



STUDENT SUSPENSIONS AND EXPULSIONS: 2009–10

Issue/Concern

Suspending and/or expelling a student from school are the two most severe outcomes that a student can receive as a consequence of disciplinary infractions. Reviewing patterns of suspension and expulsion is important to those interested in addressing behaviors that lead to such outcomes, as well as the inequities between groups of students. The common observation that student discipline and behavior problems detract from classroom learning lends further importance to obtaining a better understanding of student behavior and school disciplinary practices. This report reviews out-of-school (regular) suspension,¹ in-school suspension,² and expulsion³ data for 2009–10.

Background

The district has monitored student suspensions for the last 29 years. In the late 1970s, the federal Office for Civil Rights (OCR) collected data on out-of-school suspensions of students in the San Diego Unified School District. Early in 1981, the OCR found patterns of “disciplinary sanctions imposed on students in a manner which discriminates against minority children.” In fact, a comprehensive districtwide report analyzing suspension data for the years 1984–85 through 1990–91 found increasing suspension rates and widening racial/ethnic disparities in suspension.⁴ Subsequent reports covering the years 1991–92 through 1994–95 revealed minor dips in suspension rates but no significant change in racial/ethnic patterns.⁵

¹ Suspension: The temporary removal of a student from ongoing instruction at the school site for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.

² In-school suspension: A student is sent to a particular area at the school where he/she is monitored by school staff. An in-school suspension does not go on the student’s permanent record, but it may be retained in the student’s general file for reference and may be used as an alternative consequence before rising to the level of a formal suspension.

³ Expulsion: The removal of a student from the immediate supervision and control, or general supervision, of school personnel. Expelled students may not participate in any district program or activity, including any independent study program.

⁴ Bell, Peter D. *Student Suspensions: 1984–85 through 1990–91*, Planning and Research Department, San Diego City Schools, April 21, 1992. Pre-1984–85 data are based on two earlier studies: Knowles, Gary W. and Ottinger, Ronald L. *Report on 1984–85 Student Suspensions*, Research Department, San Diego City Schools, May 27, 1986, and Knowles, Gary W. and Nafziger, Dean. *Review of Secondary School Student Suspensions, 1981–82 through 1983–84*, Research Department, San Diego City Schools, October 1984.

⁵ Bell, Peter D. *Student Suspensions: 1991–92*, Planning and Research Team, San Diego City Schools, October 13, 1992. Bell, Peter D. *Student Suspensions: 1992–93*, Research, Reporting, and Grants Unit, San Diego City Schools, September 28, 1993. Bell, Peter D. *Student Suspensions: 1993–94*, Research, Reporting, and Grants Unit, San Diego City Schools, February 7, 1995. Bell, Peter D. *Student Suspensions: 1994–95*, Research, Reporting, and Grants Unit, San Diego City Schools, February 13, 1996.

In September 1992, the superintendent charged a Task Force on Student Suspensions with making recommendations to reduce suspensions and the overrepresentation of specific groups. The Task Force reported to the Board of Education in September 1993, with recommendations for consistent discipline at schools, better referral and suspension data, and more knowledge about the usefulness of certain disciplinary measures, such as in-school suspensions.⁶ The Research and Reporting Department has continued to monitor suspensions in subsequent reports.⁷

Methodology

This study uses student suspension data on the district's client-server student database; these coded summaries of incidents of out-of-school suspensions are entered by school site staff throughout the year. Each year, the Research and Reporting Department downloads these data, checks the data for various errors, researches and corrects possible errors, and tabulates and analyzes the corrected data.

Beginning in 2005–06, suspension data were retrieved from Zangle, a new transactional information system for student information in place at all district schools by that school year. Due to inconsistencies in school site entry of suspension data using this new program, clean-up of this data has been lengthy, resulting in delays in reporting districtwide and individual school suspension information for the past four years. In-school suspensions were determined using a method similar to previous years in which in-school suspension days were counted from attendance data; it was felt that this would show the most accurate counts since there was no in-school suspension clean-up in Zangle's behavior data. In addition, 2009–10 expulsion data were collected directly from the Placement and Appeals Department, which maintains expulsion data for the district. All data analyses for 1987–88 through 2009–10 are based on corrected data.

⁶ Knowles, Gary W. *Task Force on Student Suspensions Report*, Task Force on Student Suspensions, San Diego City Schools, September 2, 1993.

⁷ Knowles, Gary W. *Student Suspensions: 1995–96 and 1996–97*, Research and Reporting Unit, San Diego City Schools (SDCS), May 20, 1998. Knowles, Gary W. *Student Suspensions: 1997–98*, Research and Reporting Unit, SDCS, May 25, 1999. Bell, Peter D. *A Thumbnail View of 1998–99 Suspensions*, Accountability and Research Office, SDCS, July 2000. Bell, Peter D. *A Thumbnail View of 1999–2000 Suspensions*, Accountability and Research Office, SDCS, February 2001. Bell, Peter D. *A Thumbnail View of 2000–01 Suspensions*, Accountability and Research Office, SDCS, February 2002. Baylon, Leah. *2001–02 Suspensions and Expulsions*, Research and Reporting Department, SDCS, July 2003. Bell, Peter D. *Student Suspensions and Expulsions: 2002–03*, Research and Reporting Department, SDCS, August 2004. Bernd, Mara E. *Student Suspensions and Expulsions: 2003–04*, Research and Reporting Department, SDCS, April 2005. Bernd, Mara E. *Student Suspensions and Expulsions: 2004–05*, Research and Reporting Department, SDCS, May 2006. Bernd, Mara E. *Student Suspensions and Expulsions: 2005–06*, Research and Reporting Department, San Diego Unified School District (SDUSD), November 2007. Bernd, Mara E. *Student Suspensions and Expulsions: 2006–07*, Research and Reporting Department, SDUSD, September 2008. Bernd, Mara E. *Student Suspensions and Expulsions: 2007–08*, Research and Reporting Department, SDUSD, May 2009. *Student Suspensions and Expulsions: 2008–09*, Research and Reporting Department, SDUSD, October 2010.

These are the measures used in this report:

- Rate: For out-of-school suspensions, the rate is the number of *suspensions* per 100 students. For in-school suspensions, the rate is the number of *days* of in-school suspensions per 100 students. For expulsions, the rate is the number expulsions per 100 students.
- Percentage of students suspended: This is the number of students who received at least one suspension divided by the total number of students enrolled.

Limitations. This report only analyzes suspension, in-school suspension, and expulsion data. It does not claim to measure actual levels of misbehavior, particularly for minor offenses. Nor does it include data on the staff members who make disciplinary decisions, the climate in which decisions are made, or individual school policies. Furthermore, no data for referrals to administrators were analyzed. The analysis is limited to those incidents that were entered correctly into the district's database.

Appeals. Students and their families have the right to appeal a suspension and expulsion, as outlined in the district's discipline policies. When the appeal is successful, the incident is subsequently deleted from database. Therefore, the final counts for the district do not include these incidents. According to the records kept with the Placement and Appeals Department, there were 122 appeals in 2009–10, 20 of which were successful and deleted from the system.

Findings

The analysis focuses on the following subjects:

- Overall suspension rates
- Suspension rates by race/ethnicity
- Suspension rates by gender
- Suspension rates by grade level
- Suspension rates by reason
- Average length of suspensions
- Suspension rates by special education status
- In-school suspension rates
- Expulsion rates

Overall out-of-school suspension rates. The 2009–10 district suspension rate (10.0 suspensions per 100 students) increased slightly from the prior year to the highest rate in three years (see Figure 1). There were 13,199 student suspensions during the 2009–10 school year, up slightly from 12,832 in 2008–09. Multiple suspensions for individual students are included in these totals.

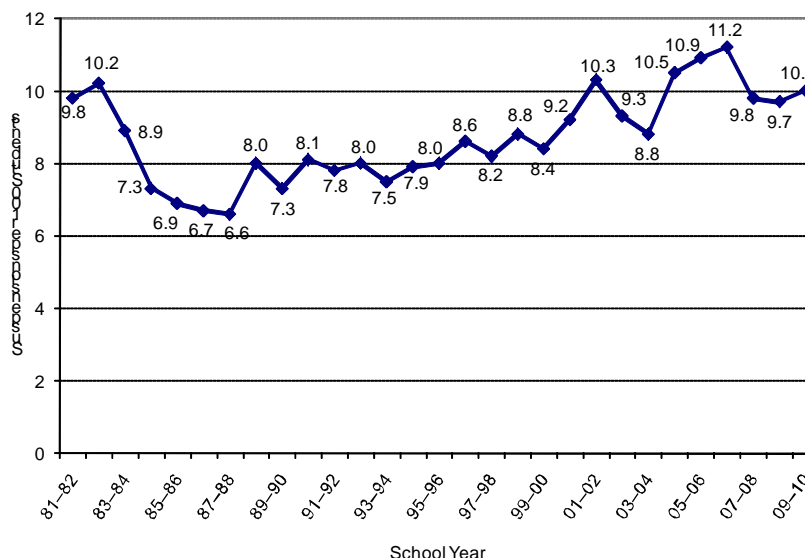


Figure 1. District suspension rates, 1981–82 through 2009–10.

