Counseling and Behavioral Health

Program Overview

Planning and Oversight Committee Presentation

Doreen Bracamontes, Counseling & Wellness Program Manager

11-3-26

BUSD Planning & Oversight Committee

Excellence • Equity • Engagement • Enrichment

Our Mission

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

#BerkeleyRising

Excellence

Equity

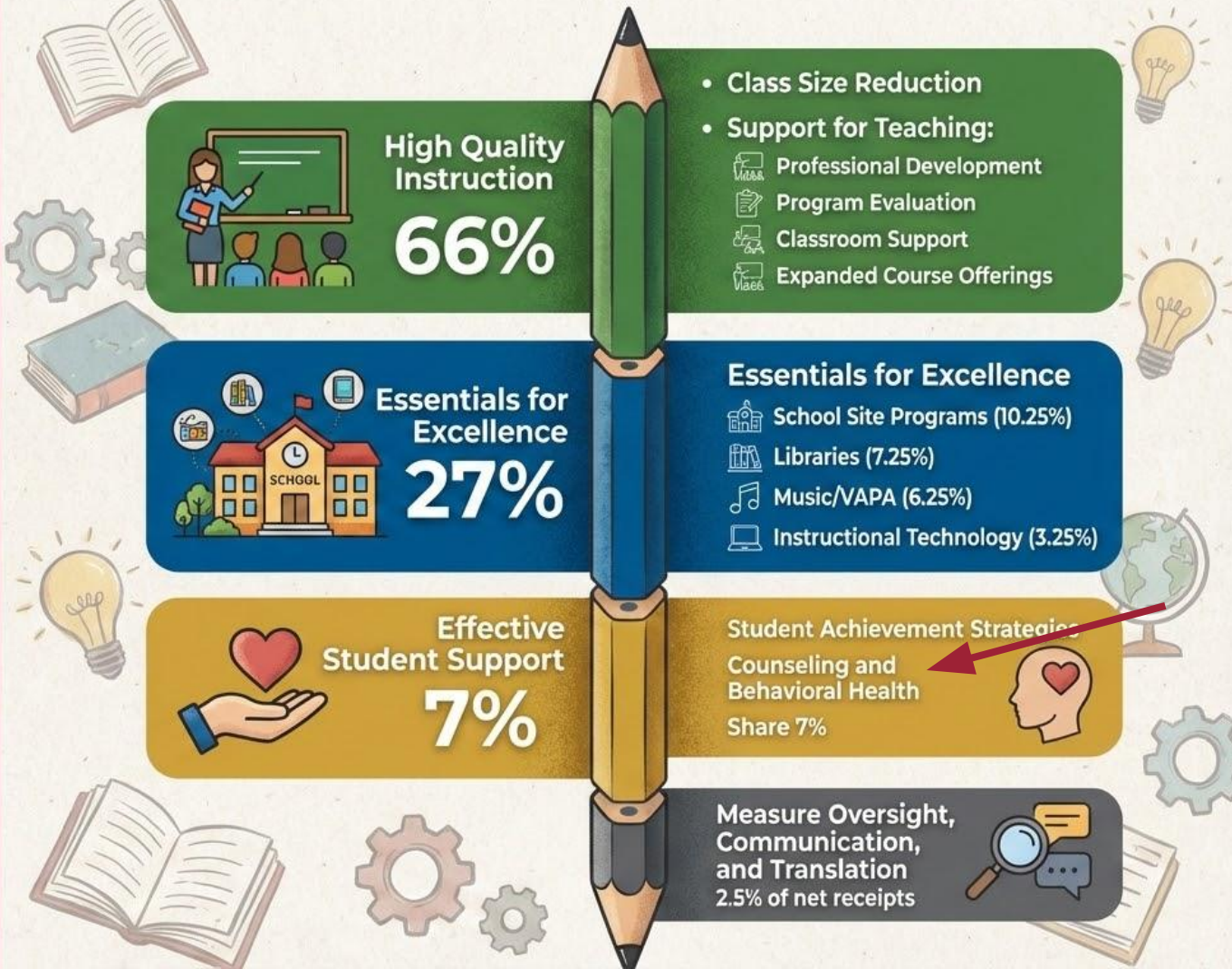
Engagement

Enrichment

Measure H of 2024 Framework

BSEP Resources

BSEP
Berkeley Schools
EXCELLENCE PROGRAM



BUSD Planning & Oversight Committee

2026-27 Budget

BSEP Berkeley Schools EXCELLENCE PROGRAM

2026-27 Budget

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.

