

Program Manager

Educational Services Leadership

BSEP Measure E1 Stated Purpose and Uses?

Seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students

Rationale

Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges, as well as the social and emotional barriers that create those challenges. Middle school counselors support students during some of the most intense developmental periods of their youth, and are often their primary supports, chief advocates, and confidants when it comes to not only academic issues, but on “highly personal matters and individualized choices often fraught with challenge and complexity due to family, cultural, and contextual considerations” (Elias 2010).

Goal

The goal of the Middle School Counseling Program is to support students, families, and staff with free school based services to enhance students' success in school and to promote healthy development, including Academic support, personal/social development, transitions, grief and loss, voluntary individual, group and family counseling/therapy, professional development in the social/emotional needs of adolescents, conflict mediation, case management and referrals to community resources, and Restorative Practices.

Description

Counselors at the secondary level in BUSD provide support and services, including direct instruction in classrooms on life skills and decision- making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support for families and students with academic and social/emotional dilemmas.

Counselors support students, families, and staff with free school based services to enhance students' success in school and to promote healthy development. Supports can include: Academic support, personal/social development, transitions, grief and loss, voluntary individual, group and family counseling/therapy, professional development in the social/emotional needs of adolescents, conflict mediation, case management and referrals to community resources, and Restorative Practices

The plan for 2024-25 includes a continuation of the 2023-24 site allocations as follows:

- 2.4 FTE at King Middle School
- 1.2 FTE at Longfellow Middle School
- 1.7 FTE at Willard Middle School

Middle schools utilize alternative funding sources to increase their counseling staffing. 2023-24, central funding sources, Site Title I or Site BSEP Funds were used to increase the counseling positions to a total of (includes BSEP allocation):

- 4.4 FTE at King Middle School
- ~~3.0 FTE at Longfellow Middle School~~ 3.5 FTE at Longfellow Middle School updated 3-27-24
- ~~4.0 FTE at Willard Middle School~~ 3.0 FTE at Willard Middle School updated 3-27-24

Changes from Prior Year

There are no changes from the prior year in the number of FTEs funds through this program. Staffing costs have increased due to increases for actual staff costs projected for 2024-25.

Targeted Student Groups

In addition to the core counseling staffing, which includes multilingual staff, Interns are recruited to bring additional cultural and linguistic depth. For example, at Longfellow they have recruited four African-American interns, and one who is Arabic speaking, which is half of the team. Currently, the Mental Health Student Services Act (MHSSA) grant is providing stipend for 12 counseling interns, 2 at BHS and 10 at the middle schools. It is important for students to see a diverse, collegial team, who look like them, are in college or already have advanced degrees, and are accessible.

Offerings, Access and Participation

MS Counselors continue to support the social and emotional needs of students so they can become academically proficient. In addition, the counselors continue to play a role on the Coordination of Services Team, participate in parent-teacher meetings, support student gender transitions, and students who are most vulnerable returning to in-person instruction.

Counselors spend the majority of time with students who face challenges that are barriers to their learning and making connections with other students and staff and provide support for all 3 tiers of students, participating in promoting pro-social behavior in schools, and participating in Positive Behavioral Interventions and Supports (PBIS). Also, some of our counselors recruit and supervise interns, increasing the number of people available to support our students' mental health needs. Counselors go to grade level meetings, look at academic data, engage with Coordination of Services (COS) Teams to discuss students with the RtI, Lit coach, grade level counselors and others. Counselors can focus on academics, on Restorative Justice, on social-emotional issues, and are creative in reaching target groups, such as a group at Longfellow for young men of color in coordination with Library services.

Resources and Information

Outcomes

As we launch the new LCAP we will be looking at measures that align with required LCAP measures which would include:

- Attendance rates
- % of students chronically absent
- % of middle school students who have dropped out of school
- % of students expelled or suspended

There will be additional local measures (i.e. CHKS survey data, sense of belonging measures) that we can finalize for 2024-25. Middle school counselors regularly review truancy data and “D/F” lists in order to identify appropriate academic, behavioral and mental health supports. They attend COS team meetings and follow up on specific issues with specific students.