The higher number of suspensions in 2009–10 may partly stem from the updated data cleaning process in which schools were asked to document suspensions in the database when errors occurred during the school year. In past years, most data cleaning occurred after the school year ended.

The data cleaning process includes contacting the school when there are indications of suspensions according to attendance data but not according to suspension data. Each school is asked to confirm whether the days marked as suspensions really were suspensions, as well as the details of the offenses. When schools cannot provide any details regarding the suspension, those days are marked as non-suspension days. Miscoding in attendance may genuinely occur when the student was not, in fact, suspended. However, there also may be a substantial number of cases in which the student was suspended, but the schools could not find the documentation and the suspensions were not counted towards the total. So, keeping the schools apprised of their suspension data entry during the school year may have prevented many schools from misfiling suspension records before data entry.

In addition to the slight increase in the overall suspension rate, the percentage of students suspended (excluding multiple suspensions per student) also increased slightly to a three-year high (see Figure 2). The changes in the percentage of students suspended closely parallel the changes in suspension rates.

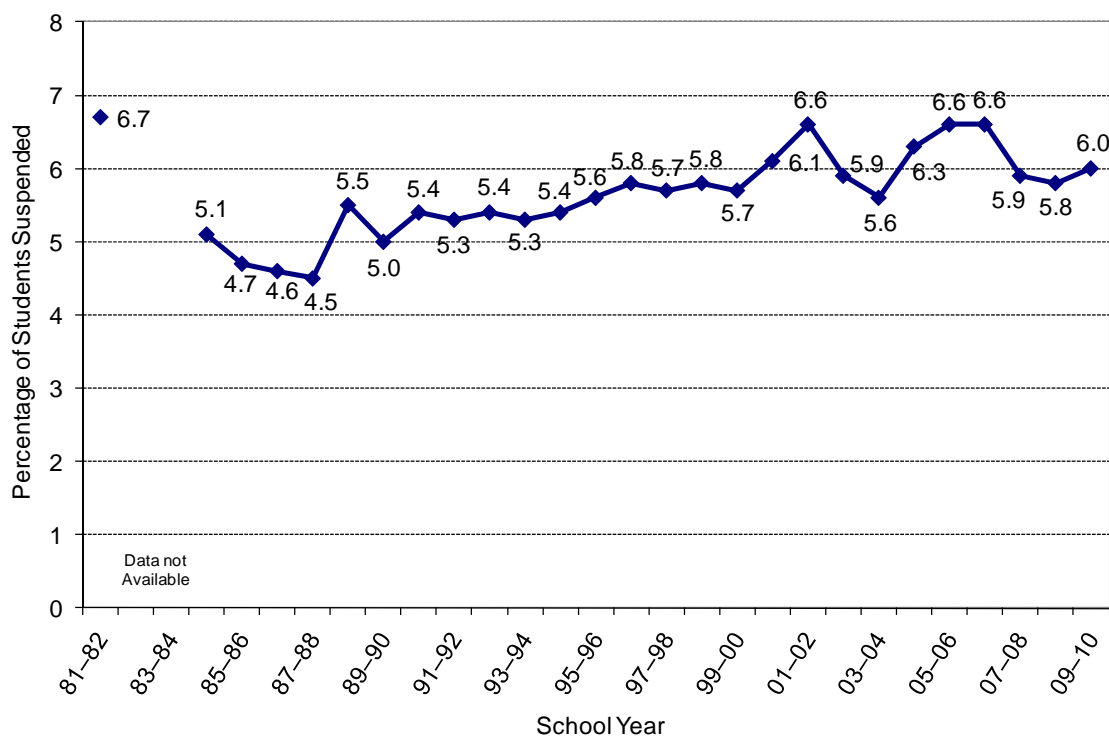


Figure 2. Percentage of district students suspended, 1981–82 to 2009–10.

Suspension rates by racial/ethnic group.⁸ The differences in suspension rates among students of different ethnicities have stayed relatively consistent over time (see Figure 3). Ethnicities with higher suspension rates have stayed in the upper end of the range, while those with lower rates have stayed in the lower end over the years. African American suspension rates have consistently been at least 50 percent higher than those for all other racial/ethnic groups. Following African American students (in declining order of suspension rates) were Native American, Hispanic, and Pacific Islander students. White students have had consistently lower suspension rates over the years, with Indochinese, Filipino, and Asian students maintaining the lowest rates.

Starting in 2009–10, in compliance with new federal guidelines, the district added a new racial category for students who are considered to be multiracial. Students are multiracial when they choose more than one race on their enrollment forms. For example, a student may choose both “White” and “Indochinese” and thus be considered multiracial. However, if “Hispanic” is selected along with another race, then the student is not considered multiracial but solely Hispanic. Students who were already enrolled in the district prior to 2009–10 were given the opportunity to change their racial category. Therefore, comparisons of racial-ethnic data with years prior to 2009–10 should take these changes into account.

⁸ Caution is advised in dealing with suspension data for Native American and Pacific Islander students. Because of the relatively small numbers in the district, suspension rates for these groups show considerable variability over time.

Figure 3 also shows changes in suspension rates for each racial/ethnic group over time. Compared to 2008–09, the rate dipped for every racial/ethnic group except for Native American, Hispanic, and African American students. Despite decreases for the other racial/ethnic groups, this rate increase of 11 percent for the large body of Hispanic students was enough to result in an overall district increase. The rate for Native American students rose by 19 percent (from 13.6 to 16.2), the largest increase of any racial/ethnic group in 2009–10. The suspension rate for this group, which has been generally increasing since 1996–97, reached its highest level in the last 14 years.

Certain racial/ethnic groups are over-represented among students suspended compared to the district student population, a repeated pattern over the years. While Hispanic students represented 46 percent of the student population in 2009–10, they represented 55 percent of suspensions. Likewise, African American students represented only 12 percent of the population but 26 percent of suspensions. Conversely, four racial/ethnic groups are under-represented (White, Filipino, Indochinese, and Asian students). Reasons for these discrepancies are many and beyond the scope of this report.

