



Counseling and Behavioral Health

Program Overview

Planning and Oversight Committee Presentation
Rosina Keren, LCSW PPSC, Coordinator of Mental Health Services

10-28-25

Excellence • Equity • Engagement • Enrichment

Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Excellence

Equity

Engagement

Enrichment



Counseling and Behavioral Health

BSEP Measure E1 Purpose:

“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.”

BSEP Measure H of 2024 Framework

High Quality Instruction		66%
Class Size Reduction		
Support for Teaching:		
<i>Professional Development</i>		
<i>Program Evaluation</i>		
<i>Classroom Support</i>		
<i>Expanded Course Offerings</i>		
Essentials for Excellence		27%
School Site Programs		10.25%
Libraries		7.25%
Music/VAPA		6.25%
Instructional Technology		3.25%
Effective Student Support		7%
Student Achievement Strategies		Share 7%
Counseling and Behavioral Health		
Measure Oversight, Communication, and Translation		2.5% of net receipts



CBH Program Overview

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.

CBH Program Overview

Approved
Budget

**Budget Summary for Counseling and Behavioral
Health 2025-26**
BSEP Measure H Resource 0864
03/25/25

2025-26

DRAFT
3-25-25

2025-26

Revenue	933,718
Expense	
Middle School Counselors (includes .39 RJ counselors)	831,601
Reserve for Personnel Variance	41,580
Indirect Cost	59,464
	932,645
Net Change to Fund Balance	1,073
Beginning Fund Balance	0
Net Increase/(Decrease) in Fund Balance	1,073
Ending Fund Balance	1,073

Current Staffing

Middle schools utilize alternative funding sources to increase their counseling staffing. In 2025-26, LCAP, BSEP central, other central funding, Site Title I and/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
- ~~3.5~~ 4.0 FTE at Longfellow Middle School
- 3.0 FTE at Willard Middle School
- In addition to the core counseling staffing, which includes multilingual staff, Interns are recruited to bring additional cultural and linguistic depth.
- Currently, the Mental Health Student Services Act (MHSSA) grant is providing stipend for 13 counseling interns, 2 at BHS and 11 at the middle schools.

2025-26 Counselors	BSEP	Other Funding Sources	Total
King	2.4 + 0.13 = 2.53	1.87	4.4
Longfellow	1.2 + 0.13 = 1.33	2.17 2.67	3.5 4.0
Willard	1.7 + 0.13 = 1.83	1.17	3.0
Total	5.69	5.21	41.9 12.4

*Beginning in 24-25, 0.13 FTE of each middle school RJ Counselor was shifted into BSEP from LCAP due to decreasing LCAP funds.

Masters Level Counseling Interns	2023-24	2024-25	2025-26
King	6	6.5	7
Longfellow	2	3	2
Willard	2	2	2
Total	10	10.5	11

Willard Counseling Center



2024-25 Annual Report

- At least 25% of BUSD Middle School Students have received some level of significant support from the counseling team either via 1 to 1 or small group counseling.
- All middle school students participate in counselor led tier one supports.
- Middle school clubs and groups over the past year include: anxiety, social skills, girls empowerment, emotional regulation, friendship, Peer educators, circle leaders, RJ Peer Leadership group, Latinos Unidos, Queer Student Union, SSWANA (South and SouthWest Asian and North African) identity group, Black Girls United (run through after school program), AAPI (Asian American and Pacific Islander) identity group, Jewish Student Union, Club for students with disabilities and allies (name change in progress), Baking Club, Games Club, Anime Club, Science Club, Taylor Swift Club, Magic the Gathering, Art Studio Drop In, Crafting Club, Green Team, Black Student Union, Raza (Latin X), GASA (Gender and Sexuality Alliance), Watermelon Club (Muslim Student Alliance), Fempire (Women).
- Special Activities include: Raza, Mercato Night market, Dia de los Muertos, Day of Silence, Black Excellence Day, Family Cooking Night, LatinX Graduation, Red Ribbon Week.



