

Berkeley Unified School District

Additional Indicators of Progress to Achieve Goals – Three Year Look

This document is created as a follow up to the LCAP Evaluation and to further examine the reduction in Disproportionality over time. Many of these goals were presented through the [LCAP Evaluation](#). This report measures the ratio of African-American students to White students in the targeted areas of Enrollment; Special Education Enrollment; Suspensions with a look at Suspensions for Defiance, Drugs and Alcohol and Violence; Graduation and Dropout Rates. Where available, the data also includes this breakdown by numbers of students and gender.

Enrollment Trends

LCAP Goal: Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year.

Percentages by Ethnicity Show the Percent of the Subgroup divided by Overall and the Percentages by gender show the percent of females / males in that Racial / Ethnic Group. These reflect 2015 CALPADs and they define all races by “not Hispanic” as Hispanic is an Ethnicity. If a student is Hispanic AND a Race, they are counted as Hispanic (Based on Education Code and Federal rules for Enrollment.)

Race / Ethnicity	2015-16		2014-15		2013-14	
	% of Students	% of Teachers	% of Students	% of Teachers	% of Students	% of Teachers
<i>Number of Students / Teachers</i>	9794		9771		9580	
<i>All Females / All Males</i>	49%	51%	49%	51%	49%	51%
African-American, not Hispanic	1697 (17%)		1839 (19%)		1874 (20%)	
<i>Females / Males</i>	50%	50%	50%	50%	49%	51%
Asian / Filipino, not Hispanic	801 (8%)		799 (8%)		805 (8%)	
<i>Females / Males</i>	52%	48%	50%	50%	51%	49%
Hispanic or Latino of any race	2145 (22%)		2122 (22%)		2094 (22%)	
<i>Females / Males</i>	49%	51%	47%	53%	48%	52%
Two or More Races, not Hispanic	1255 (13%)		1214 (12%)		1152 (11%)	
<i>Females / Males</i>	50%	50%	49%	51%	49%	51%
White, not Hispanic	3852 (39%)		3726 (38%)		3576 (37%)	
<i>Females / Males</i>	47%	53%	48%	52%	48%	52%
Other / No Response	44 (<1%)		71 (1%)		115 (1%)	
<i>Females / Males</i>	55%	45%	42%	58%	49%	51%

* Represents Less than 10 students.

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Enrollment Analysis – There has been a steady decline in the number and percent of African-American students enrolled in BUSD in direct correlation to an increase in the number and percent of White students. Research shows that there are still more males than females born into families while in Berkeley, the differences from the norm are Asian / Filipino students (with more females than males) whereas the percentage of White Male students is the largest of all groups. Another important piece to note is that the proportional representation of the teaching staff is more closely mirroring the student demographics of the district. Finally, the percent of families and certificated teachers choosing NOT to complete the Race / Ethnicity box has declined over the years. (Note that Gender by Teacher was unavailable at print time.)

K-12 Special Education Enrollment

Special Education by Race and Gender	2015-16		2014-15		2013-14	
	F	M	F	M	F	M
Total Students receiving SPED Services (SPED)	1077 (11%)		1136 (12%)		1187 (12%)	
Number of SPED Students who are Female (F) / Male (M)	352	725	365	771	400	787
% of BUSD Females / Males who receive SPED services	7%	14%	7%	15%	8%	16%
N / % of AA Population who receive SPED services	399 (24%)		454 (24%)		489 (25%)	
Percent of Students receiving SPED Services who are AA	37%		40%		40%	
N of AA Students receiving SPED services who are F / M	132	267	148	306	170	319
% of F / M AA Population who receive SPED services	15%	32%	16%	32%	17%	32%
% of F / M Students receiving SPED services who are AA	38%	37%	41%	40%	42%	40%
N / % of Latino Population who receive SPED services	305 (14%)		288 (14%)		299 (14%)	
% of Students who receive SPED services that are Latino	28%		25%		40%	
N of Latino Students receiving SPED services who are F / M	102	203	101	187	108	191
% of F / M Latino Population who receive SPED services	10%	19%	10%	17%	10%	17%
% of F / M Students receiving SPED services who are Latino	29%	28%	27%	24%	27%	24%
N / % of White Population who receive SPED services	211 (5%)		219 (6%)		217 (6%)	
% of Students who receive SPED services who are White	20%		19%		18%	
N of White Students receiving SPED services who are F / M	65	146	58	161	63	154
% of F / M White Population who receive SPED services	4%	7%	3%	8%	4%	8%