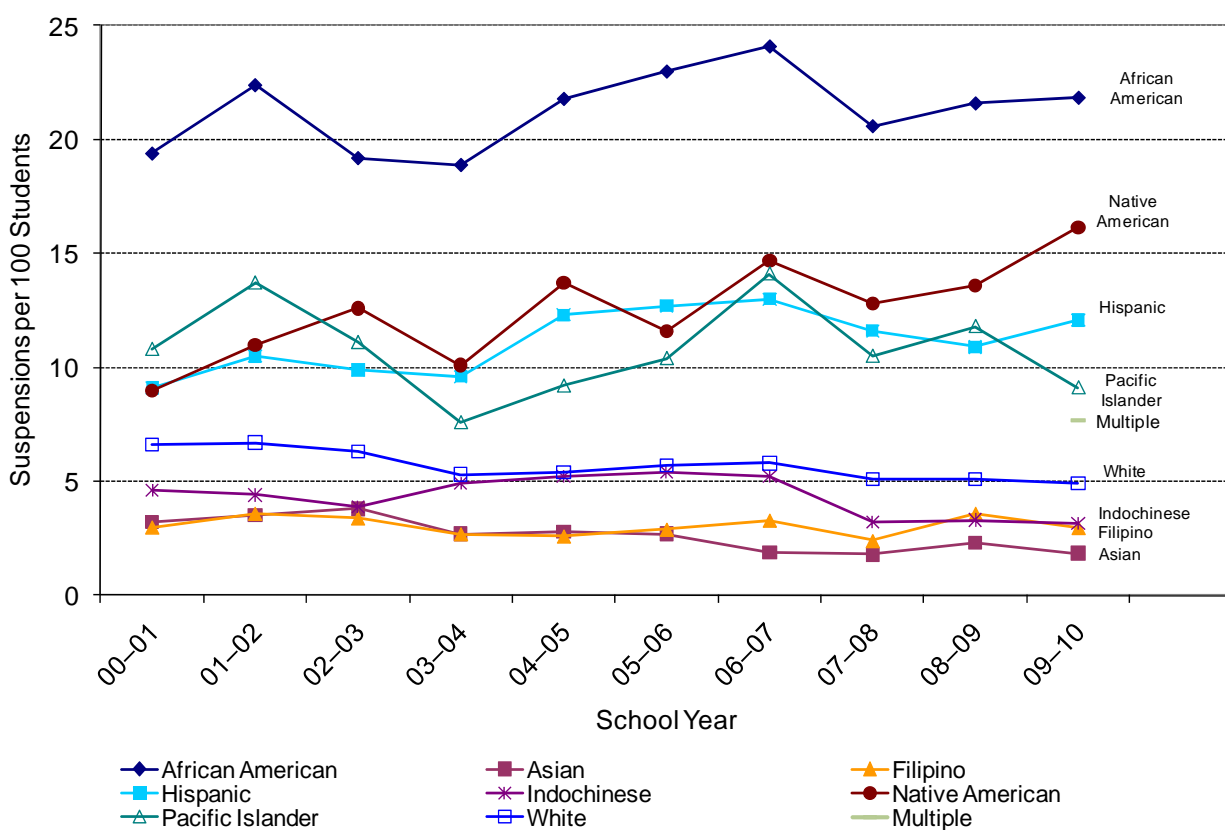


Figure 3. District suspension rates for major racial/ethnic groups, 2000–01 through 2009–10.

In 2009–10, there was a slight decrease in the percentage of suspended students with more than one suspension (from 33.3 percent to 32.7 percent; see Table 1). The percentage decreased for all racial/ethnic groups but Hispanic, which rose slightly. The most dramatic decrease was for Asian students, whose percentage decreased by 43 percent, from 27.1 percent to 15.4 percent. This group's relatively high rate in the 2008–09 comparison year was perhaps an anomaly, since it was the highest rate for this group in the past 13 years.

Table 1
Percentage of Suspended Students with More than One Suspension, 2000–01 through 2009–10

Year	District	Gender		Race/Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
2000-01	29.1	21.6	31.7	35.1	19.8	17.5	27.7	19.3	25.9	26.0	26.8	
2001-02	30.4	22.0	33.4	34.8	25.7	17.5	30.3	17.7	36.4	36.0	27.4	
2002-03	31.0	24.1	33.5	35.5	26.5	24.0	31.1	20.5	34.5	33.3	26.6	
2003-04	30.2	23.3	32.8	35.6	22.2	19.6	29.6	23.4	34.9	24.3	26.2	
2004-05	33.5	26.5	36.2	38.7	18.2	19.7	34.0	24.8	33.9	21.5	27.5	
2005-06	33.1	26.9	35.5	38.2	26.0	17.2	33.6	26.8	30.9	33.3	26.1	
2006-07	34.2	27.0	37.1	38.7	20.0	19.4	34.9	28.4	34.0	35.2	27.3	
2007-08	32.3	26.7	34.6	37.3	21.3	19.5	33.0	15.4	30.8	32.5	26.0	
2008-09	33.3	28.0	35.2	38.6	27.1	21.5	32.7	23.8	44.0	32.3	29.0	
2009-10	32.7	27.8	34.6	38.3	15.4	18.7	32.8	21.9	37.5	31.3	26.8	33.0

This variation in multiple suspensions is reflected in the average number of suspensions per suspended student by racial/ethnic group: 2.10 for Native American, 1.83 for African American, and 1.69 for Hispanic students, compared to 1.63 for multiracial, 1.52 for White, 1.49 for Pacific Islander, 1.37 for Filipino, 1.35 for Indochinese, and 1.23 for Asian students (the districtwide average was 1.68 suspensions per suspended student).

Suspension rates by gender. Figure 4 shows the differences in suspension rates between genders. Overall, males continue to be suspended significantly more often than females. The ratio of male-to-female suspension rates in 2009–10 was about

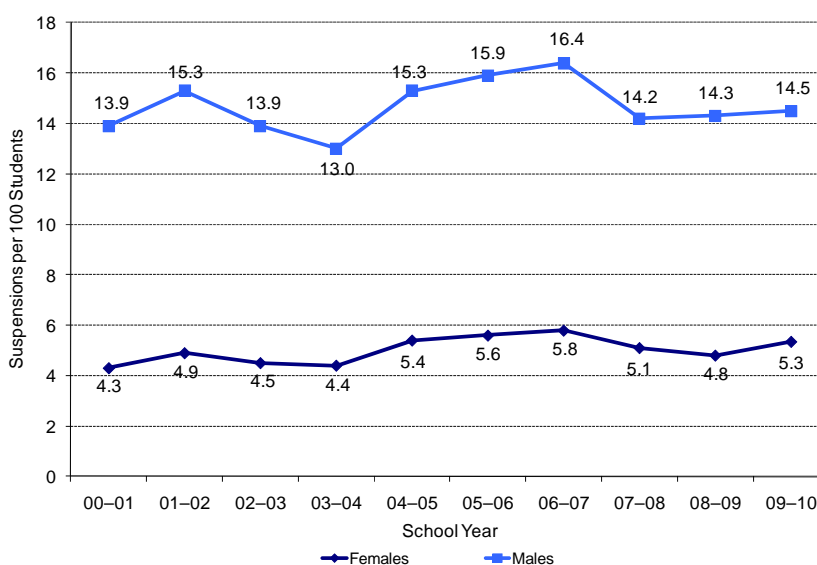


Figure 4. District suspension rates by gender, 2000–01 through 2009–10.

3:1, a ratio maintained for the past 14 years. As revealed in Table 1, males were also more likely to incur multiple suspensions than were females (34.6 percent versus 27.8 percent, respectively).

Asian, White, Filipino, Indochinese, Pacific Islander, and multiracial students' male-to-female suspension ratios exceeded the district's (meaning that proportionately more males are suspended than females within those racial/ethnic groups compared to the district as a whole), while the ratios for Hispanic, African American, and Native American students were lower (see Table 2). Because all racial/ethnic groups exhibit gender differences, student group differences are more extreme. For example, the African American male rate of 30.2 suspensions per 100 students was the highest in the district in 2009–10 and far exceeds the 0.6 rate of Asian females, which was the lowest. Male-female differences in suspension rates also vary by grade level. In 2009–10, the highest male-female ratio was in kindergarten (7.8 male suspensions for every female suspension) and the lowest was in Grade 9 (2.1 male suspensions for every female suspension).

Table 2
Suspension Rates by Racial/Ethnic Group and Gender, 2000–01 through 2009–10

Year	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White		Multiracial	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
2000-01	4.3	13.9	10.2	28.5	1.0	5.3	1.2	4.7	4.2	13.9	1.6	7.7	3.6	14.1	5.0	15.9	2.5	10.6		
2001-02	4.9	15.3	11.6	32.8	1.2	5.6	1.9	5.0	5.0	15.6	1.8	6.9	4.9	16.8	6.6	19.9	2.7	10.5		
2002-03	4.5	13.9	9.4	28.6	1.7	5.7	1.9	4.7	5.0	14.6	1.7	5.9	7.0	17.9	5.2	16.6	2.7	9.8		
2003-04	4.4	13.0	10.4	27.2	0.9	4.5	1.4	4.0	4.8	14.2	1.8	7.8	3.5	16.8	2.7	12.2	2.5	7.9		
2004-05	5.4	15.3	11.5	31.6	1.6	4.0	1.3	3.8	6.3	18.1	3.3	6.9	5.4	21.5	5.6	12.7	2.5	8.3		
2005-06	5.6	15.9	13.2	32.5	1.2	4.1	1.4	4.2	6.2	18.9	2.7	7.8	6.7	16.3	6.5	14.2	2.5	8.6		
2006-07	5.8	16.4	13.7	33.9	0.6	3.2	1.8	4.6	6.6	19.1	2.8	7.4	4.1	25.8	5.7	22.1	2.6	8.9		
2007-08	5.1	14.2	11.5	29.2	0.6	2.8	1.1	3.6	6.1	16.8	2.1	4.3	8.8	16.6	4.3	16.5	2.2	7.9		
2008-09	4.8	14.3	12.2	30.3	0.7	3.8	1.5	5.7	5.3	16.3	2.0	4.6	7.1	20.3	6.1	17.1	2.0	8.0		
2009-10	5.3	14.5	12.9	30.2	0.6	3.0	1.1	4.7	6.7	17.3	1.3	5.0	10.3	22.5	4.6	13.6	1.8	7.9	3.8	11.4

Suspension rates by grade level. Grade-level suspension rates vary even more than ethnic or gender rates. In 2009–10, the suspension rate for Grade 8 students was over 13 times as high as that for kindergartners (see Figure 5). This pattern is consistent with data from previous years.

