a significant increased self-esteem and was earning straight A's in fourth grade.

## Short-Term Intensive Behavioral Services (STIBS)

*Charlotte* started services RCS in the STIBS program because she was avoiding school due to overwhelming feelings of anxiety. She received individual counseling, and her mother did too. In therapy, her mother learned to manage her own stressors and increased her understanding of the symptoms of anxiety and depression. This helped her to support Charlotte in using coping skills to manage her school-related anxiety. Having supportive friends, family, and neighbors has helped Charlotte on her journey as well. Charlotte reached her goals by significantly improving her attendance, going to school every day, and eating lunch with friends.

Charlotte shares  
"I got A's in my  
classes and even  
became a TA.  
Going to school is  
no longer a  
problem for me."





# OUR... Board

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# Legacy

We would like to honor individuals who think so highly of Rebekah Children's Services that they have included our agency in their will or other estate planning. Please consider becoming a member of our Legacy Society so that we may thank you in person now, and keep your memory in perpetuity when you are no longer with us.

We honor Legacy Society Members with an annual luncheon and list their names in a beautiful alcove display at the entrance to our main building.

These individuals care so deeply about RCS children that they have included Rebekah Children's Services in their Wills and other estate plans or made significant gifts to the Legacy Fund.

Vallie Bishop	Lester H. Lindley
Bill and Rose Blaettler	Ida Maschmeier
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Diana Carranza	Laurie Prescottl
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Kathleen Heinz	Lousie Walsted
	Gayle Joslin

For more information on joining the Legacy Society, contact  
Nayeli Ceja-Khaira, Fund Development and Community Relations Manager  
(408) 846-2140 [nkhaira@rckids.org](mailto:nkhaira@rckids.org)

Where your  
gift is needed:

## CULINARY ACADEMY

RCS offers this service at no-cost to clients. Funding is needed for chef coats, chef hats, textbooks, and cooking and baking equipment and supplies.

## FAMILY LINKAGE FOSTER CARE & NO COST ADOPTION SERVICES

Not only does RCS spend enormous resources recruiting Foster Parents, but we also offer them extensive support. Funds are needed for training, respite care, and stipends for caregivers. Support is also needed to assist with No Cost adoptions and follow up support.

## CRITICAL NEEDS ASSISTANCE

Many families are in need of direct support and services including food, diapers, cleaning supplies, parenting resources, and emergency funds for rent, housing, and medical care.

## PREVENTION AND EDUCATION IN GILROY SCHOOLS

Funding is needed to pay for prevention curriculum, job training, fitness, health and nutrition activities, childcare and transportation for field trips and social activities.

## FAMILY RESOURCE CENTER

Families access our FRC for literacy classes, parenting workshops, art and enrichment activities, and to be connected with resources. Funding is needed for supplies, curriculum and essential needs including food, strollers, car seats, clothing, and school supplies.

# DONORS

## MISSION BENEFACTORS- (\$35,000.00+)

Gayle Joslin  
RAC Services  
Toni Julian

## VISION BENEFACTORS- (\$25,000.00+)

Joshua Dufur

## BENEFACTORS- (\$10,000.00+)

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