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**

Counseling and Behavioral Health 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.

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, professional development in the social/emotional needs of adolescents, conflict mediation, case management and referrals to community resources, and Restorative Practices.

2026-27 Staffing

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.
- The Mental Health Student Services Act (MHSSA) grant is ending. Final '26-'27 funds included stipends for 8 of the 10 counseling interns located at middle schools.

In 2026-27, BSEP allocations represent 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.

2026-27 Counselors	BSEP	Other Funding Sources	Total
King	2.53	1.87	**4.4**
Longfellow	1.33	2.3	**3.5**
Willard	1.83	1.17	**3.0**
Total	**5.69**	**5.21**	**10.9**

Masters Level Counseling Interns	2023-24	2024-25	2025-26	2026-27
King	6	6.5	7	6
Longfellow	2	3	2	1
Willard	2	2	2	3
Total	**10**	**10.5**	**11**	**10**

CBH MS Program

Counseling Ratios: Middle School

*source

Note: The national and state student-to-school-counselor ratio for the 2025–2026 school year is not yet available.

For more information, resources please visit https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios

Counseling Ratios*	2023-24	2024-25	2025-26
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)	376:1	372:1	*Note yet available*
State Ratio of Students to Counselor (all grade levels)	443:1	442:1	*Note yet available*
BUSD Ratio of Students to Counselor (Middle School)	**178:1**	**159:7**	**163.23**

Counselor Ratios Impacts Student Outcomes

- Lowering ratios allows school counselors to effectively deliver a comprehensive school counseling program to better meet students' academic, career and social/emotional needs
- Socioeconomic status and community resources have an impact on school counselors' ability to effectively deliver comprehensive school counseling programs.
- School-counselor-to-student ratios may be optimal at 1:250, but grade level and socioeconomic factors of a district require close consideration.

Impact of School Counseling

IMPACT OF SCHOOL-COUNSELOR-TO-STUDENT RATIOS ON STUDENT OUTCOMES

Study shows impact of school counselor ratios on student outcomes.

WHAT ARE THE FINDINGS?

A school-counselor-to-student ratio of 1:250 has a significant effect on student attendance, SAT mathematics, SAT writing and SAT verbal scores.

In Indiana, the average school-counselor-to-student ratio of 1:250 resulted in:

- 0.3% higher attendance (i.e. every day in a school of 1,000 students, three more students attend class than otherwise).
- 18 points higher SAT mathematics scores.
- 19 points higher SAT verbal scores.
- 16 points higher SAT writing scores.

Students in districts with elementary school counselors have improved performance outcomes versus districts without.

Connecticut school districts report

- Schools with K–12 school counselors:
  - 69.4% report graduation rates greater than 90 percent.
- Schools without elementary school counselors:
  - 45.8% report graduation rates greater than 90 percent.
  - Approximately 72% of school districts provide no comprehensive school counseling services to students in grades K–5.

Lower-performing schools/schools in lower-socioeconomic-status communities maintain higher caseloads than higher-performing schools.

In Connecticut:

- High-performing schools average school-counselor-to-student ratio: High school = 1:182 Middle school = 1:211
- Low-performing schools average school-counselor-to-student ratio: High school = 1:285 Middle school = 1:891

WHAT CAN WE LEARN?

1. Lowering ratios allows school counselors to effectively deliver a comprehensive school counseling program to better meet students' academic, career and social/emotional needs
2. Socioeconomic status and community resources have an impact on school counselors' ability to effectively deliver comprehensive school counseling programs.
3. School-counselor-to-student ratios may be optimal at 1:250, but grade level and socioeconomic factors of a district require close consideration.

Read the full report: ***www.schoolcounselor.org/effectiveness***

SOURCE: ASCA grant-funded research of school counselor ratios and student outcomes in three states (Indiana, Connecticut, and New York).