For the past 14 years, the suspension rate for grades 6–8 has been five to ten times that of grades K–5 (see Figure 6). Grade K–5 rates rose steadily from 2.0 suspensions per 100 students in 1996–97 to a high of 4.1 in 2001–02, after which rates dropped and hovered around

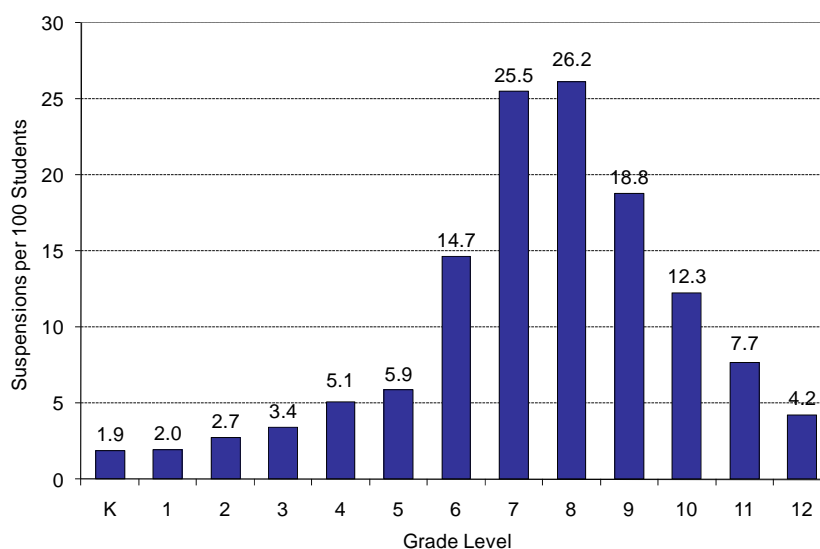


Figure 5. District suspension rates by grade level, 2009–10.

3.0. Grade 9–12 rates showed more variability over the same time period. Starting in 2000–01, the rates ranged from 11.1 to 12.4 for four years, then climbed to the mid-13s for three years, then dropped again to between 10.1 to 11.2 for the next three years. Suspension rates for grades 6–8 mimicked the pattern for the upper-level grades, hovering between a low of 19.0 in 2003–04 and a high of 24.3 in 2006–07.

Racial/ethnic groups also vary in grade-level ratios, as shown in Table 3. District-wide, the 2009–10 suspension rate for Grade 7–12 students was over three times that for K–6 students. Multiracial student suspension rates at the secondary level were over five times as high as in elementary grades. The lowest ratio was for Native American students, whose rate for secondary students was less than twice as high as that for elementary students, but among one of the highest Grade 7–12 rates in the district.

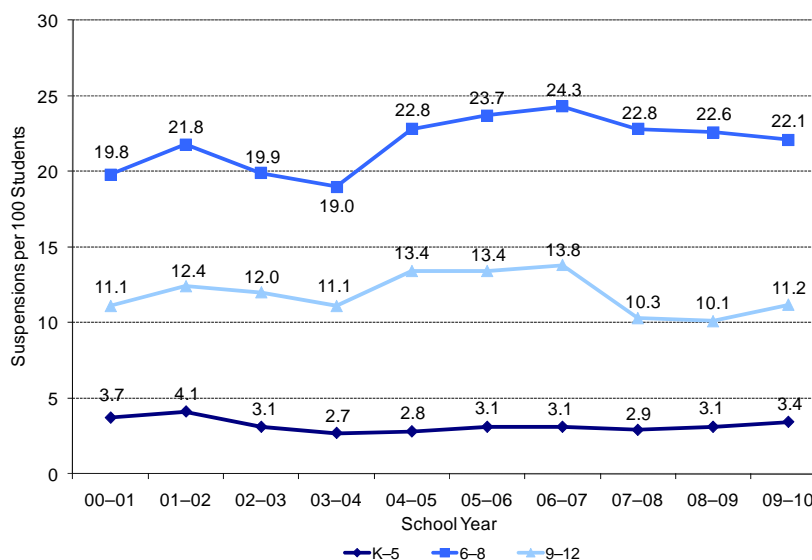


Figure 6. Suspension rates for elementary, middle level, and senior high students, 2000–01 through 2009–10.

Table 3

Suspensions per 100 Elementary and Secondary Students by Racial/Ethnic Group, 2000–01 through 2009–10

Year	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White		Multiracial	
	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12
2000-01	5.2	15.2	13.5	28.6	1.4	5.9	1.2	5.1	4.4	17.7	2.0	7.7	4.4	15.4	6.0	17.6	3.5	10.9		
2001-02	5.8	16.9	16.0	31.9	1.1	7.1	1.5	5.9	5.0	19.9	1.8	7.5	8.6	14.0	8.0	21.5	3.1	11.4		
2002-03	4.6	16.0	11.7	29.5	1.1	8.2	0.9	6.0	4.3	19.1	1.7	6.5	5.9	20.5	5.3	19.0	2.9	10.5		
2003-04	4.1	15.1	10.4	30.1	0.9	5.2	1.2	4.4	4.0	18.2	1.6	8.7	9.3	11.1	3.5	13.0	2.3	8.9		
2004-05	4.6	18.0	11.4	34.9	1.7	4.3	1.0	4.3	4.8	23.1	2.0	8.7	9.1	18.8	2.3	18.7	2.3	9.2		
2005-06	5.2	17.9	13.2	34.8	0.6	5.5	1.5	4.3	5.3	22.5	1.9	9.2	9.5	14.2	5.4	17.1	2.7	9.1		
2006-07	5.1	18.6	13.2	36.6	0.7	3.5	1.4	5.3	5.1	22.9	1.8	8.9	5.3	26.4	6.8	23.8	2.9	9.3		
2007-08	4.7	15.6	12.1	30.0	0.6	3.5	1.1	3.6	5.1	19.5	1.7	4.8	7.1	19.1	5.4	17.5	2.4	8.1		
2008-09	5.0	15.3	14.1	29.9	1.3	3.9	1.8	5.5	4.7	18.4	1.4	5.4	8.4	20.0	4.4	21.5	2.8	7.9		
2009-10	5.0	16.0	13.2	30.6	1.3	2.6	1.9	4.0	5.2	20.4	1.5	4.8	11.6	20.4	5.4	12.9	2.9	7.3	3.9	19.7

The reason for the difference in elementary and secondary suspension rates becomes apparent when suspension rates for individual grade levels are examined. As already mentioned, Figure 5 displays suspension rates for each grade level in 2009–10. The pattern is very clear: relatively low and slowly rising suspension rates through Grade 5, then rapidly rising rates in the middle-level grades, peaking in Grade 8, and dropping steadily until Grade 12, by which time the suspension rate equals that for Grade 4. This pattern has been fairly consistent over the years. Clearly evident is the peak of suspension rates at grades 6–9, corresponding to the early teen years. The decrease after Grade 9 may stem from student maturation and the loss of students who drop out.⁹

Table 4 shows the complexity underlying the breakout of district data into elementary and secondary suspension rates. For example, rates by grade level have varied over time. Suspension rates in 2009–10 in many of the elementary grade levels (Grades 1, 3, 4, and 5) and in Grades 11 and 12 are below corresponding rates for 2000–01. In the remaining grades, the rates in 2009–10 are higher than those 10 years prior, except for Grade 6 where the rates were the same.

Table 4
Suspension Rate by Grade Level, 2000–01 through 2009–10

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2000-01	1.1	2.2	2.5	3.9	6.7	7.3	14.7	21.2	24.0	14.6	12.1	9.2	7.3
2001-02	1.4	2.3	3.8	3.6	6.0	7.8	16.3	23.3	26.4	18.5	13.3	9.4	6.2
2002-03	1.0	2.0	2.6	3.6	3.8	5.6	14.1	20.6	25.5	16.2	13.5	9.9	6.8
2003-04	0.7	1.2	2.1	2.8	4.0	5.6	12.8	20.4	24.0	16.5	12.6	8.1	5.7
2004-05	0.9	1.0	1.9	2.5	4.2	6.2	15.5	25.3	28.0	20.3	15.6	9.6	5.8
2005-06	1.0	1.9	1.7	2.7	4.6	6.8	17.9	25.9	27.4	21.0	14.3	10.2	6.1
2006-07	0.7	1.8	2.7	3.1	4.5	5.7	17.3	26.9	28.8	21.2	15.3	9.3	5.7
2007-08	1.0	1.6	2.2	2.7	3.8	6.4	16.1	25.0	27.1	16.7	11.2	6.9	3.9
2008-09	0.8	2.2	2.8	3.1	4.4	5.8	16.3	25.2	26.3	17.1	10.5	6.2	4.4
2009-10	1.9	2.0	2.7	3.4	5.1	5.9	14.7	25.5	26.2	18.8	12.3	7.7	4.2

⁹ A true comparison is difficult to conduct because dropouts had less time in school in which to be suspended compared to students enrolled the entire year.

