

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).

Several studies have noted that smaller ratios support increases in standardized test performance (Parzych et al., 2019), attendance (Carey et al., 2012), GPA (Goodman-Scott et al., 2018) and graduation rates (Lapan & Gysbers, 2012), as well as decreased disciplinary infractions (Carrell & Carrell, 2006; Lapan et al., 2012). Additional studies have shown that lower ratios also increase the likelihood of students having conversations with school counselors regarding college-going and postsecondary plans (Bryan et al., 2009; Danos, 2017; Engberg & Gilbert, 2014; Hurwitz & Howell, 2013; Woods & Domina, 2014; Lapan et al. 2019). Further, in an ASCA-grant-funded meta-analysis of student-to-school-counselor ratio outcome studies, Kearney et al. (2021) found that a one standard deviation change in the ratio is likely to result in a 6% standard deviation in student outcomes, especially in terms of improving attendance, decreasing disciplinary infractions, and increasing high school graduation.

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 2026-26 includes a continuation of the 2025-26 site 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

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 2026-27.

Changes from Prior Year

Focal Student

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, two at BHS and 11 at the middle schools. 2025-26 is the fourth and final year of the grant. The middle school counselors strive to

contract with interns that represent their student body.

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 Rtl, 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 Strategic Plan we will be looking at measures that align with the Strategic Plan Pillars which would include:

- Attendance rates
- % of students chronically absent
- % of students expelled or suspended
- California Healthy Kids Survey (CHKS) School Connectedness Response Rates

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 2026-27 is yet to be determined. There is sufficient funding with this BSEP Resource to continue staffing at the current levels.

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.

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

Counseling Ratios*	2021-22	2022-23	2023-24
BUSD Ratio of Students to Counselor (Middle School)	184:1	178:1	178:1

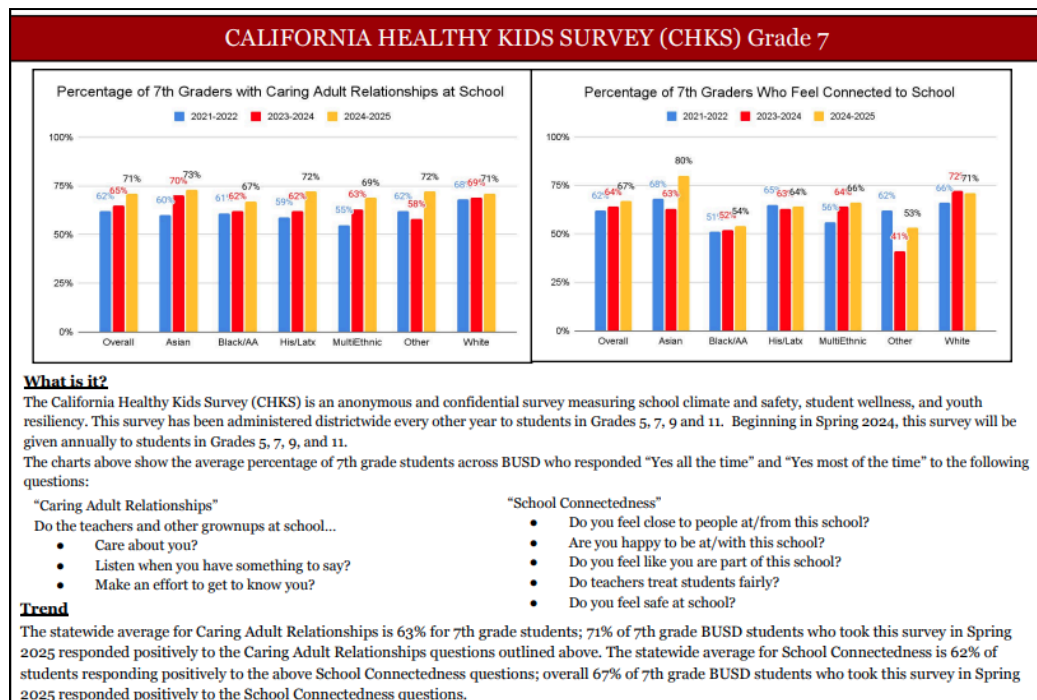
*Source

<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.

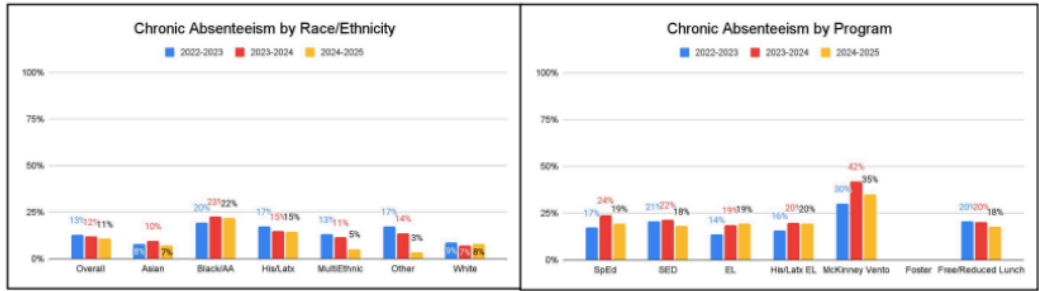
For more information, resources please visit www.schoolcounselor.org

California Healthy Kids Survey (CHKS) Results (7th grade)



Middle School Chronic Absenteeism

CHRONIC ABSENTEEISM Grades 6-8



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

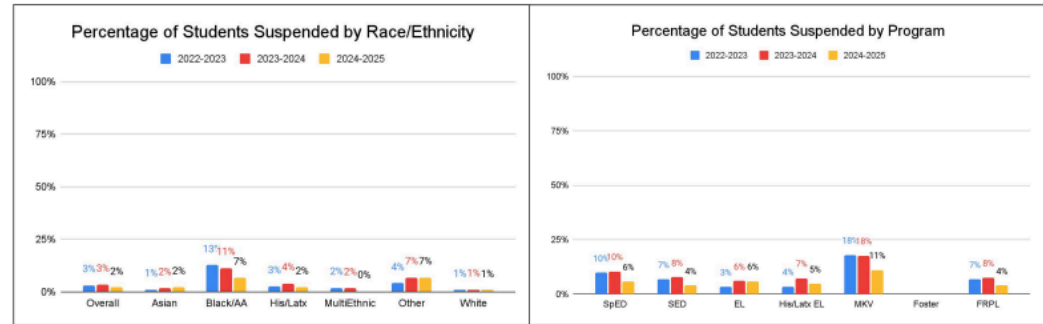
The 2024-25 overall chronic absenteeism rate in middle school was 11%, a slight decrease from the year prior. Note: for this metric, a decrease indicates improvement.

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 Suspension

SUSPENSION DATA Grades 6-8



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.

Budget Details

2026-27 BSEP Budget Overview - Draft

Budget Summary for Counseling and Behavioral Health 2026-27	
BSEP Measure H Resource 0864	
03/10/02	
	2026-27
	year 2
	3% COLA
	DRAFT
	2026-27
Revenue	961,729
Expense	
Middle School Counselors 5.69 FTE	858,681
Reserve for Personnel Variance 6%	51,521
Indirect Cost 4.66%	42,415
	952,617
Net Change to Fund Balance	9,112
Beginning Fund Balance	0
Net Increase/(Decrease) in Fund Balance	9,112
Ending Fund Balance	9,112