RESEARCHERS: Jennifer L. Parzych, Ph.D., Southern Connecticut State University; Peg Donohue, Ph.D., Central Connecticut State University; Amy Gaesser, Ph.D., The College at Brockport, SUNY; Ming Ming Chiu, Ph.D., The Education University of Hong Kong

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Goals 2026-27

#1
Articulate Multi-Tiered Counseling Services and Practices

#2
Use common tools for identifying need, direct service, documentation, and progress monitoring

#3
Use 2-3 essential, high leverage practices when providing direct services to students

School Counseling Areas of Focus

Serving Focal Groups and All Students via Multi-Tiered Direct Services and Practices

Services & Practices
Essential Questions

How and when do we implement a specific targeted practice to match a needed type of service?

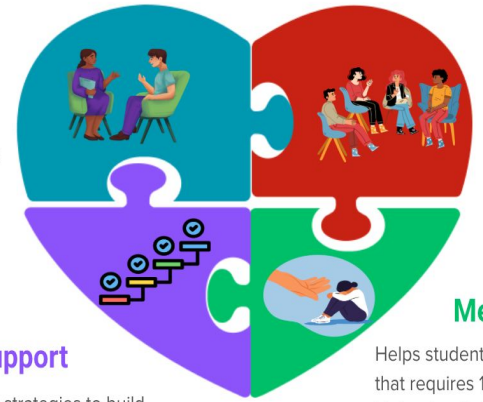
How do we know our supportive action or intervention is working?

Is it improving self awareness and capacity to cope?

Is it cultivating well being, ability to thrive, ability to achieve personal and academic goals?

Berkeley PUBLIC SCHOOLS

Behavioral Health Services



Brief Counseling

Helps students develop awareness and understanding about a challenge they are facing

Helps students implement healthy coping strategies and/or habit changing goals

Support Groups

Helps students to skill build while developing sense of belonging and community with small group of peers who have similar experience

Executive Function Support

Helps student implement specific strategies to build routines and habits that enable them to access class based content and assignments.

