

Berkeley Unified School District

Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

In August and September through the LCAP Evaluation, many of these goals were presented looking at overall comparisons to the LCAP Baseline, these indicators of progress measure disproportionality 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; Attendance; Graduation and Dropout Rates.

Preceding the data, each district goal will include the District Indicator Goal and if included in the Local Control Accountability Plan (LCAP), the LCAP Goal. Finally, if the District Indicator is also a 2020 goal, a ²⁰²⁰ will be written next to the District Goal.

Enrollment Trends

District Indicator: Increase the percentage of certificated employees of color by 3% annually. The ethnicity for all certificated employees is listed below; the ethnicity for students is included for comparison. These results derive from the annual CDE Census entitled CALPADS. **LCAP Goal:** Increase the percentage of teachers who are African-American or Latino by ensuring that 20% or more of newly hired teachers are African-American or Latino each year.

	2014-15			2013-14			2012-13		
Race / Ethnicity	% of Students		% of Teachers	% of Students		% of Teachers	% of Students		% of Teachers
<i>All Females / All Males</i>	49%	51%		49%	51%		49%	51%	
African-American, not Hispanic	19%		8%	20%		7%	20%		7%
<i>Females / Males</i>	50%	50%		50%	50%		51%	49%	
Asian / Filipino, not Hispanic	8%		8%	8%		7%	8%		8%
<i>Females / Males</i>	49%	51%		51%	49%		51%	49%	
Hispanic or Latino of any race	24%		11%	24%		9%	24%		8%
<i>Females / Males</i>	48%	52%		48%	52%		47%	53%	
Two or More Races, not Hispanic	12%		5%	11%		5%	11%		4%
<i>Females / Males</i>	48%	52%		49%	51%		49%	51%	
White, not Hispanic	36%		68%	36%		69%	35%		67%
<i>Females / Males</i>	48%	52%		48%	52%		48%	52%	
Other / No Response	1%		0%	1%		2%	2%		6%
<i>Females / Males</i>	38%	62%		43%	57%		45%	55%	

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Berkeley Unified School District

Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

Special Education Enrollment

District Indicator: Reduce the percentage of **African-American** students identified for **special education** (SPED) by 5% annually. Reduce the percentage of African-American students found eligible as emotionally disturbed (ED) by 5% annually to address significant disproportionality.

Special Education Enrollment by Race / Gender	2014-15		2013-14		2012-13	
Percent of BUSD Students who have IEPs (SPED)	11%		12%		12%	
<i>% of Females / Males who have IEPs</i>	7%	15%	8%	16%	9%	16%
Percent of SPED Students who are African-American	40%		40%		41%	
<i>% of Female / Male SPED Students who are AA</i>	41%	40%	42%	40%	45%	39%
Percent of SPED Students who are White	19%		18%		17%	
<i>% of Female / Male SPED Students who are White</i>	16%	21%	16%	20%	14%	19%
Percentage of Special Education Students by Sub-Group Population Enrollment and Gender	2014-15		2013-14		2012-13	
Percent of AA Students who are SPED	24%		25%		24%	
<i>% of Female / Male AA Students who are SPED</i>	16%	32%	17%	32%	18%	30%
Percent of White Students who are SPED	6%		6%		6%	
<i>% of Female / Male White Students who are SPED</i>	3%	8%	4%	8%	4%	8%

Special Education Primary Disability	2014-15		2013-14		2012-13	
% of SPED Students who are Emotionally Disturbed (ED)	6%		8%		8%	
<i>% of Female / Male SPED Students who are ED</i>	4%	7%	6%	9%	4%	11%
% of ED Students who are African-American (AA)	47%		39%		40%	
<i>% of Female / Male ED Students who are AA</i>	20%*	54%	20%*	50%	28%*	43%
% of ED Students who are White	22%		28%		28%	
<i>% of Female / Male ED Students who are White</i>	60%*	12%	64%	20%	52%	19%

***Less than 10 students** **Other Findings:** Only 8% of the Total Enrollment in 14-15 are African-American Males yet 26% of Special Education students are African-American Boys.

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Berkeley Unified School District

Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

School Governance / Site Council Membership

District Indicator: Increase the percentage of parents and students of color serving on an SGC or an SSC so that the representatives on these committees mirror the demographics of our student population reflected about. These results are reported to the Governing Board by BSEP annually in November.

School Governance Council Membership	2014-15	2013-14	2012-13
Total Number of Parent and Student Members	221	245	260
African-American	22%	21%	19%
Asian-American / Pac. Isl / Filipino	5%	5%	6%
Hispanic or Latino	8%	11%	14%
Bi-Racial, Native American or Other	6%	7%	5%
White	59%	56%	56%

Suspension

District Indicator²⁰²⁰: Reduce the number of overall **suspensions** by 5% annually at each level (elementary, middle and high-school) and reduce the number of African-Americans **suspended** by 15% annually.

LCAP Goal: The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment).

