

Enrollment, Special Education and Suspension – Four Year Look

This document is created as a follow up to the LCAP Evaluation and State of the District to further examine the disproportionality of Enrollment, Special Education and Suspensions over the last four years. This report measures the ratio African-American students to White students in the targeted areas including a look at Suspensions for Defiance, Drugs and Alcohol and Violence. 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 2016-17 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.)

	2016-17		2015-16		2014-15		2013-14	
Race / Ethnicity	% of Students	% of Teachers	% of Students	% of Teachers	% of Students	% of Teachers	% of Students	% of Teachers
Number of Students	9643		9794		9771		9580	
% Females / Males	49% 51%		49% 51%		49% 51%		49% 51%	
African-American	1554 (16%)	6%	1697 (17%)	13%	1839 (19%)	10%	1874 (20%)	7%
% Females / Males	51% 49%		50% 50%		50% 50%		49% 51%	
Asian / Filipino	725	7%	801 (8%)	6%	799 (8%)	8%	805 (8%)	7%
% Females / Males	50% 50%		52% 48%		50% 50%		51% 49%	
Hispanic or Latino	2105 (22%)	11%	2145 (22%)	17%	2122 (22%)	13%	2094 (22%)	9%
% Females / Males	49% 51%		49% 51%		47% 53%		48% 52%	
Two or More Races	1319 (14%)	5%	1255 (13%)	9%	1214 (12%)	9%	1152 (11%)	5%
% Females / Males	51% 49%		50% 50%		49% 51%		49% 51%	
White	3825 (40%)	68%	3852 (39%)	55%	3726 (38%)	60%	3576 (37%)	69%
% Females / Males	47% 53%		47% 53%		48% 52%		48% 52%	
Other / No Response	115 (1%)	4%	44 (<1%)	0%	71 (1%)	0%	115 (1%)	2%
% Females / Males	60% 40%		55% 45%		42% 58%		49% 51%	

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 and students of Two or More Races. Another important piece to note is that the proportional representation of the teaching staff in 16-17 less closely mirrors the student demographics of the district. Finally, the percent of families and certificated teachers choosing NOT to complete the Race / Ethnicity box increased in 2016-17. (Note that Gender by Teacher is not available in Data-Quest.) For further information, go to: dq.cde.ca.gov/dataquest

Enrollment, Special Education and Suspension – Four Year Look**K-12 Enrollment of Students with Disabilities (SWD)**

Special Education by Race and Gender	2016-17		2015-16		2014-15		2013-14	
	F	M	F	M	F	M	F	M
Total BUSD Students with Disabilities (SWD)	1113 (12%)		1077 (11%)		1136 (12%)		1187 (12%)	
# of SWD who are Female (F) / Male (M)	362	750	352	725	365	771	400	787
% of BUSD Female / Male SWD	7%	16%	7%	14%	7%	15%	8%	16%
N / % of African-Americans who are SWD	387 (25%)		399 (24%)		454 (24%)		489 (25%)	
Percent of SWD who are African-American	35%		37%		40%		40%	
N of African-American SWD who are F / M	126	261	132	267	148	306	170	319
% of F / M African-American SWD	33%	67%	33%	67%	41%	40%	42%	40%
% of African-American F / M who are SWD	16%	34%	15%	32%	16%	32%	17%	32%
N / % of Latinos who are SWD	299 (14%)		305 (14%)		288 (14%)		299 (14%)	
Percent of SWD who are Latino	27%		28%		25%		40%	
N of Latino SWD Students who are F / M	99	200	102	203	101	187	108	191
% of F / M SWD Latino	33%	67%	29%	28%	27%	24%	27%	24%
% of F / M Latino Population who are SWD	10%	19%	10%	19%	10%	17%	10%	17%
N / % of Whites who are SWD	234 (6%)		211 (5%)		219 (6%)		217 (6%)	
% of SWD Students who are White	21%		20%		19%		18%	
N of White SWD Students who are F / M	68	166	65	146	58	161	63	154
% of F / M SWD White	29%	71%	18%	20%	16%	21%	16%	20%
% of F / M White Population are SWD	4%	8%	4%	7%	3%	8%	4%	8%

Enrollment of Students with Disabilities by the Primary Disability of Emotionally Disturbed (ED)