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<i>% of F / M Students receiving SPED services who are White</i>	18%	20%	16%	21%	16%	20%
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Special Education Enrollment by Primary Disability of Emotionally Disturbed

Significant Disproportionality – Emotionally Disturbed	2015-16		2014-15		2013-14	
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
N / % of Students with the Primary Disability of ED	64 / 6%		72 / 6%		95 / 8%	
<i>N / % of F / M Students with the Primary Disability of ED</i>	23/36%	41/64%	15/21%	57/79%	25/26%	70/74%
N / % of ED Students who are African-American	26 / 41%		34 / 47%		37 / 39%	
<i>% of F / M ED Students who are African-American</i>	*	18/44%	*	31/54%	*	32/50%
N / % of ED Students who are Latino	19 / 30%		11 / 15%		16 / 17%	
<i>% of F / M ED students who are Latino</i>	*	14/35%	*	10/14%	*	15/21%
N / % of ED Students who are White	12 / 19%		16 / 22%		27 / 28%	
<i>% of F / M ED Students who are White</i>	0	12/29%	*	*	16/64%	11/20%

*Less than 10 students

Special Education Analysis – There has been a slight decrease in the number and percent of students with IEPs (Special Education) enrolled in BUSD. The demographics are changing for Special Education students. There were fewer Black or African-American (AA) students identified for Special Education in 2015-16 while more Latino and White Special Education students are being identified as in earlier years. In addition, there are significantly more Male students enrolled in Special Education. The percent of Male and Female Special Education students has decreased for African-American students yet there still is a 1 in 3 chance (32%) that if you are an African-American male, you will be in Special Education. While the disproportionality between African-American and White students has decreased from 21% to 17%, it still exists and is most prevalent for students with the Primary Disability of Emotionally Disturbed with the largest numbers of ED students being AA males.

When comparing overall student enrollment percentages to Special Education enrollment percentages, the disparity for African-American and Latino students continues to be more pronounced. While only 17% of all students are African-American, 37% percent of Special Education students are African-American. In addition, 46 of the 123 Special Education students identified as Two or More Races have the Primary Race of African-American and another 40 Latino students are also African-American. With these changes we will take a look deeper look at the systematic changes made with the new restorative practices and Coordination of Services models implemented as part of the Local Control Accountability Plan.

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Suspension

Percent of Students Suspended by Gender

K-12 SUSPENSIONS	2015-16		2014-15		2013-14	
	F	M	F	M	F	M
Number of Students Suspended	156 / 1.5%		294 / 3%		302 / 3%	
% of Female / Male Students who are Suspended	52/1.5%	104/2%	89/2%	205/4%	94/2%	208/4%
Number of AA Students Suspended	94 / 6%		189 / 10%		168 / 8%	
% of Female / Male AA Students who are Suspended	52/5%	55/5%	58/9%	131/13%	63/6%	105/11%
Number of Latino Students Suspended	27 / 1%		41 / 2%		50 / 2%	
% of Latino Female / Male Students who are Suspended	19/2%	*	16/1%	25/2%	20/2%	30/2%
Number / % of White Students Suspended	15 / .4%		24 / 1%		44 / 1%	
% of Female / Male White Students who are Suspended	*	14/ 1%	*	20 / 1%	*	38 / 2%