Percent of Students Suspended by Gender

K-12 SUSPENSIONS	2014-15		2013-14		2012-13	
% of Students Suspended	3%		3%		4%	
% of Female / Male Students who are Suspended	2%	4%	2%	4%	2%	5%
% of AA Students suspended	10%		8%		10%	
% of Female / Male AA Students who are Suspended	9%	13%	6%	11%	7%	13%
% of White Students suspended	1%		1%		2%	
% of Female / Male White Students who are Suspended	*	1%	*	2%	1%	2%

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Berkeley Unified School District
Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

Percent of Total Suspensions by Gender

K-12 SUSPENSIONS	2014-15		2013-14		2012-13	
Number of Total Suspensions	477		509		657	
<i>Percent of Total that are Female, Male</i>	28%	72%	29%	71%	31%	69%
Percent of Total Suspensions that are AA	68%		61%		59%	
<i>Percent of Total that are AA Female, AA Male</i>	20%	48%	21%	35%	20%	34%
<i>Percent of Female Suspensions that are AA</i>	73%		71%		62%	
<i>Percent of Male Suspensions that are AA</i>	66%		50%		50%	
Percent of Total Suspensions that are White	8%		11%		12%	
<i>Percent of Total that are White Female, White Male</i>	*	7%	*	13%	*	10%
<i>Percent of Female Suspensions that are White</i>	*		*		*	
<i>Percent of Male Suspensions that are White</i>	10%		18%		14%	

Percent of Students Suspended by Level

K-5 School Students Suspended	2014-15		2013-14		2012-13	
% of K-5 Students Suspended	1%		1%		1%	
% of K-5 Female / Male Students Suspended	1%	2%	*	1%	*	2%
% of K-5 AA Students suspended	4%		2%		4%	
% of K-5 Female / Male AA Students Suspended	*	6%	*	4%	1%	6%
% of K-5 White Students suspended	*		*		*	
Middle School Students Suspended	2014-15		2013-14		2012-13	
% of 6-8 Students Suspended	4%		2%		3%	
% of 6-8 Female / Male Students Suspended	2%	6%	2%	3%	2%	4%
% of 6-8 AA Students suspended	13%		8%		8%	
% of 6-8 Female / Male AA Students Suspended	9%	17%	7%	9%	6%	10%
% of 6-8 White Students suspended	*		*		1%	

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Berkeley Unified School District

Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

High School Students Suspended (BTA/BHS)	2014-15		2013-14		2012-13	
% of 9-12 Students Suspended	6%		5%		6%	
% of 9-12 Female / Male Students Suspended	4%	8%	3%	6%	4%	8%
% of 9-12 AA Students suspended	14%		12%		14%	
% of 9-12 Female / Male AA Students Suspended	10%	18%	9%	15%	10%	18%
% of 9-12 White Students suspended	3%		3%		3%	
% of 9-12 Female / Male White Students Suspended	2%	4%	*	4%	2%	4%

Percent of Total Suspensions by Level

Elementary School SUSPENSIONS	2014-15	2013-14	2012-13
Percent of Total Suspensions that are AA	61%	55%	70%
Percent of Total Suspensions that are White	*	*	*
Middle School SUSPENSIONS	2014-15	2013-14	2012-13
Percent of Total Suspensions that are AA	69%	61%	61%
Percent of Total Suspensions that are White	7%	9%	10%
High School SUSPENSIONS (BTA/BHS)	2014-15	2013-14	2012-13
Percent of Total Suspensions that are AA	70%	61%	57%
Percent of Total Suspensions that are White	7%	10%	11%

Suspensions by Type

K-12 DEFIANCE SUSPENSIONS	2014-15	2013-14	2012-13
Number of Defiance Suspensions	56	95	161
Percent of Total Suspensions for Defiance	12%	19%	25%
Percent of Defiance Suspensions that are AA	66%	59%	64%
Percent of Defiance Suspensions that are White	*	12%	12%
K-12 FEDERAL OFFENSE: ILLICIT DRUG SUSPENSIONS	2014-15	2013-14	2012-13
Number of Illicit Drug Suspensions	37	66	114
Percent of Total Suspensions for Illicit Drugs	8%	13%	17%
Percent of Illicit Drug Suspensions that are AA	27%	42%	41%
Percent of Illicit Drug Suspensions that are White	27%	38%	20%

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Berkeley Unified School District
Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

K-12 FEDERAL OFFENSE: VIOLENT INCIDENT ¹ SUSPENSIONS	2014-15	2013-14	2012-13
Number of Weapons or Violent Incident Suspensions	361	328	349
Percent of Total Suspensions for Violent Incidents	76%	64%	53%
Percent of Violent Incident Suspensions that are AA	71%	65%	64%
Percent of Violent Incident Suspensions that are White	6%	6%	11%

Absenteeism

District²⁰²⁰, LCAP Goal - The number* of students who are “chronically absent” (greater than 10% of the school year or 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment)