Suspension rates by reason.¹⁰ The two most common reasons for suspension remain assault/battery and disruption/defiance.¹¹ Over the past 10 years, these two reasons have accounted for 69.6 percent (a low reached in 2003–04) to 73.7 percent (a high reached in 2004–05) of all suspensions. Figure 7 shows the relative frequency of different categories of suspensions over the past 10 years. Descriptions of these categories are provided in Appendix D. Over the past 10 years, hate incidents and robbery/extortion have remained the least frequent reasons for suspension, comprising 0.5 percent of all suspensions in 2009–10.

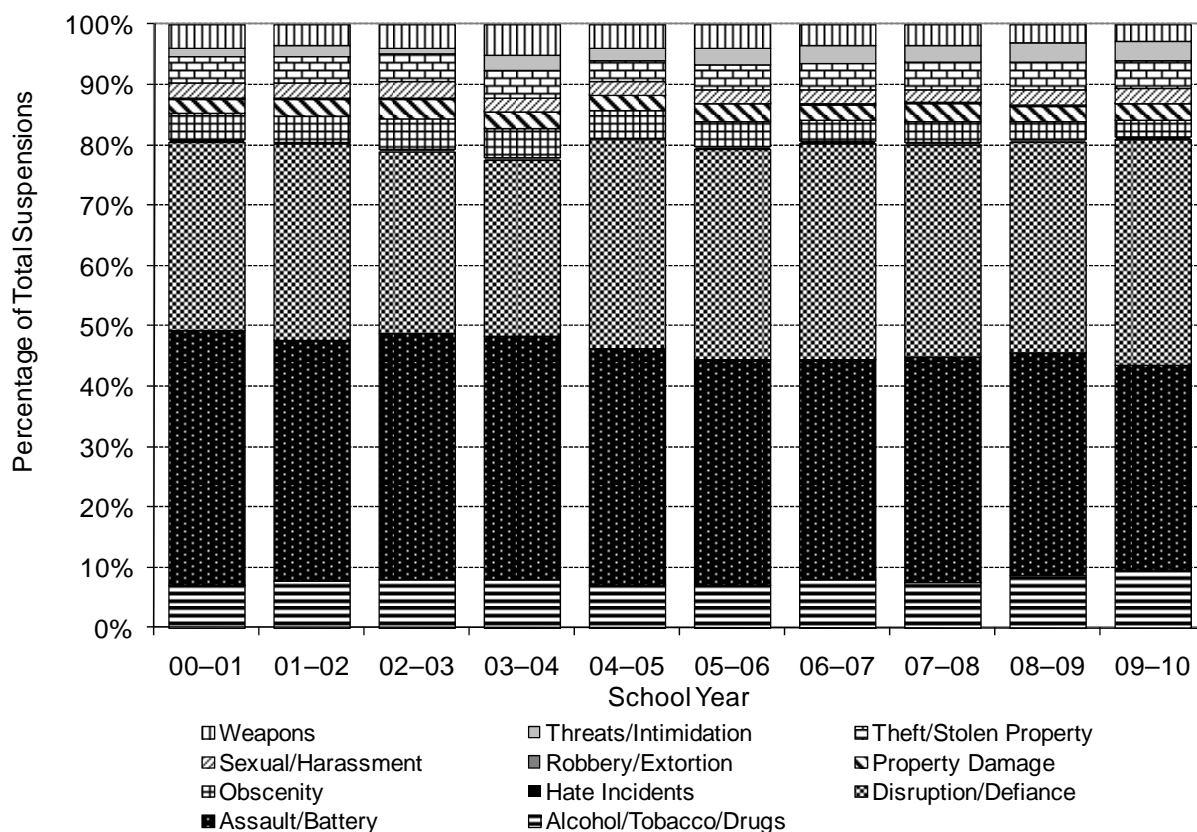


Figure 7. Suspensions by reason as a percentage of all suspensions, 2000–01 through 2009–10.

¹⁰ In 2009–10, district suspensions were reported in 16 basic categories, which are combined here into 11 categories. All alcohol-, drug-, tobacco-, and drug paraphernalia-related offenses are combined into “alcohol/tobacco/drug.” Similarly, threats and intimidation and harassment offenses are combined into “threats/intimidation/harassment,” shortened to “threats/intimidation.” Intimidation was added in 1994–95, hate incidents in 1995–96, and hazing in 2003–04. Because it is a new category with between only 1 to 10 instances occurring in each of the first six years, hazing is not included in this report.

¹¹ Assault/battery includes attempting/threatening to cause and causing physical injury, as well as sexual assault. Disruption/defiance includes disrupting school activities and willfully defying teachers and administrators in the performance of their duties.

Table 5 shows that the rates of suspension for assault/battery, obscenity, and threats/intimidation/harassment dipped slightly in 2009–10, while the rates for alcohol/tobacco/drugs, disruption/defiance, hate incidents, property damage, and theft/stolen property rose. The rates for robbery/extortion, sexual harassment, and weapons remained the same as the year prior. The rate for assault/battery dropped to a ten-year low, while the rate for alcohol/tobacco/drugs reached a ten-year high.

Table 5
Suspension Rates by Reason for Suspension, 2000–01 through 2009–10

Year	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
2000-01	0.66	3.91	2.87	0.05	0.40	0.22	0.02	0.24	0.40	0.12	0.37
2001-02	0.78	4.12	3.33	0.02	0.45	0.30	0.01	0.27	0.44	0.18	0.37
2002-03	0.75	3.81	2.81	0.04	0.47	0.30	0.01	0.17	0.43	0.18	0.37
2003-04	0.69	3.58	2.57	0.03	0.44	0.23	0.01	0.20	0.39	0.23	0.45
2004-05	0.74	4.09	3.63	0.04	0.46	0.28	0.01	0.24	0.34	0.23	0.41
2005-06	0.76	4.08	3.78	0.05	0.47	0.32	0.01	0.24	0.46	0.28	0.44
2006-07	0.89	4.12	4.01	0.05	0.39	0.30	0.02	0.25	0.50	0.32	0.40
2007-08	0.73	3.64	3.43	0.04	0.33	0.29	0.02	0.22	0.44	0.27	0.35
2008-09	0.82	3.60	3.37	0.04	0.30	0.25	0.01	0.25	0.45	0.32	0.29
2009-10	0.97	3.40	3.75	0.06	0.27	0.27	0.01	0.25	0.46	0.31	0.29

There has been a general upward trend in the suspension rate for threats/intimidation/harassment, from 0.01 in 1995–96, a year after the category was first introduced, to a high of 0.32 in 2006–07 and 2008–09. The suspension rate for sexual harassment, which had increased every year since the category’s inception in 1992–93, decreased for the first time in 2002–03 to 0.17, then started increasing again through 2006–07 to 0.25. After a slight dip in 2007–08 to 0.22, the 2008–09 and 2009–10 rates remained steady at 0.25.

Average length of suspension. Suspensions carry penalties that range from one to five days out of school, depending on the severity and frequency of the offense and the discretion of the school staff. For example, the first offense of possessing and/or using a controlled/prohibited substance carries a penalty ranging from one to three days, whereas the second offense carries a penalty of three to five days, and the third offense carries a penalty of five days, along with a mandatory expulsion recommendation. In 2009–10, students were suspended for a total of 27,352 days, resulting in a monetary loss of approximately \$875,000 for the district.¹²

Over the years, males have averaged slightly longer suspensions than females (see Table 6). However, for the first time since records have been kept (since 1984–85), females had a higher average length of suspension than males in 2009–10. In fact, the average length for males in 2009–10 reached a 26-year low.

¹² In 2009–10, the approximate ADA (Average Daily Attendance) value for each SDUSD student per day was \$32.

Native American students had the shortest average lengths of suspensions in 5 of the last 10 years, Asian students in 4 of the last 10 years, and White students in 1 of the last 10 years. Indochinese students had the longest average length of suspension for five years, Native American and Filipino students for two years each, and Asian and Pacific Islander students for one year each. The variability of the average suspension length for Native American students reflects the small number of these students suspended each year (just 84 suspensions in 2009–10, the second-lowest count among the racial/ethnic groups).

