



# Counseling and Behavioral Health

## Program Overview

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

3-10-26

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*

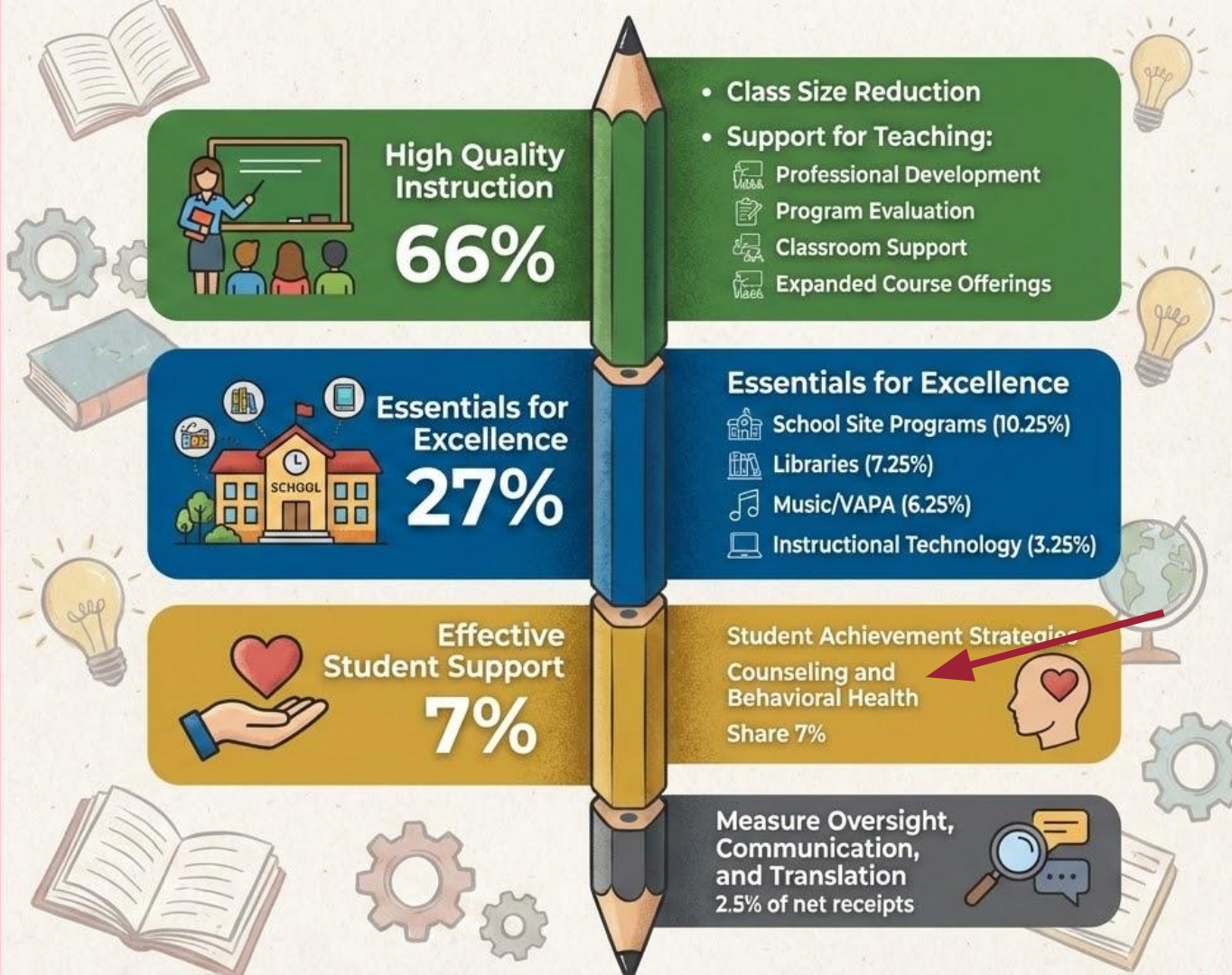
*Engagement*

*Enrichment*



# Measure H of 2024 Framework

## BSEP Resources



## Budget Balancing Solutions

- No 10 % reduction for now
- Maintaining counseling positions at 25-26 levels
- Counseling is a priority for LCAP and Strategic Plan - Wellness and Belonging
- Counseling positions are in funding sources with reduced capacity or that are expiring

# CBH Program Overview

## 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.”

### 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.



ENRICHMENT

ENGAGEMENT

EQUITY

EXCELLENCE

## 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):

- 2026-27 staffing remains consistent with 2025-26 levels as outlined in the chart.
- 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.