Budget

Middle school counselors are funded from a variety of funding sources. Funding for 2024-25 is yet to be determined. There is sufficient funding with this BSEP Resource to continue staffing at the current levels. The projected fund balance at the close of 2024-25 is \$225,018, ending Measure E1 with a positive balance.

Data and Measures

Implementation and Participation Measures

Counselors track attendance and grades, and behavior to see who needs the most support. Each middle school tracks individual student data for referrals, interventions, and supports. Moving forward, data collection and analysis can include looking at the role of attendance and interventions in student outcomes. Data can also be analyzed by subgroups to identify and address disparities in referrals and suspension and build our internal capacity to use eduClimber.

Counseling is a service, a program, family engagement, and deeply embedded in the school community. The majority of the student body have had a touchpoint with a counselor at some point in some way, large or small. Middle School counselors loop with the kids for all three grades. Counselors are co-writing social emotional curriculum through the advisory periods, and doing Professional Development for teachers as well.

DEMOGRAPHICS Grades 6-8

Year	Total	Asian	Black/AA	His/Latinx	Multi ethnic	Other	White	SPED	SED	EL	His/Latx EL	McKinney Vento	Foster Youth	Free/Red. Lunch
'18-19	2153	5.9% (127)	14.6% (315)	22.9% (493)	16.1% (347)	1.2% (26)	39.2% (26)	12.6% (272)	37.3% (802)	8.6% (185)	4.8% (104)	2.9% (62)	0.2% (4)	36.2% (779)
'21-22	2009	8.1% (163)	14.1% (284)	23.9% (481)	14.2% (286)	1.2% (25)	38.3% (25)	13.8% (277)	34.7% (698)	7.2% (145)	3.9% (79)	2.1% (43)	0.2% (5)	32.8% (659)
'22-23	1944	8.8% (171)	13.3% (259)	21.8% (424)	15.3% (298)	1.1% (22)	39.6% (22)	13.9% (271)	29.5% (574)	5.2% (101)	2.6% (50)	2.6% (51)	0.3% (6)	28.2% (549)

LCAP Outcome Measures

LCAP Goal	How does the program support LCAP Goals
1 - High quality classroom instruction & curriculum	Counselors ensure students are scheduled into appropriate academic courses.
2 - Necessary and timely academic interventions	Our academic counselors track our " D/ F lists", and engage the appropriate academic support resources for struggling students. Also, our grade-level counselors review data around grades and performance and offer tutoring, and other academic resources as available and appropriate.
3 - Safe, welcoming and inclusive climates	Our counselors plan and run a variety of all-school pro-social behavior programs, such as "No One Eats Alone" and our Gender and Sexuality Alliance. We have initiated Welcoming Schools training at the middle schools in 23-24, starting with Longfellow. Longfellow staff participated in an all-staff professional development.
4 - Use of local and state measures to track progress	Grades, attendance, referrals
5 - Increase access to school for students experiencing homelessness	In addition to our district McKinney Vento counselor, each site has a designated counselor who follows the McKinney Vento students, or each site divides up the McKinney Vento list, for example by grade level, to ensure access to school and additional resources as needed

Middle School Counseling Ratios*	2021-22	2022-23
Recommended Students to Counselor ratio per American School Counselors Association	250:1	250:1
National Ratio of Students to Counselor	408:1	385:1
State Ratio of Students to Counselor	509:1	464:1
BUSD Ratio of Students to Counselor	2009 Students/11.4 MS Counselors 176:1	1944 Students/11.4 Counselors 171:1
BUSD Ratio of Students to Counselor Correction 3-27-24	2009 Students/10.9 MS Counselors 184:1	1944 Students/10.9 Counselors 178:1

*source: <https://www.schoolcounselor.org/getmedia/a988972b-1faa-4b5f-8b9e-a73b5ac44476/ratios-22-23-alpha.pdf>

Additional Outcome Measures

Attendance Data 2021-22, 2022-23 & Fall 2023

Attendance 2023-24 Fall

	6	7	8
Asian	95%	96%	96%
Black/AA	95%	93%	92%
Filipino	97%	93%	93%
His/Latx	95%	94%	94%
MultiEthnic	97%	96%	95%
White	96%	96%	95%
Overall	96%	95%	94%