Table 6

Average Length of Suspension in Days by Gender and Racial/Ethnic Group, 2000–01 through 2009–10

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
2000-01	2.13	2.11	2.14	2.21	2.10	2.05	2.16	2.28	2.27	2.24	1.93	
2001-02	2.06	2.03	2.07	2.04	1.83	1.91	2.10	2.14	2.17	2.06	2.05	
2002-03	2.09	2.02	2.11	2.14	1.93	2.07	2.10	2.13	2.18	2.09	1.98	
2003-04	2.15	2.15	2.15	2.19	1.99	2.45	2.13	2.41	1.99	2.35	2.05	
2004-05	2.17	2.12	2.18	2.18	2.09	2.22	2.18	2.15	2.19	2.22	2.08	
2005-06	2.12	2.05	2.12	2.14	2.19	2.16	2.09	2.23	1.90	2.00	2.02	
2006-07	2.10	2.04	2.12	2.09	2.20	2.17	2.10	2.19	2.05	2.09	2.10	
2007-08	2.13	2.09	2.14	2.18	2.13	2.12	2.11	2.23	2.02	2.19	2.05	
2008-09	2.12	2.08	2.14	2.11	2.12	2.28	2.14	2.41	1.78	2.35	2.03	
2009-10	2.07	2.10	2.06	2.07	1.81	2.07	2.09	2.31	2.14	2.29	1.97	1.93

Table 7 shows the strong relationship between grade level and average length of suspension. Suspensions tend to be shortest in the primary grades (Grades K–2), averaging 1.64 days in 2009–10, climbing to an average of 1.84 in Grades 3–6, and jumping to a 2.17 average in grades 7–12. The difference in highest (Grade 9) and lowest (kindergarten) average suspension length by grade level was less than a day (0.82) in 2009–10. Whether this difference in suspension length between lower- and upper-grade students is a reflection of the seriousness of the offenses committed by the older students, or the leniency of the administration because of the age of the younger students, is unknown.

Table 7

Average Length of Suspension in Days by Grade Level, 2000–01 through 2009–10

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2000-01	1.52	1.79	1.67	1.81	1.93	1.91	2.04	2.19	2.25	2.30	2.25	2.24	2.21
2001-02	1.66	1.68	1.72	1.64	1.75	1.89	1.91	1.98	2.20	2.28	2.32	2.24	2.33
2002-03	1.77	1.87	1.80	1.84	1.71	1.91	1.96	2.12	2.16	2.19	2.20	2.25	2.22
2003-04	1.66	1.83	1.83	1.72	1.94	1.82	1.96	2.16	2.29	2.25	2.35	2.26	2.18
2004-05	1.68	1.74	1.72	2.02	1.93	1.96	1.95	2.08	2.28	2.30	2.33	2.33	2.30
2005-06	2.01	1.76	2.00	1.97	1.98	1.95	1.92	2.04	2.07	2.24	2.31	2.29	2.30
2006-07	1.69	1.72	1.85	1.76	1.92	1.78	1.98	2.05	2.12	2.24	2.27	2.28	2.25
2007-08	1.73	1.69	1.91	1.74	1.86	1.73	1.98	2.15	2.18	2.24	2.31	2.31	2.32
2008-09	1.40	1.67	1.89	1.96	1.71	1.88	2.03	2.08	2.25	2.28	2.23	2.25	2.24
2009-10	1.48	1.54	1.84	1.63	1.74	1.79	1.93	2.04	2.13	2.30	2.27	2.27	2.13

Special education students.

Of the 13,199 suspensions in 2009–10, 3,925 (29.7 percent) involved special education students.¹³ The suspension rate for special education students decreased one percent from the previous year, while the rate for non-special education students increased by eight percent. Special education students had a suspension rate of 26.4 suspensions per 100 students, almost three and one-half times the 8.0 rate for non-special education students (see Figure 8).

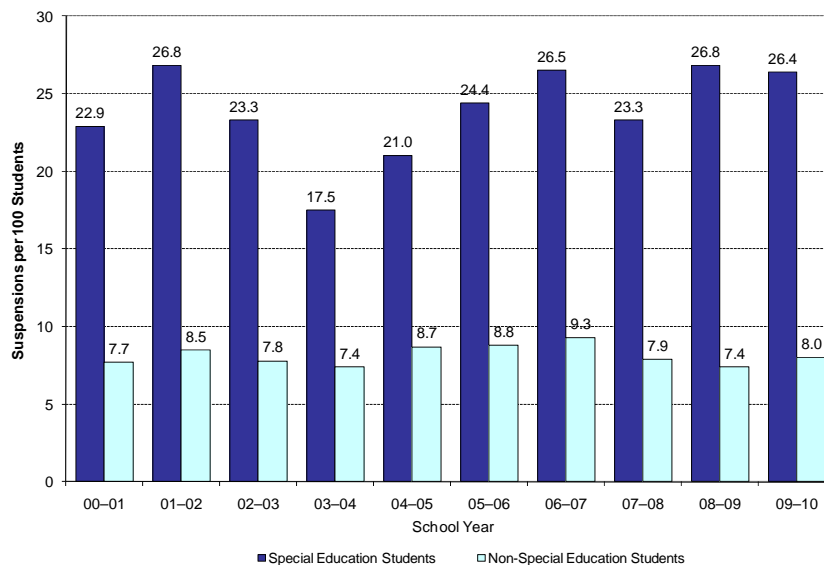


Figure 8. District suspension rates for Special Education and Non-Special Education Students, 2000–01 through 2009–10.

The proportion of special education suspensions accounted for by disruption/defiance (38.7 percent) was slightly higher than that for non-special education students (36.7 percent). On the other hand, the proportion of special education suspensions accounted for by alcohol/tobacco/drugs (6.1 percent) was lower than the corresponding proportion for non-special education students (11.1 percent).

As in the district population, male students accounted for a disproportionate number of special education suspensions—84.2 percent—while comprising only 68.4 percent of all special education students. Similarly, African American students, comprising 17.0 percent of special education students, accounted for 30.0 percent of special education suspensions. By contrast, Hispanic students comprised 49.2 percent of special education students and accounted for 48.9 percent of special education suspensions. Similarly, White students comprised 22.9 percent of special education students and received 14.5 percent of special education suspensions, and the remaining students (Asian, Filipino, Indochinese, Native American, and Pacific Islander) together comprised 16.4 percent of special education students and received only 5.7 percent of special education suspensions.

¹³ Special education students are those with Individual Education Programs (IEPs).

In-school suspensions. In-school suspension (ISS) was developed and implemented in the 1970s because of parent and educator concerns that suspended students were missing out on education and getting a “free ticket” out of class. In addition, out-of-school suspensions have been correlated with daytime juvenile crime and dropping out of school.¹⁴ An ISS provides an alternative to an out-of-school suspension (which is typically reserved for repeat or high-risk offenders) and imposes sanctions without requiring students to miss instructional days. An ideal ISS includes holding students accountable for school assignments while also enacting some sort of rehabilitation program.

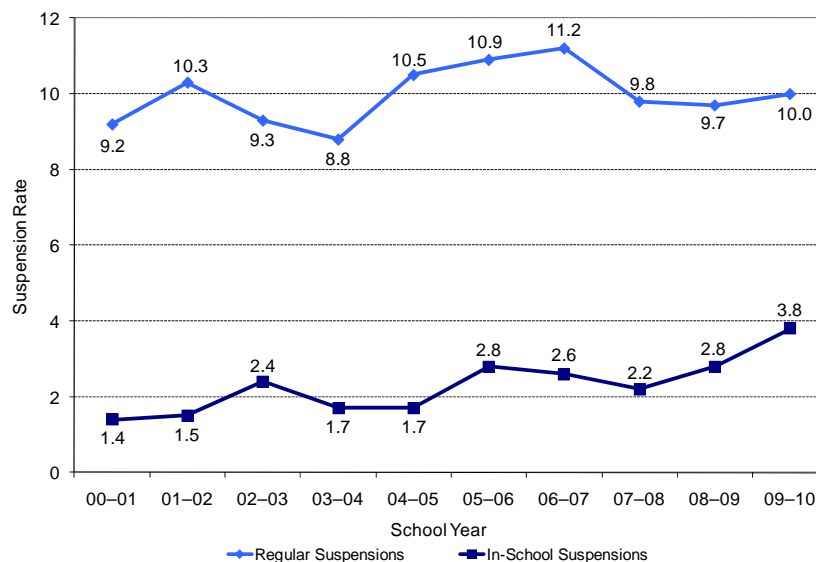


Figure 9. District suspension rates, regular and in-school, 2000–01 through 2009–10.