Percent of Students Suspended by Level

K-5 School Students Suspended	2015-16		2014-15		2013-14	
	F	M	F	M	F	M
Number of K-5 Students Suspended	13		25		37	
% of K-5 Students Suspended	.3%		1%		1%	
% of K-5 Female / Male Students Suspended	*	.4%	1%	2%	*	1%
N / % of K-5 AA Students suspended	*		13 / 4%		16 / 2%	
% of K-5 Female / Male AA Students Suspended	*	*	*	6%	*	4%
N / % of K-5 Latino Students suspended	*		*		*	
% of K-5 White Students suspended	*		*		*	
Middle School Students Suspended	2015-16		2014-15		2013-14	
Number of 6-8 Students Suspended	84		103		89	
% of 6-8 Students Suspended	3%		4%		2%	
% of 6-8 Female / Male Students Suspended	3%	4%	2%	6%	2%	3%
N / % of 6-8 AA Students suspended	54 / 13%		70 / 13%		38 / 8%	
% of 6-8 Female / Male AA Students Suspended	12%	13%	9%	17%	7%	9%
N / % of 6-8 Latino Students suspended	14 / 2%		16 / 2%		16 / 3%	
N / % of 6-8 White Students suspended	*		*		*	

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High School Students Suspended (BTA/BHS)	2015-16		2014-15		2013-14	
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
% of 9-12 Students Suspended	59 / 2%		166 / 6%		176 / 5%	
% of 9-12 Female / Male Students Suspended	15 / 1%	44 / 2%	55 / 4%	111 / 8%	53 / 3%	54 / 6%
% of 9-12 AA Students suspended	33 / 5%		106 / 14%		94 / 12%	
% of 9-12 Female / Male AA Students Suspended	11 / 3%	22 / 7%	32 / 10%	74 / 18%	36 / 9%	48 / 15%
% of 9-12 Latino Students suspended	12 / 2%		28 / 3%		24 / 3%	
% of 9-12 Female / Male Latino Students Suspended	*	2%	11 / 3%	11 / 3%	*	16 / 4%
% of 9-12 White Students suspended	*		15 / 3%		31 / 3%	
% of 9-12 Female / Male White Students Suspended	*	*	*	10 / 4%	*	26 / 4%

Percent of Total Suspensions by Gender

K-12 SUSPENSIONS	2015-16		2014-15		2013-14	
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
Number of Total Suspensions	241		477		509	
Percent of Suspensions that are Female, Male	70/29%	171 / 71%	131 / 28%	346 / 72%	148 / 29%	361 / 71%
Number / Percent of Total Suspensions that are AA	151 / 63%		324 / 68%		311 / 61%	
N of Suspensions that are AA Female, AA Male	54	97	96	228	105	206
Percent of Female Suspensions that are AA	77%		73%		71%	
Percent of Male Suspensions that are AA	57%		66%		50%	
N / Percent of Total Suspensions that are Latino	41 / 17%		58 / 12%		73 / 14%	
N that are Latino Female, Latino Male	10	31	21	37	28	45
Percent of Female Suspensions that are Latino	14%		16%		19%	
Percent of Male Suspensions that are Latino	18%		11%		13%	
N / Percent of Total Suspensions that are White	17 / 7%		39 / 8%		56 / 11%	
N that are White Female, White Male	*	16	*	34	*	51
Percent of Male Suspensions that are White	9%		10%		14%	

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Percent of Total Suspensions by Level

Elementary School SUSPENSIONS	2015-16	2014-15	2013-14
Total Suspensions in Elementary School	23	56	61
N / Percent of Total K-5 Suspensions that are AA	*	32 / 61%	33 / 55%
N / Percent of Total K-5 Suspensions that are Latino	*	*	*
N / Percent of Total K-5 Suspensions that are White	*	10 / 18%	*
Middle School SUSPENSIONS	2015-16	2014-15	2013-14
Total Suspensions in Middle School	143	194	168
N / Percent of Total 6-8 Suspensions that are AA	99 / 69%	131 / 69%	103 / 61%
N / Percent of Total 6-8 Suspensions that are Latino	18 / 13%	28 / 14%	33 / 20%
N / Percent of Total 6-8 Suspensions that are White	*	13 / 7%	15 / 9%