2024-25 Revenue and Expense Report

	Adopted Budget 2024-25 As of 06/12/24	Unaudited Actuals 2024-25 As of 09/03/2025
REVENUE		
Parcel Tax Revenue	\$ 810,961.00	\$ 810,961.00
Parcel Tax Revenue-Prior Year	\$ -	\$ 64,023.59
Net Revenue	\$ 810,961.00	\$ 874,984.59
EXPENDITURES		
Certificated Salaries	\$ 584,076.00	\$ 560,827.35
Classified Salaries	\$ -	\$ -
Employee Benefits	\$ 198,764.00	\$ 192,492.52
Books & Supplies	\$ -	\$ -
Unallocated Reserve and Carryover	\$ 39,956.00	\$ -
Contracted Services	\$ -	\$ -
Capital Outlay	\$ -	\$ -
Indirect Costs	\$ 63,849.00	\$ 58,457.62
TOTAL EXPENDITURES	\$ 886,645.00	\$ 811,777.49
NET INCREASE (DECREASE)	\$ (75,684.00)	\$ 63,207.10
FUND BALANCE ANALYSIS		
Beginning Fund Balance	\$ 257,890.00	\$ 338,829.21
Net Increase (Decrease) in Fund Balance	\$ (75,684.00)	\$ 63,207.10
Ending Fund Balance	\$ 182,206.00	\$ 402,036.31

Counseling Ratios

Counseling Ratios*	2021-22	2022-23	2023-24
Recommended Students to Counselor ratio per American School Counselors Association (all grade levels)	250:1	250:1	250:1
National Ratio of Students to Counselor (all Grade levels)	408:1	385:1	376:1
State Ratio of Students to Counselor (all grade levels)	509:1	464:1	443:1
BUSD Ratio of Students to Counselor (Middle School)	184:1	178:1	178:1

*source

<https://www.schoolcounselor.org/getmedia/f2a319d5-db73-4ca1-a515-2ad2c73ec746/Ratios-2023-24-Alpha.pdf>

Note: The student-to-school-counselor ratio for the 2024–2025 school year is not yet available, will be shared in the spring.

For more information, resources please visit www.schoolcounselor.org

DEMOGRAPHICS Grades 6-8

Program abbreviations key: *EL (English Learner), SED (Socio-Economically Disadvantaged), SpEd (Special Education), McKinney Vento (students experiencing housing insecurity)*
 Race/ethnicity note: "Other" includes Filipino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and students who did not report a race or ethnicity.

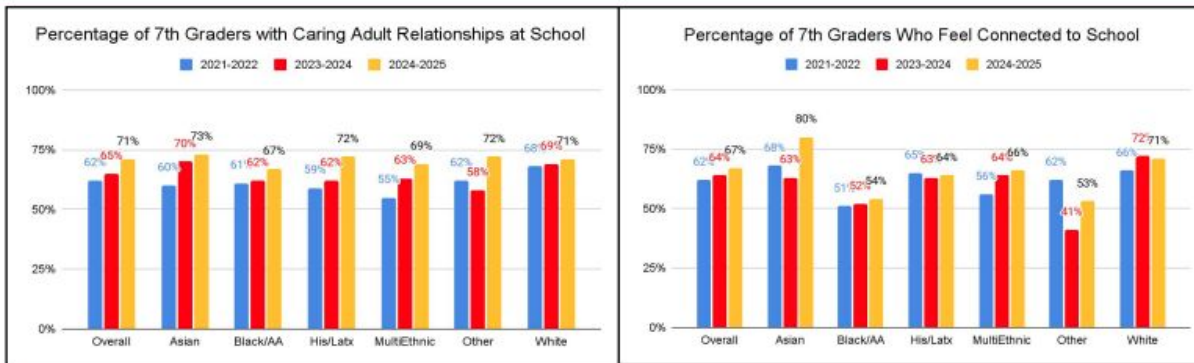
Year	Total	Asian	Black/AA	His/Latinx	Multi Ethnic	Other	White	SPED	SED	EL	His/Latx EL	McKinney Vento	Foster Youth	Free/Red. Lunch
'22-'23	1944	8.5% (171)	13.1% (259)	23.0% (424)	13.6% (298)	1.5% (22)	40.4% (770)	14.9% (271)	32.3% (574)	4.7% (101)	2.0% (50)	1.5% (51)	0.2% (6)	32.3% (549)
'23-'24	1907	8.5% (163)	13.1% (249)	23.0% (438)	13.6% (259)	1.5% (28)	40.4% (770)	14.9% (284)	32.3% (616)	4.7% (89)	2.0% (38)	1.5% (29)	0.2% (3)	32.3% (616)
'24-'25	1933	9.1% (175)	12.1% (233)	23.1% (447)	14.4% (279)	1.6% (30)	39.8% (769)	14.4% (278)	34.1% (660)	4.7% (91)	1.9% (36)	2.2% (43)	0.2% (3)	33.9% (655)