Chronic Absenteeism by Gender

K-12 Students by Gender	2014-15		2013-14		2012-13	
Percent of K-12 students who are chronically absent	8%		13%		13%	
Percent of Female / Male students who are chronically absent	9%	8%	14%	12%	13%	12%
% of African-American (AA) students who are chronically absent	17%		21%		22%	
Percent of Female / Male AA students who are chronically absent	16%	18%	21%	20%	23%	22%
% of White students who are chronically absent	6%		10%		7%	
Percent of Female / Male AA students who are chronically absent	6%	6%	11%	8%	8%	7%

Chronic Absenteeism by Level

Totals for All Students by Level	2014-15	2013-14	2012-13
Elem students who are chronically absent	5%	7%	6%
MS students who are chronically absent	6%	5%	8%
BHS² students who are chronically absent	14%	15%	20%
Totals for African-American Students	2014-15	2013-14	2012-13
% of Elem AA students who are chronically absent	14%	15%	14%
% of MS AA students who are chronically absent .	9%	6%	10%
% of BHS AA students who are chronically absent	20%	24%	32%

¹ Including Weapons

² Represents only Berkeley High as Berkeley Technology Academy calculates attendance Differently

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Berkeley Unified School District

Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

Totals for Students who are White	2014-15	2013-14	2012-13
% of Elem White students who are chronically absent	4%	4%	3%
% of MS White students who are chronically absent	8%	8%	9%
% of BHS White students who are chronically absent	9%	13%	13%

Graduation and Dropout Rates

District²⁰²⁰, LCAP Goal - Increase the percentage of students meeting the Four-Year Cohort Graduation Rate to exceed 90% of all students. Decrease the Four-Year Cohort Drop-Out Rate so that less than 5% of students are dropping out of school.

BUSD Graduation Rate	2013-14		2012-13		2011-12	
<i>All BUSD Students</i>	89.0		85.5		83.1	
Female / Male	90.9	87.0	86.7	84.4	86.0	79.9
<i>African-American</i>	81.6		81.9		74.9	
Female / Male	84.1	78.5	83.9	79.6	79.2	69.1
<i>Two or More Races</i>	93.2		79.0		89.2	
Female / Male	93.3	93.0	79.5	78.4	91.8	85.3
<i>Hispanic or Latino</i>	88.4		86.9		82.0	
Female / Male	93.0	83.3	86.8	87	86.8	78.4
<i>White</i>	94.5		90.0		89.8	
Female / Male	94.4	94.7	91.0	89.0	92.3	87.1

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Berkeley Unified School District

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BHS Graduation Rate	2013-14		2012-13		2011-12	
<i>All BUSD Students</i>	91.8		88.9		86.6	
Female / Male	93.5	90	90.1	87.7	88.4	84.4
<i>African-American</i>	87.2		88.4		81.9	
Female / Male	87.6	86.7	90.4	86.2	83.7	79.0
<i>Two or More Races</i>	96.3		86.8		91.3	
Female / Male	97.6	94.9	85.7	87.9	91.8	90.3
<i>Hispanic or Latino</i>	89.7		88.8		86.1	
Female / Male	94.0	84.7	89.3	88.2	90.1	83.0
<i>White</i>	95.8		91.4		90.1	
Female / Male	96.4	95.3	92.7	90.1	92.3	87.6

BUSD Drop-Out Rate	2013-14		2012-13		2011-12	
<i>All BUSD Students</i>	9.1		11.6		14.4	
Female / Male	10.3	9.1	11.7	11.5	11.9	17.2
<i>African-American</i>	15.5		15.0		21.6	
Female / Male	15.0	16.1	14.4	15.7	18.1	26.4
<i>Two or More Races</i>	5.7		15.8		8.4	
Female / Male	6.7	4.7	15.4	16.2	6.1	11.8
<i>Hispanic or Latino</i>	9.1		9.7		12.9	
Female / Male	4.7	14.1	12.0	7.6	10.5	14.7
<i>White</i>	4.4		9.1		9.8	
Female / Male	4.9	4.0	9.0	9.1	7.1	12.9

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Berkeley Unified School District

Indicators of Progress to Achieve Goals – Three Year Look at Disproportionality

BHS Drop-Out Rate	2013-14		2012-13		2011-12	
<i>All BUSD Students</i>	6.8		8.6		11.2	
Female / Male	8.5	6.8	8.7	8.5	9.6	13.1
<i>African-American</i>	11.0		9.4		14.8	
Female / Male	11.3	10.7	8.5	10.3	13.2	17.3
<i>Two or More Races</i>	3.7		10.3		6.3	
Female / Male	2.4	5.1	11.4	9.1	6.1	6.5
<i>Hispanic or Latino</i>	7.7		7.5		9.1	
Female / Male	3.6	12.5	9.3	5.9	7.0	10.6
<i>White</i>	3.5		7.7		9.6	
Female / Male	2.9	4.1	7.3	8.1	7.1	12.4

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