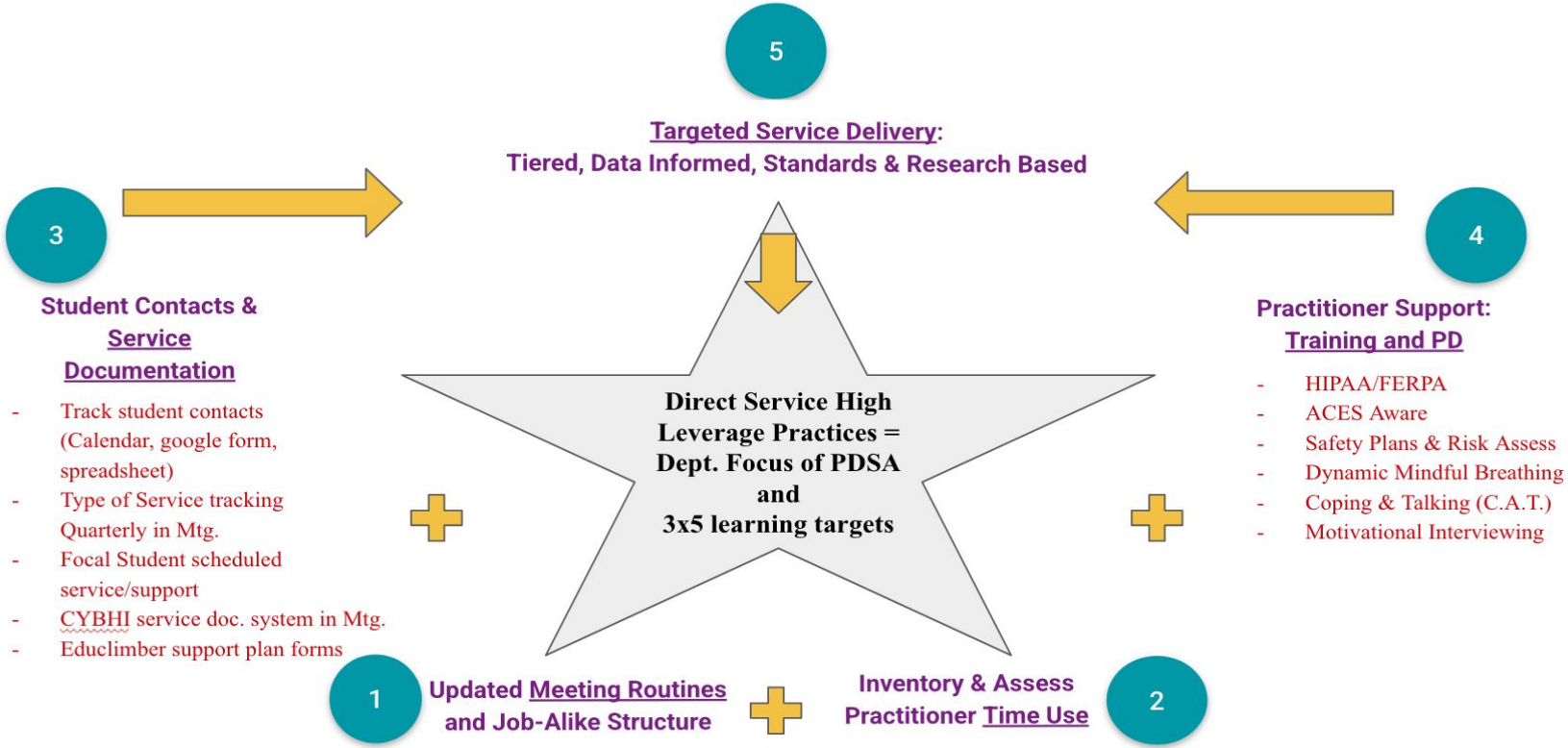
Mental Health Support

Helps students who have experienced a life event that requires 1-1 elevated support or planning, even higher level of care referrals

Helps students experiencing crisis and provide coordinated care response and safety planning

Behavioral Health Services

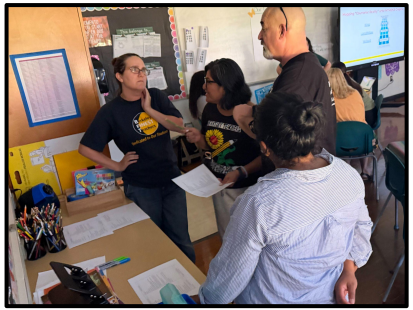
Counseling and Wellness Department Strategy to Build Capacity for MTMDSS Service Delivery



CBH MS Program

Counselors continue to provide student supports in three domains: academic, social/emotional, and college/career

- Support focal students and focal groups of students who are vulnerable and at risk of adverse childhood experiences (ACEs)
- Provide support for all 3 tiers of services to students, participating in promoting pro-social behavior in schools, and participate in Positive Behavioral Interventions and Supports (PBIS).
- Recruit and supervise interns, increasing the number of providers to support students' behavioral health
- Participate in parent-teacher meetings, grade level meetings, look at academic data, engage with Coordination of Services (COS) Teams to discuss students needs and support plans



Longfellow Counselors

Willard Counselors

King Counselors

2025-26 Annual Report Highlights

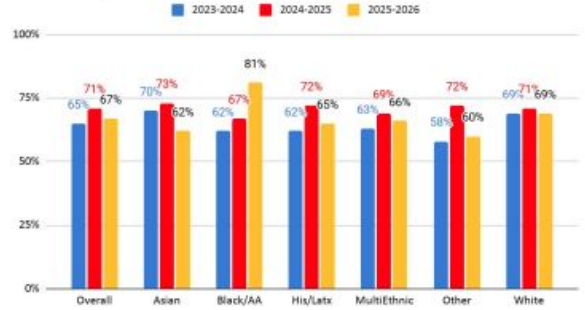
Theresa Langston, Willard Counselor

- 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.