What is it?

The Demographics table shows BUSD middle school enrollment by race/ethnicity and program as of October each year. The number in parentheses represents the number of students in each subgroup.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) Grade 7

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What is it?

The California Healthy Kids Survey (CHKS) is an anonymous and confidential survey measuring school climate and safety, student wellness, and youth resiliency. This survey has been administered districtwide every other year to students in Grades 5, 7, 9 and 11. Beginning in Spring 2024, this survey will be given annually to students in Grades 5, 7, 9, and 11.

The charts above show the average percentage of 7th grade students across BUSD who responded “Yes all the time” and “Yes most of the time” to the following questions:

“Caring Adult Relationships”

Do the teachers and other grownups at school...

- Care about you?
- Listen when you have something to say?
- Make an effort to get to know you?

“School Connectedness”

- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

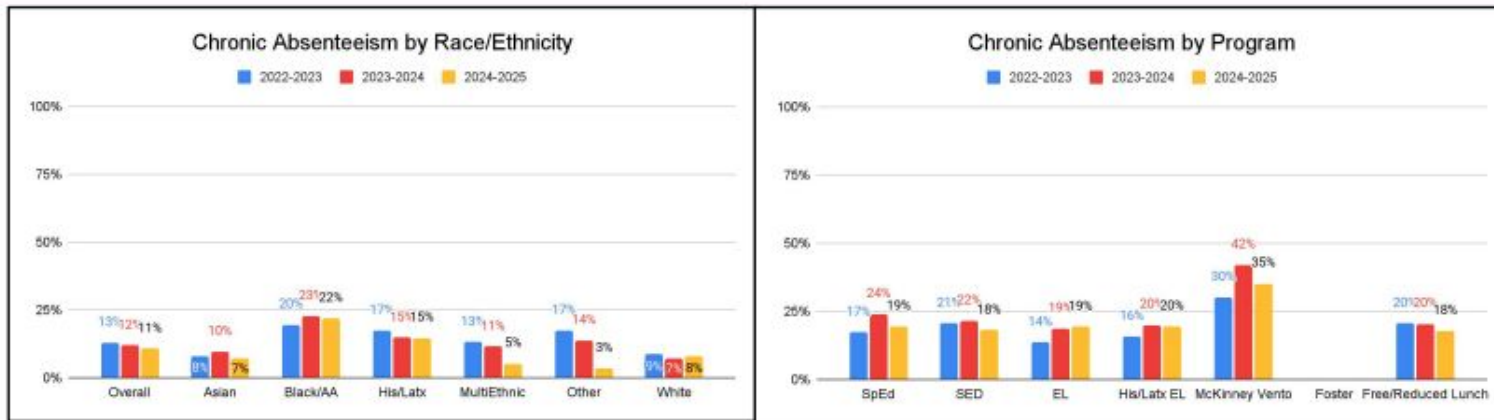
Trend

The statewide average for Caring Adult Relationships is 63% for 7th grade students; 71% of 7th grade BUSD students who took this survey in Spring 2025 responded positively to the Caring Adult Relationships questions outlined above. The statewide average for School Connectedness is 62% of students responding positively to the above School Connectedness questions; overall 67% of 7th grade BUSD students who took this survey in Spring 2025 responded positively to the School Connectedness questions.

[Middle School
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CHRONIC ABSENTEEISM Grades 6-8

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What is it?