Attendance 2022-23

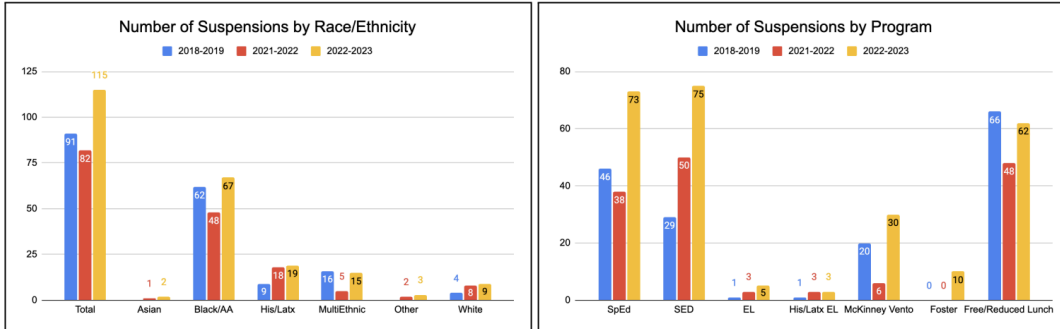
	6th	7th	8th
Asian	95%	96%	96%
Black/AA	90%	90%	90%
Filipino	95%	96%	91%
His/Latx	93%	93%	92%
Multiethnic	90%	91%	92%
White	95%	95%	95%
Overall	95%	95%	95%

Overall Attendance 2021-22

	Middle
Asian	96.1%
Black/AA	92.9%
His/Latx	94.0%
Multiethnic	95.1%
Other	95.5%
White	95.2%
Overall	94.7%

2022-23 Middle School Suspension and Chronic Absenteeism Data*

SUSPENSION Data Grades 6-8



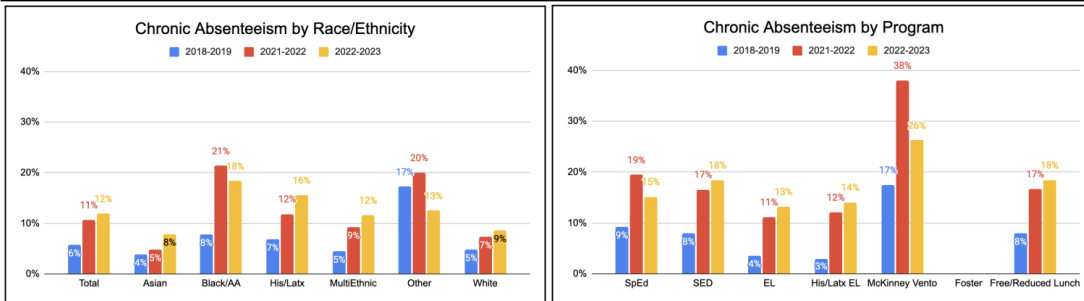
Performance Trend

This suspension data shows the numbers of behavioral incidents that resulted in suspension. The charts above show that the total number of middle school suspensions increased in the 2022-2023 school year. Most subgroups had small to moderate increases as well.

Opportunity Gap

The data shows a disproportionate representation of students from various racial/ethnic groups and programs in the suspension count. For example, there were 67 suspensions among Black/AA students and 9 suspensions among White students.

CHRONIC ABSENTEEISM Data Grades 6-8 (percentage scale is 0-40%)



Performance Trend

Students who are chronically absent are missing at least 10% of the 180 school days in a school year. The data does not include attendance rates from the two pandemic years. The charts above show that, overall, chronic absenteeism rates held steady between the 2021-2022 and 2022-2023 school years. There is variation between subgroups, with some groups showing a decrease in their rates of chronic absenteeism and others showing an increase. Chronic absenteeism rates are still higher than they were before the pandemic for all groups.