The plan for 2026-27 includes a continuation of the current 5.69 FTE allocations as follows:

- 2.53 FTE at King Middle School (includes
- 1.33 FTE at Longfellow Middle School
- 1.83 FTE at Willard Middle School

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

| 2025-26 Counselors | BSEP        | Other Funding Sources | Total       |
|--------------------|-------------|-----------------------|-------------|
| King               | 2.53        | 1.87                  | 4.4         |
| Longfellow         | 1.33        | 2.67                  | 4.0         |
| Willard            | 1.83        | 1.17                  | 3.0         |
| <b>Total</b>       | <b>5.69</b> | <b>5.21</b>           | <b>12.4</b> |

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

## 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        |
| <b>BUSD Ratio of Students to Counselor (Middle School)</b>  | <b>184:1</b> | <b>178:1</b> | <b>178:1</b> |

\*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.

For more information, resources please visit [www.schoolcounselor.org](http://www.schoolcounselor.org)

**MS Counselors continue to support the social and emotional needs of students so they can become academically proficient. Counselors:**

- Play a role on the Coordination of Services Team, participate in parent-teacher meetings, support student gender transitions, and students who are most vulnerable due to issues related to poverty, home environment etc.
- Spend the majority of time with students who face challenges that create barriers to their learning and making connections with other students and staff
- Provide support for all 3 tiers of services to students, participating in promoting pro-social behavior in schools, and participating in Positive Behavioral Interventions and Supports (PBIS).
- Recruit and supervise interns, increasing the number of people available to support our students' mental health needs.
- Participate in grade level meetings, look at academic data, engage with Coordination of Services (COS) Teams to discuss students with the Rtl, Lit coach, grade level counselors and others.
- 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.

## Case Studies

- Tier 1
- Tier 2
- Tier 3





Theresa Langston, Willard Counselor

- About 25% of BUSD Middle School Students receive 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.

**Multi year Outlook  
for Discussion  
Purposes only**

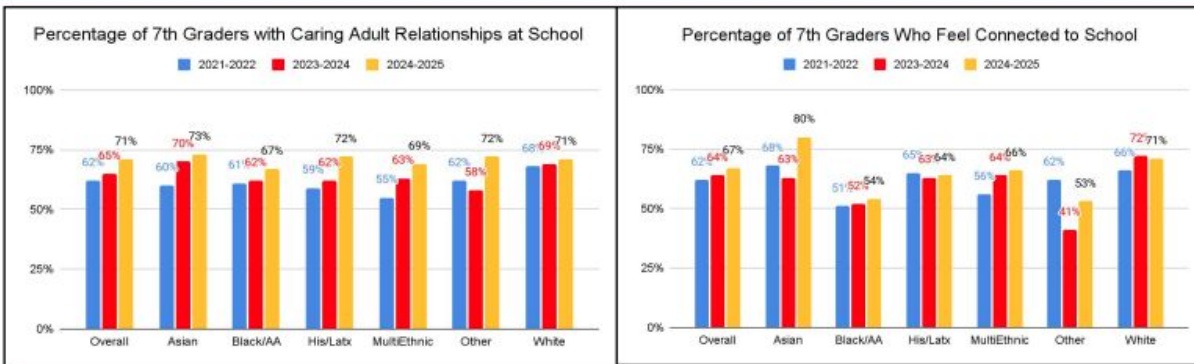
**Budget Summary for Counseling and Behavioral Health 2026-27**  
**BSEP Measure H Resource 0864**  
**03/10/02**

|   | <b>2025-26</b> | <b>2026-27</b>   | <b>2027-28</b>    | <b>2028-29</b>    | <b>2029-30</b>    |
|---|----------------|------------------|-------------------|-------------------|-------------------|
|   | year 1         | year 2           | year 3            | year 4            | year 5            |
|   | <i>Final</i>   | 3% COLA<br>DRAFT | 2% COLA*<br>DRAFT | 2% COLA*<br>DRAFT | 2% COLA*<br>DRAFT |
|   | <b>2025-26</b> | <b>2026-27</b>   | <b>2027-28</b>    | <b>2028-29</b>    | <b>2029-30</b>    |
| <b>Revenue</b>                          | 933,718        | 961,729          | 980,964           | 1,000,583         | 1,020,595         |
| <b>Expense</b>                          |                |                  |                   |                   |                   |
| Middle School Counselors 5.69 FTE       | 831,601        | 858,681          | 875,855           | 893,372           | 911,239           |
| Reserve for Personnel Variance 6%       | 41,580         | 51,521           | 43,793            | 44,669            | 45,562            |
| Indirect Cost 4.66%                     | 59,464         | 42,415           | 42,856            | 43,713            | 44,587            |
|   | <b>932,645</b> | <b>952,617</b>   | <b>962,503</b>    | <b>981,753</b>    | <b>1,001,388</b>  |
| <b>Net Change to Fund Balance</b>       | 1,073          | 9,112            | 18,461            | 18,830            | 19,206            |
| <b>Beginning Fund Balance</b>           | 0              | 0                | 9,112             | 27,572            | 46,402            |
| Net Increase/(Decrease) in Fund Balance | 1,073          | 9,112            | 18,461            | 18,830            | 19,206            |
| <b>Ending Fund Balance</b>              | <b>1,073</b>   | <b>9,112</b>     | <b>27,572</b>     | <b>46,402</b>     | <b>65,609</b>     |