Students are considered chronically absent when they miss 10% or more of the days that they are enrolled in school for any reason, including excused or unexcused absences. The charts above show the percentage of students in Grades 6-8 who were chronically absent.

Trend

The 2024-25 overall chronic absenteeism rate in middle school was 11%, a slight decrease from the year prior. Note: for this metric, a decrease indicates improvement.

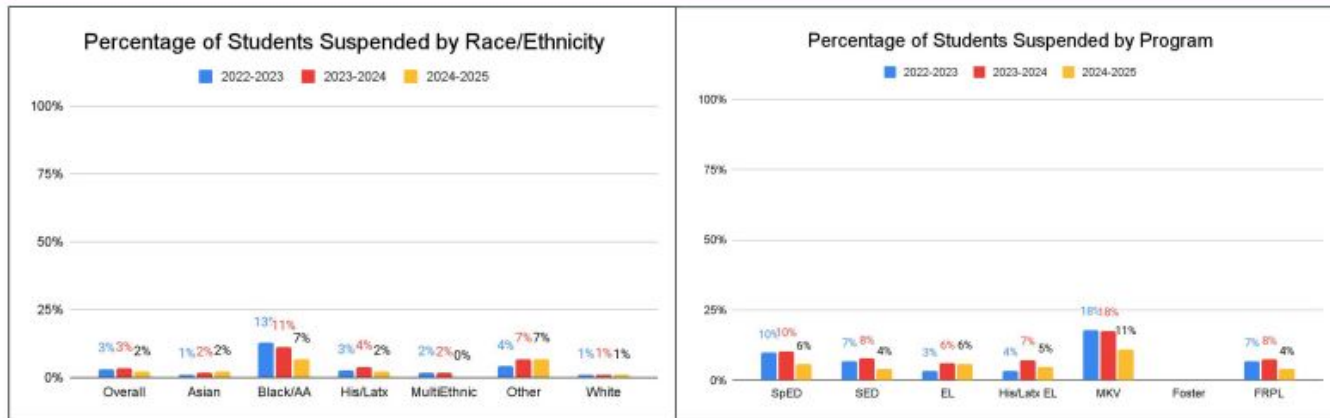
Progress towards new 3x5 target

Overall, middle school students did not meet the 3% improvement goal for 2024-2025. The following focal groups met the 5% improvement goal: students with disabilities (5% decrease from 23-24), and students experiencing homelessness (McKinney-Vento) with a 7% decrease from the prior year.

[Middle School
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SUSPENSION DATA Grades 6-8

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What is it?

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Students who are suspended multiple times or for multiple days in one school year are only counted once. The charts above show the percentage of students suspended in Grades 6-8.

Trend

The percentage of students suspended has remained relatively constant over the last three years with a decrease in 2024-25 across nearly all groups. Note: for this metric, a decrease indicates improvement.

District Goal

BUSD's LCAP goal is to maintain a suspension rate of less than 2% overall and for focal student groups. Overall, middle school students met the 2% goal in 2024-25. No middle school focal groups met the <2% goal. However, we saw a 5% decrease in suspensions with Black/AA and students with disabilities from 2023-24 to 2024-25.

[Middle School
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2025](#)

Thank you