Significant Disproportionality of ED	2016-17		2015-16		2014-15		2013-14	
	F	M	F	M	F	M	F	M
N / % of SWD with the Primary Disability of ED	59 (5%)		64 (6%)		72 (6%)		95 (8%)	
<i>Percent of F / M SWD ED Students</i>	36%	63%	36%	64%	21%	79%	26%	74%
N / % of African-American SWD who are ED	20 / 34%		26 / 41%		34 / 47%		37 / 39%	
N / % of Latino SWD who are ED	14 / 24%		19 / 30%		11 / 15%		16 / 17%	
N / % of White SWD who are ED	13 / 22%		12 / 19%		16 / 22%		27 / 28%	

*For Privacy reasons, gender breakdown was unavailable.

Enrollment, Special Education and Suspension – Four Year Look

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 less Black or African-American (AA) students with disabilities in 2016-17 but the percentage as compared to enrollment increased. There continues to be significantly more Male students with disabilities. The number of Male and Female students with disabilities has decreased for African-American students yet there still is a 1 in 3 chance that if you are African-American (33%) and more specifically male (34%), you will have an individualized education program. While the disproportionality between African-American SWD and White SWD still exists, it 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 16% of all students are African-American, 35% percent of the students with disabilities sub-group are African-American.

Suspension by Grade Span - Percent of Students Suspended and number by gender. All data extracted from data-quest at: dq.cde.ca.gov/dataquest as submitted by BUSD's CALPADs Department to calculate percentages, use page 1.

K-12 STUDENTS SUSPENDED	2016-17		2015-16		2014-15		2013-14	
Number of Students Suspended / % of Total	146 / 1.5%		156 / 1.5%		294 / 3%		302 / 3%	
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
# of Suspended <i>Female</i> / <i>Male</i> Students	43	103	52	104	89	205	94	208
Number of AA Students Suspended	90 / 5.5%		94 / 6%		189 / 10%		168 / 8%	
# of Suspended <i>Female</i> / <i>Male</i> AA Students	32	58	52	55	58	131	63	105
Number of Latino Students Suspended*	18 / .8%		27 / 1%		41 / 2%		50 / 2%	
Number / % of White Students Suspended*	17 / .4%		15 / .4%		24 / 1%		44 / 1%	

*For Privacy reasons, gender breakdown and breakdown of students in Grades K-3 was unavailable.

Grade 4-6	2016-17		2015-16		2014-15		2013-14	
Number of Students Suspended / Rate of Suspension	21 / .9%		25 / 1.1%		28 / 1.3%		53 / 2.5%	
Number of AA Students Suspended / Rate of Suspension	14 / 4%		11 / 3%		19 / 5%		32 / 7%	

*For Privacy reasons, gender breakdown, white and latino was unavailable for Grades 4-6

Grade 7-8	2016-17		2015-16		2014-15		2013-14	
Number of Students Suspended / Rate of Suspension	32 / 2.2%		78 / 5.4%		87 / 6.4%		57 / 4.2%	
# of Suspended <i>Female</i> / <i>Male</i> Students	12	20	36	42	25	62	24	33
Number of AA Students Suspended / Rate of Suspension	14 / 6%		52 / 19%		57 / 19%		34 / 11%	
# of Suspended <i>Female</i> / <i>Male</i> AA Students	7	7	26	26	18	39	19	15
Number of Latino Students Suspended / Rate of Suspension	4 / 2.4%		14 / 4%		14 / 4.7%		12 / 3.8%	

*For Privacy reasons, gender breakdown for Latino was unavailable for Grades 7-8 and overall suspensions were unavailable for white students

Enrollment, Special Education and Suspension – Four Year Look

Grades 9-12 (High-School)	2016-17		2015-16		2014-15		2013-14	
Number of Students Suspended / Rate of Suspension	86 / 2.7%		60 / 1.8%		166 / 4.8%		174 / 5.8%	
# of Suspended <i>Female</i> / <i>Male</i> Students	25	61	15	45	55	111	60	114
Number of AA Students Suspended / Rate of Suspension	59 / 10%		34 / 5.3%		106 / 19%		93 / 13.7%	
# of Suspended <i>Female</i> / <i>Male</i> AA Students	20	39	11	23	32	74	36	57
Number of Latino Students Suspended / Rate of Suspension	11 / 1.6%		14 / 4%		22 / 4.7%		30 / 4.8%	
Number of White Students Suspended / Rate of Suspension	8 / .7%		<5 / .4%		15 / 1.2%		30 / 2.7%	

Note: The numbers of Latino and white students who were suspended in 2016-17 and 2015-16 were statistically insignificant.