High-School Suspensions

Number / % of High School SUSPENSIONS	2015-16	2014-15	2013-14
Total Suspensions in High School	75	277	280
N / Percent of Total 9-12 Suspensions that are AA	43 / 57%	160 / 70%	171 / 61%
N / Percent of Total 9-12 Suspensions that are Latino	16 / 21%	26 / 12%	39/14%
N / Percent of Total 9-12 Suspensions that are White	*	16 / 7%	42 / 15%

Berkeley High School and Berkeley Technology Academy Total Suspensions

BHS Total Suspensions	2015-16	2014-15	2013-14
Number / % of Total BHS Suspensions	55	183	193
Number / % of Total BHS Suspensions that are AA	29 / 55%	124 / 68%	107 / 55%
Number / % of Total BHS Suspensions that are Latino	12 / 22%	22 / 12%	27 / 14%
Number / % of Total BHS Suspensions that are White	*	15 / 8%	36 / 19%
BTA Total Suspensions	2015-16	2014-15	2013-14
Number of Total BTA Suspensions	20	48	62
Number / % of Total BTA Suspensions that are AA	14 / 70%	40 / 83%	48 / 77%

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Suspension by Sub-Category Type and Education Code

K-12 DEFIANCE SUSPENSIONS	2015-16	2014-15	2013-14
Number of Defiance Suspensions	14	56	95
Percent of Total Suspensions for Defiance	6%	12%	19%
Percent of Defiance AA Suspensions	10 / 71%	37 / 66%	56 / 59%
Percent of Defiance White Suspensions	*	*	12%
K-12 ILLICIT DRUG SUSPENSIONS	2015-16	2014-15	2013-14
Number of Illicit Drug Suspensions	11	37	66
Percent of Total Suspensions for Illicit Drugs	5%	8%	13%
Percent of Illicit Drug AA Suspensions	*	27%	42%
Percent of Illicit Drug White Suspensions	*	27%	38%
K-12 VIOLENT INCIDENT (with Physical Injury) SUSPENSIONS	2015-16	2014-15	2013-14
Number of Violent Incident (with Phys Injury) Suspensions	81	153	96
Percent of Violent Incident (with Phys Injury) Suspensions	34%	32%	19%
% of Violent Incident (with Phys Injury) AA Suspensions	48 / 59%	110 / 72%	66 / 69%
% of Violent Incident (with Phys Injury) White Suspensions	*	6%	6%

Specific Numbers for Ed. Code Category and Subcategory (all others had less than 10 suspension incidences).

BUSD PowerSchool Category (Ed Code)	CDE Sub-Category	K-12	K-12 AA	All BHS	All BTA
Disruption, Defiance	Defiance	14	10	*	
Harassment or Intimidation	Violent Inc., No Injury	28	18	13	*
Used Force or Violence	Violent Inc., No Injury	48	32	*	*
Caused Attempted or Threatened Physical Injury	Violent Incident	68	46	*	10
Committed Assault or Battery on a Sch Employee	Violent Incident	21	*	*	*
Sexual Harassment	Violent Incident	11	*	*	*

Suspension Analysis: There has been a dramatic decrease in the number of students suspended. The suspension decrease was most dramatic at the high-school especially for African-American students and specifically African-American male suspensions with a decrease of over one half the suspensions from the year prior. The High School attributes the decrease in suspensions to the introduction to a systematic process for restorative practices and intervention. Suspensions also decreased at the elementary and middle school. Violent Injury Suspensions with Physical Injury are also decreasing, this has also been attributed to the increase in restorative practices. The few areas that Suspensions increased were for Middle School females and more specifically for Middle School African-American females.