The in-school suspension rate rose from 2.8 days per 100 students in 2008–09 to 3.8 in 2009–10, the highest rate in the past 10 years (see Figure 9). In-school suspension rates are computed using the entire district enrollment, including enrollment for schools that do not use in-school suspensions (e.g., A.L.B.A., Home and Hospital Instruction, Mt. Everest) or that have positive attendance reporting (e.g., Garfield and Twain).¹⁵

Similar to the pattern for regular suspensions, in-school suspension rates in 2009–10 peaked in the middle level grades (see Table 8). The rates increased from the previous year for all grade levels except for Grades 2, 4, and 5. The largest increase was for Grade 12, where the rate was almost two and one-half times higher in 2009–10 than in the prior year.

¹⁴ Chobot, R., and Garibaldi, A. (1982). In-School Alternatives to Suspension: A Description of Ten School District Programs. *The Urban Review*, 14(4):317–336.

¹⁵ Schools with positive attendance report attendance data only when a student earns attendance credit, as opposed to assuming attendance if a student is not reported absent.

Table 8
In-School Suspension Rates by Grade Level, 2000–01 through 2009–10

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2000-01	0.16	0.33	0.44	0.70	1.28	1.88	2.05	2.04	1.63	3.42	2.10	1.81	1.88
2001-02	0.31	0.34	0.46	0.75	1.07	1.79	1.22	1.32	1.19	4.20	3.28	2.33	2.47
2002-03	0.18	0.56	0.79	1.32	1.55	2.66	2.81	1.09	1.51	5.61	6.31	5.28	3.06
2003-04	0.19	0.29	0.56	0.72	1.37	1.49	3.00	3.55	3.17	2.30	2.00	1.63	1.51
2004-05	0.12	0.22	0.55	0.73	1.22	2.46	1.71	2.87	8.26	1.45	1.66	1.06	1.06
2005-06	0.34	0.95	0.96	1.27	1.76	2.54	4.51	5.05	5.81	6.28	3.89	1.82	1.20
2006-07	0.18	0.81	0.91	1.03	1.79	2.63	5.99	7.39	7.52	2.43	1.04	0.54	0.20
2007-08	0.24	0.68	0.63	1.39	1.44	2.53	4.55	6.02	7.35	1.74	0.98	0.61	0.19
2008-09	0.27	0.61	1.14	1.04	1.81	1.86	5.91	9.05	8.36	2.99	1.99	1.16	0.50
2009-10	0.30	0.63	0.64	1.12	1.34	1.63	5.93	11.70	12.13	6.63	3.86	1.93	1.20

Relatively few schools account for the majority of in-school suspensions, and, over the years, the schools with large numbers of in-school suspensions have varied (see Appendix B). The number of schools with 100 or more in-school suspensions has ranged from 5 to 12 in the last 11 years. One current school has had over 100 in-school suspensions for 6 of the last 11 years, 2 schools for 5 years, and 3 schools for 4 years. These few schools each year have accounted for 43.1 to 68.0 percent of all district in-school suspensions. The single school with the most in-school suspensions—a title held by 8 different schools over the last 11 years—has accounted for anywhere from 7.7 to 25.2 percent of all district in-school suspensions. The large differences in in-school suspension rates between schools and within a school over time may be an indication of the diverse and inconsistent practices in assigning this type of consequence from school to school, from year to year, and from administrator to administrator, as well as inconsistencies in documenting this penalty in the district’s database.

Gender- and race/ethnicity-based differences in in-school suspension rates (see Table 9) roughly mirror those in regular (out-of-school) suspension rates. Over the last five years, the male in-school suspension rate has been 2 to 2.5 times that for females, a ratio similar to the 3+ to 1 ratio for regular suspensions. As with regular suspension rates, African American students have had an in-school suspension rate well above (1.5 to over 2 times) the district rate. Hispanic students’ in-school suspension rate has consistently been above the district rate, while that for White students has been consistently below. Asian, Filipino, and Indochinese rates have also consistently been well below the district average.

Much of the substantial racial/ethnic rate variation across years can be traced to the above-mentioned disproportionate weight of a varying group of just a few schools on total district in-school suspensions. Because the ethnic distributions of these schools differ, district ethnic rates can vary widely over time depending upon which schools in a given year have a disproportionate impact on the district rates.

Table 9
In-School Suspension Rates by Racial/Ethnic Group and Gender, 2000–01 through 2009–10

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
2000-01	1.43	0.89	1.95	2.20	0.53	0.42	1.60	0.40	1.95	0.77	1.37	
2001-02	1.49	0.88	2.06	2.15	0.63	0.37	1.73	0.67	1.77	1.81	1.31	
2002-03	2.38	1.58	3.13	4.54	0.93	1.63	2.57	0.84	2.34	3.99	1.49	
2003-04	1.65	1.02	2.25	2.76	0.55	0.32	2.08	0.63	1.59	1.26	1.07	
2004-05	1.79	1.10	2.45	3.85	0.39	0.55	2.01	0.68	2.92	1.70	1.03	
2005-06	2.82	1.65	3.95	5.97	0.54	1.05	3.36	1.75	3.01	2.54	1.21	
2006-07	2.55	1.39	3.65	6.02	0.43	0.69	3.13	1.01	1.53	2.33	0.83	
2007-08	2.20	1.26	3.09	5.46	0.28	0.80	2.46	0.93	2.36	2.77	0.87	
2008-09	2.82	1.68	3.91	6.33	0.43	1.08	3.35	1.04	2.77	3.99	1.20	
2009-10	3.91	2.33	5.40	7.14	0.67	1.27	4.94	0.99	4.23	5.84	1.63	2.46

Expulsions. Expulsion from school is the most serious disciplinary consequence, requiring approval from the Board of Education. Expelled students must attend a community day school or alternative education program for up to two semesters. They are also excluded from participating in any district- or school-sponsored activity, including regular classes, performances, dances, and athletics. Students may be expelled because of committing a serious infraction that requires a recommendation for expulsion from the school, such as causing serious injury to another person, assault or battery on a school employee, possessing a weapon, selling a controlled substance, and robbery. Students may also be recommended for expulsion because of a long history of infractions, not necessarily serious ones.

In 2009–10, the district expulsion rate was 0.20 expulsions per 100 students, the lowest rate in 13 years (see Figure 10). Appendix C lists the expulsion rates by school for the past five years. Males represented 79 percent of the 257 district expulsions. The ratio of male-to-female expulsion rates has typically been 4 or 5 to 1, higher than the typical 3 to 1 for suspension rates (see Table 10). However, the rate for females rose in 2009–10 by almost 30 percent while the rate for males dropped, resulting in a ratio between the two closer than in years past and similar to the suspension ratio (3.3 to 1). As with suspensions, African American and Hispanic students' expulsion rates have usually exceeded the district rate. Asian, Filipino, Indochinese, Native American,

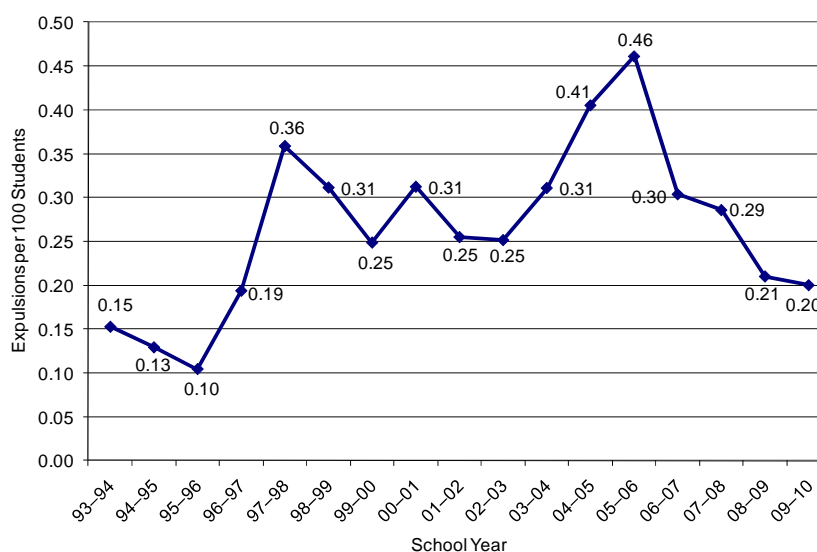


Figure 10. District expulsion rates by year, 1993–94 through 2009–10.