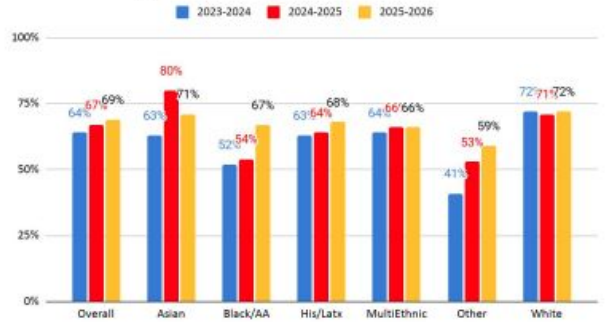
2025-26 Annual Report Highlights

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) Grade 7

Percentage of 7th Graders with Caring Adult Relationships at School



Percentage of 7th Graders Who Feel Connected to School



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

67% 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.

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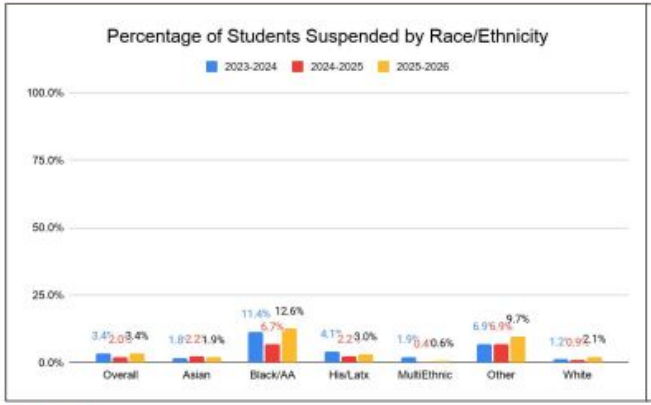
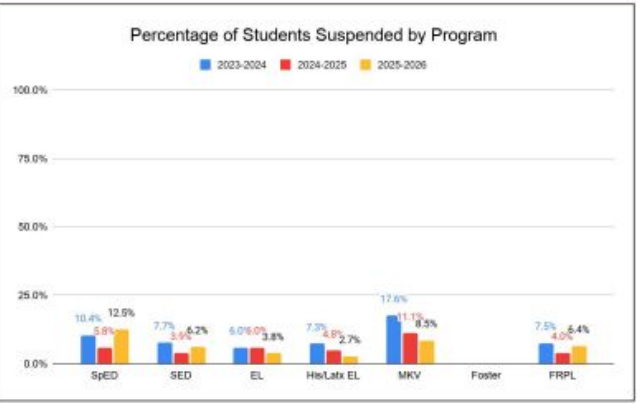
[Middle School Data Newsletter 2026]

2025-26 Annual Report Highlights

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.

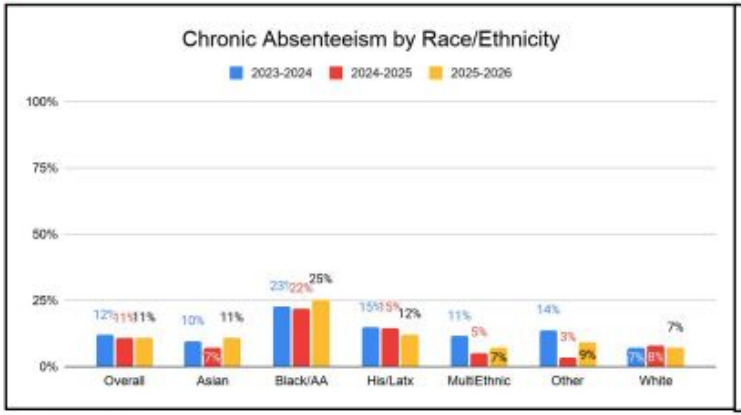
District Goal

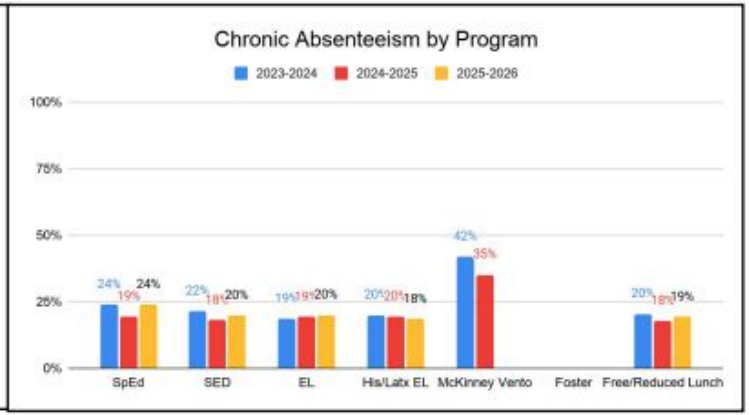
BUSD's LCAP goal is to maintain a suspension rate of less than 2% overall and for focal student groups. Overall, middle school students is 1.4% above the goal in this year, 2025-26. No middle school focal groups met the <2% goal.