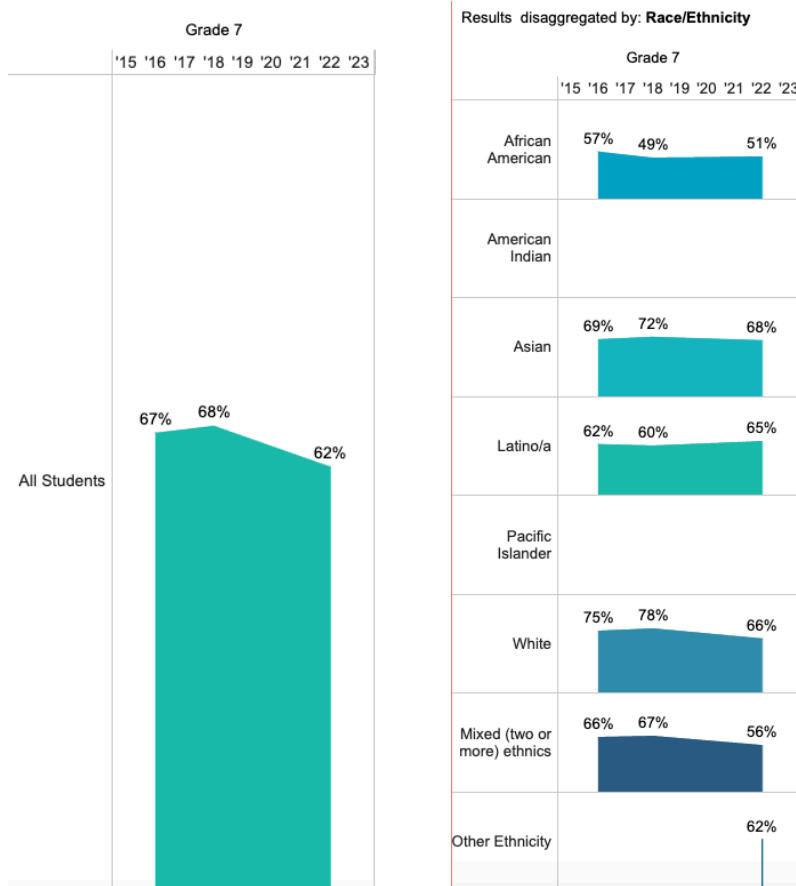
Opportunity Gap

The overall middle school rate of chronic absenteeism in the 2022-2023 school year was 12%. There are discrepancies in attendance rates between subgroups. For example, 18% of Black/AA students were chronically absent in 2022-2023, 9% of White students were chronically absent, and 26% of McKinney Vento students were chronically absent.

*Source: [District Data Newsletter Middle Schools 2023](#)

California Healthy Kids Survey (CHKS) Results - Trends over time - 7th Grade

School connectedness (in-school) | Average percent of respondents reporting 'Strongly Agree' or 'Agree'



Budget Details

Funding and Resources Overview

Funding Source	2022-23	2023-24	2024-25 (Projected)
BSEP (include use of Fund Balance)	825,880	779,112	843,833
Title 1	42,805	90,458	TBD
LCAP Supplemental	527,924	551,873	TBD
BSEP Site Funds	68,128	137,759	TBD
Learning Recovery Grant	NA	70,068	TBD
PTA		52,000	TBD
Total	1,464,737	1,681,270	

2024-25 BSEP Budget Overview - Proposed

Budget Summary for Counseling and Behavioral Health 2024-25		
BSEP Measure E1 Resource 0764		
03/26/2024		
		DRAFT
		2024-25
Revenue	correction to 23-24 approved plan increase in rev est 47,676	810,961
Expense		
Middle School Counselors		745,639
Reserve for Personnel Variance		37,282
Indirect Cost		60,911
		843,833
Net Change to Fund Balance		(32,872)
Beginning Fund Balance		257,890
Net Increase/(Decrease) in Fund Balance		(32,872)
Ending Fund Balance		225,018

2024-25 Budget Details - Proposed

Program Name 2024-25 Budget Details	843,833
Staffing	FTE
King MS	2.4
Longfellow MS	1.2
Willard MS	1.7
Total	5.4
Reserve for Personnel Variance	37,282
Indirect Cost	60,911
Total	843,833