- Outyears Assumptions:
- 2% Cola
  - 2% staffing cost increase

# Appendix

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) Grade 7



**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”

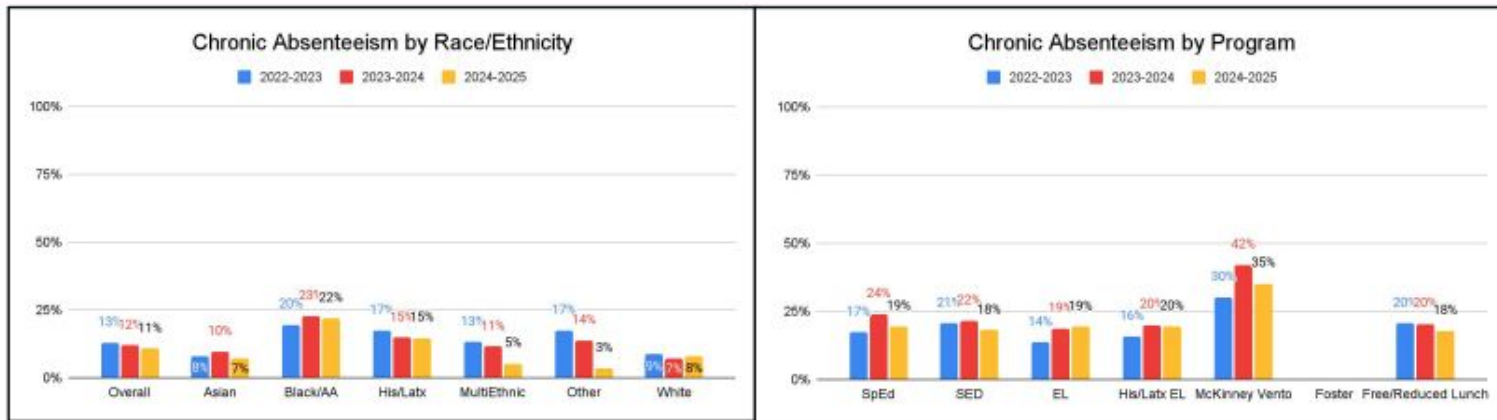
- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

**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  
Data Newsletter  
2025](#)

## CHRONIC ABSENTEEISM Grades 6-8



[Middle School  
Data Newsletter  
2025](#)

### 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.

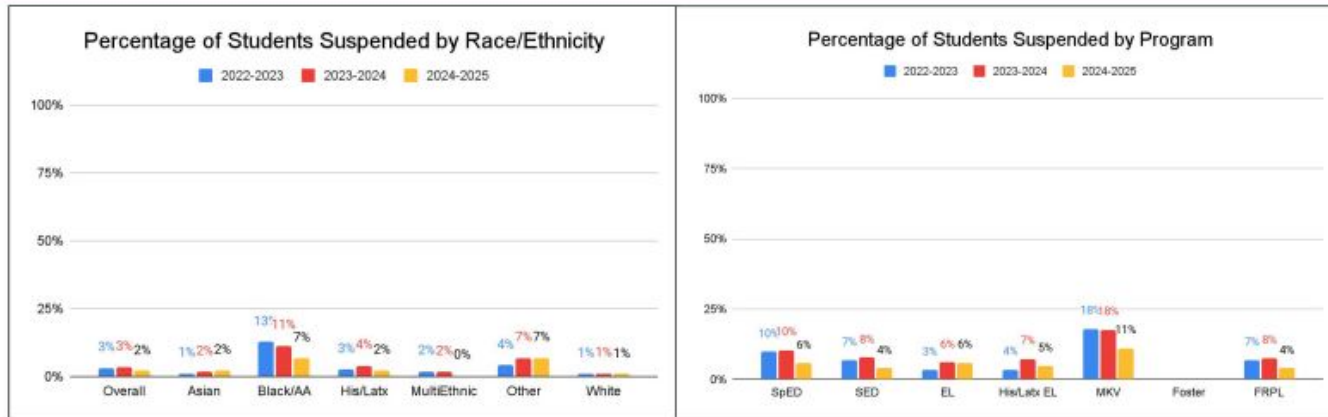
### Trend

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.

## SUSPENSION DATA Grades 6-8



[Middle School  
Data Newsletter  
2025](#)

### **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.