Middle School Data Newsletter 2026

2025-26 Annual Report Highlights

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 2025-26 overall chronic absenteeism rate in middle school held steady at 11%. 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 2025-2026. None of the focal students met the 5% improvement goal.

Middle School Data Newsletter 2026

BUSD Planning & Oversight Committee

2025-26 Annual Report Highlights

BSEP Berkeley Schools EXCELLENCE PROGRAM

2025-26 Revenues and Expenditures

Measure E1 - expenses from Measure H were journaled to Measure E1 at the end of 2025-26 to close out the resource

Measure H - expenses appear lower because $398,816 of expenses were journaled to close out Measure E1

Measure E1

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)-Resource
Revenue and Expenditures
Comparison Report

		Proposed Budget 2025-26 As of 06/04/2025	Unaudited Actuals 2025-26 as of 06/30/2026
REVENUE			
	Parcel Tax Revenue	$933,718.00	$ -
	Parcel Tax Revenue-Prior Year	$ -	$ 23,938.84
	Interest	$ -	$ -
	Interest-Prior Year	$ -	$ -
	Net Increase (Decrease) Fair Value	$ -	$ -
	Other Local	$ -	$ -
	Net Revenue	$933,718.00	$ 23,938.84
EXPENDITURES			
	Certificated Salaries	$624,928.00	$ 298,043.48
	Classified Salaries	$ -	$ -
	Employee Benefits	$233,753.00	$ 100,772.31
	Books & Supplies	$ -	$ -
	Unallocated Reserve and Carryover	$ 15,530.00	$ -
	Contracted Services	$ -	$ -
	Capital Outlay	$ -	$ -
	Indirect Costs	$ 59,507.00	$ 27,159.36
TOTAL EXPENDITURES		$933,718.00	$ 425,975.15
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ -	$(402,036.31)
NET INCREASE (DECREASE)		$ -	$(402,036.31)
FUND BALANCE ANALYSIS			
	Beginning Fund Balance	$ -	$ 402,036.31
	Net Increase (Decrease) in Fund Balance	$ -	$(402,036.31)
	Ending Fund Balance	$ -	$ 0.00

Measure H

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Resource 0864 Counseling
Revenue and Expenditures
Comparison Report

		Adopted Budget 2025-26 As of 06/04/2025	Unaudited Actuals 2025-26 as of 06/30/2026
REVENUE			
	Parcel Tax Revenue	$ 933,718.00	$ 933,718.00
	Parcel Tax Revenue-Prior Year	$ -	$ -
	Interest	$ -	$ -
	Interest-Prior Year	$ -	$ -
	Net Increase (Decrease) Fair Value	$ -	$ -
	Other Local	$ -	$ -
	Net Revenue	$ 933,718.00	$ 933,718.00
EXPENDITURES			
	Certificated Salaries	$ 624,928.00	$ 306,070.20
	Classified Salaries	$ -	$ -
	Employee Benefits	$ 233,753.00	$ 103,486.29
	Books & Supplies	$ -	$ -
	Unallocated Reserve and Carryover	$ 15,530.00	$ -
	Contracted Services	$ -	$ -
	Capital Outlay	$ -	$ -
	Indirect Costs	$ 59,507.00	$ 27,890.80
TOTAL EXPENDITURES		$ 933,718.00	$ 437,447.29
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ -	$ 496,270.71
NET INCREASE (DECREASE)		$ -	$ 496,270.71
FUND BALANCE ANALYSIS			
	Beginning Fund Balance	$ -	$ -
	Net Increase (Decrease) in Fund Balance	$ -	$ 496,270.71
	Ending Fund Balance	$ -	$ 496,270.71

Thank you