Total Suspensions – These number represent all suspensions committed within a year.

Percent of Total Suspensions by Gender (NOTE: Total Suspensions should NOT be divided by Enrollment)

K-12 SUSPENSIONS	2016-17		2015-16		2014-15		2013-14	
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
Number of Total Suspensions	228		243		433		443	
Number of Suspensions that are <i>Female</i> , <i>Male</i>	76	152	71	172	122	311	136	307
Number / % of Total Suspensions that are AA	152 / 67%		151 / 62%		296 / 68%		264 / 60%	
Number of Suspensions that are AA <i>Female</i>, AA <i>Male</i>	58	94	54	97	88	208	98	166
Percent of <i>Female</i> Suspensions that are AA	76%		76%		72%		72%	
Percent of <i>Male</i> Suspensions that are AA	62%		56%		67%		54%	
Number / % of Total Suspensions that are Latino	26 / 11%		41 / 17%		51 / 12%		67 / 15%	
Number that are Latino <i>Female</i>, Latino <i>Male</i>	6	20	10	31	20	31	26	41
Percent of <i>Female</i> Suspensions that are Latino	.8%		14%		16%		19%	
Percent of <i>Male</i> Suspensions that are Latino	13%		18%		10%		13%	
Number / % of Total Suspensions that are White	25 / 10.6%		18 / 7%		35 / 8%		54 / 12%	
Number that are White <i>Female</i>, White <i>Male</i>	6	19	<5	16	5	30	<5	50
Percent of <i>Male</i> Suspensions that are White	13%		9%		10%		16%	
Percent of <i>Female</i> Suspensions that are White	.8%		.3%		.4%		.3%	

Due to the re-calculations of Suspensions by K-3; 4-6 and 7-8, total number of suspensions data was not re-calculated in time for this report.

On Page 5, you will find analysis by High-School Suspensions.

Enrollment, Special Education and Suspension – Four Year Look**High-School Suspensions**

Number / % of High School SUSPENSIONS	2016-17	2015-16	2014-15	2013-14
Total Suspensions in High School	115	75	219	235
N / % of Total 9-12 Suspensions that are AA	76 / 66%	43 / 57%	153 / 70%	140 / 60%
N / % of Total 9-12 Suspensions that are Latino	17 / 18.7%	16 / 21%	25 / 11%	35 / 15%
N / % of Total 9-12 Suspensions that are White	13 / 3%	5 / 7%	16 / 7%	35 / 15%

Suspension by Sub-Category Type and Education Code

K-12 DEFIANCE SUSPENSIONS	2016-17	2015-16	2014-15	2013-14
Number of Total K-12 Suspensions	228	243	433	443
Number of Defiance Suspensions	11	15	47	74
Percent of Total Suspensions for Defiance	5%	6%	11%	17%
N / % of Defiance AA Suspensions	6 / 66%	11 / 73%	31 / 66%	40 / 9%
N / % of Defiance White Suspensions	465 / 45%	<5 / 14%	<5 / 11%	9 / 2%
K-12 ILLICIT DRUG SUSPENSIONS	2016-17	2015-16	2014-15	2013-14
Number of Illicit Drug Suspensions	12	12	35	60
Percent of Total Suspensions for Illicit Drugs	5%	5%	8%	14%
Percent of Illicit Drug AA Suspensions	25%	25%	26%	38%
Percent of Illicit Drug White Suspensions	50%	8%	29%	40%
K-12 VIOLENT INCIDENT (with Physical Injury) SUSPENSIONS	2016-17	2015-16	2014-15	2013-14
Number of Violent Incident (with Phys Injury) Suspensions	114	98	129	84
Percent of Violent Incident (with Phys Injury) Suspensions	50%	40%	30%	19%
% of Violent Incident (with Phys Injury) AA Suspensions	77%	63%	74%	73%
% of Violent Incident (with Phys Injury) White Suspensions	5%	7%	4%	6%

Enrollment, Special Education and Suspension – Four Year Look

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.