As with suspensions, African American and Hispanic students' expulsion rates have usually exceeded the district rate. Asian, Filipino, Indochinese, Native American,

White, and multiracial students had expulsion rates below the district rate in 2009–10. The expulsion rate for Pacific Islander students was above the district rate in 2009–10, but a trend is difficult to determine due to the small number of students in this racial/ethnic group. African American students experienced the largest drop in rate in 2009–10 (from 0.44 to 0.32), while Asian students witnessed the highest increase (from 0.04 to 0.07). However, as with Pacific Islander students, there is a relatively small number of Asian students in the district, making small differences in expulsion numbers result in large rate differences.

Table 10
Expulsion Rates by Racial/Ethnic Group and Gender, 2000–01 through 2009–10

Year	District	Gender		Race/Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
2000-01	0.31	0.12	0.50	0.56	0.18	0.13	0.40	0.21	0.24	0.21	0.14	
2001-02	0.25	0.10	0.40	0.52	0.02	0.13	0.26	0.12	0.13	0.56	0.17	
2002-03	0.25	0.08	0.42	0.56	0.07	0.15	0.33	0.10	0.00	0.14	0.14	
2003-04	0.31	0.12	0.49	0.67	0.07	0.13	0.36	0.24	0.29	0.35	0.13	
2004-05	0.40	0.16	0.64	0.81	0.02	0.08	0.52	0.21	1.02	0.30	0.16	
2005-06	0.46	0.21	0.71	0.97	0.14	0.13	0.53	0.29	0.14	0.63	0.23	
2006-07	0.30	0.10	0.50	0.55	0.11	0.16	0.39	0.19	0.42	0.08	0.12	
2007-08	0.29	0.10	0.46	0.61	0.04	0.08	0.36	0.15	0.56	0.38	0.09	
2008-09	0.21	0.07	0.35	0.44	0.04	0.07	0.28	0.07	0.15	0.37	0.07	
2009-10	0.20	0.09	0.30	0.32	0.07	0.10	0.27	0.08	0.19	0.27	0.07	0.07

Much like suspensions, expulsions peak around the middle level grades (see Figure 11). The highest expulsion rate occurred in Grade 8 for 14 of the last 16 years, and once each in Grade 7 (1998–99) and Grade 9 (2006–07). During those 16 years, Grade 8 students received one-fifth to one-third of the district expulsions each year.

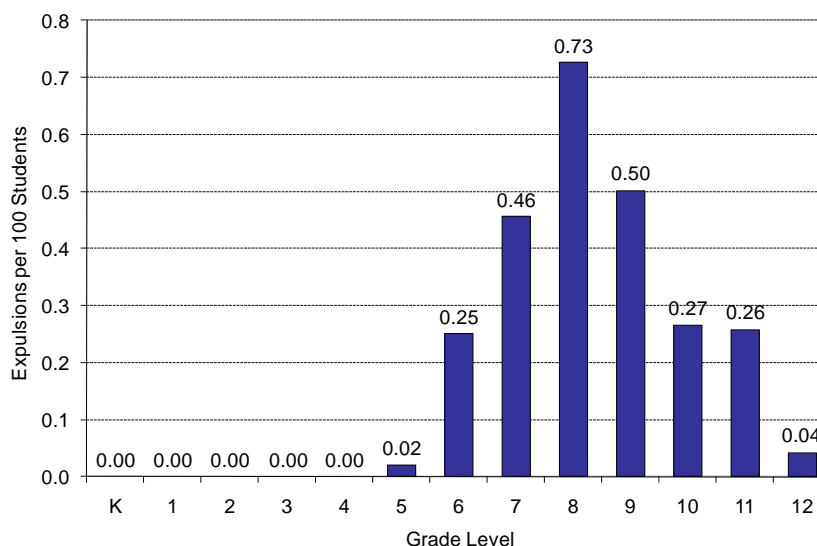


Figure 11. District expulsion rate by grade level, 2009–10.

The expulsion rate for special education students (0.23 percent) was higher than that for non-special education students (0.19). This is not surprising, since the suspension rate for special education students also exceeded that for non-special education students. However, it further supports the need for intervention efforts aimed at this group of students.

Discussion

Overall suspension rates. There have been multiple efforts to reduce the number of suspensions in recent years. Programs have been implemented by various district departments, including the Student Services Department, the Counseling and Guidance Department, the Mental Health Resource Center, and the Race/Human Relations and Advocacy Department. Programs are aimed at intervention, prevention, and counseling, including some partnerships with community organizations and social service agencies. These relatively new programs may have positively affected the most recent suspension rate.

A variety of programs aimed at reducing suspensions and increasing attendance, test scores, and the like were implemented during the 2008–09 school year. In the fall of that year, an initiative called GAME On! (an acronym for Good Attendance Means Everything) started among five high schools. After this pilot year, the program expanded to all 24 Title I high schools in 2009–10. Based on the positive correlation between attendance and test scores, the program aimed to increase attendance among Grade 9 students by providing incentives for good attendance. Indeed, between 2008–09 and 2009–10, Grade 9 attendance at these schools improved slightly (from 92.8 percent to 93.3 percent). It was anticipated that increased attendance would not only affect students' test scores, since more class time implies more learning, but that it would also affect student behavior. However, the suspension rate for Grade 9 in these schools increased from 18.0 in 2008–09 to 22.3 in 2009–10. Ironically, perhaps the increased time a student is in school may also give him or her more time to commit an offense and get suspended.

Another program, called 10 to Succeed, started during the middle of the fall semester of the 2008–09 school year. This is a mentoring program that focuses its efforts on 10 selected high-need students at each participating high school, addressing academic, behavioral, and social issues. The number of suspensions for these targeted students rose by 19 percent between 2007–08 and 2008–09 (for the students who were part of the program in 2008–09) and then dropped by 12 percent in 2009–10 (for another group of students who were part of the program in 2009–10). The decrease between 2008–09 and 2009–10 may be partly explained by the fact that the majority of these students went from Grade 8 to Grade 9, which also shows a large drop in the district in general. However, this drop is counter to the district's overall increase, suggesting that the program could have positively affected the students' behavior. In-depth analysis of the outcomes of this program is beyond the scope of this report.

Finally, Positive Behavioral Interventions and Supports (PBIS), which started in January 2009, included the Response to Instruction and Intervention (RTI²) plan. This is not a packaged program *per se* but an approach that staff members can use to help develop an effective discipline plan for their school. It is aimed at all students by establishing behavior supports to achieve social, emotional, and academic success. The first schools to participate included six middle schools, two K–8 schools, and six elementary schools. The combined suspension rate for these schools increased by 11 percent between 2007–08 and 2008–09. By the second year, 31 schools were added, and the combined suspension rate for all participating schools increased slightly (by 1 percent) between 2008–09 and 2009–10. However, the effects of programs like this often take time to show positive results as staff and students get more involved in the designed methods, so further analyses should be made in upcoming years. Further, some of the initial

increase may be attributed to improved recordkeeping of program-related measures such as discipline.

This absence of districtwide positive behavior change is consistent with a recent evaluation of a national violence prevention program for middle schools, which finds that after one school year, there were no statistically significant impacts on how often students reported that they were victimized by or committed violence against other students.¹⁶

Suspension rates by racial/ethnic group. There are consistently large differences in suspension rates among various racial/ethnic groups. For example, African American students are suspended at rates higher than other students, a situation that is not unique to the San Diego Unified School District. Research studies have failed to provide a definitive explanation for these large differences and why suspension rates are so high for African American students. One possible explanation focuses on the ethnic composition of the administration or teaching staff, but this hypothesis was not supported by a recent study.¹⁷ More likely, the author suggested, it is better explained by an interaction of multiple factors, in which African American students tend to live in low-income neighborhoods, and schools in these neighborhoods tend to have a difficult time retaining experienced teachers. Inexperienced teachers may have a harder time responding to discipline issues effectively and serving the students' needs academically.

Outside the classroom, these same low-income neighborhoods tend to have higher crime rates, which can also have an effect on the behaviors of students within the school. Despite these convincing arguments, it is nearly impossible to pinpoint the exact reason for these discrepancies without further empirical research.

Suspension rates by reason. Not only have suspension rates by reason of suspension varied over time, but so have suspension reason rates by racial/ethnic group, gender, and grade level. Tables 11 to 13 display 2009–10 suspension rates for individual reasons by racial/ethnic group, gender, and grade level, respectively; Figures 12 to 14 show suspensions for individual reason *as a proportion of all suspensions* for each of those groups.

Table 11 shows that African American students had the highest suspension rates in 2009–10 in all but four categories: alcohol/tobacco/drugs, hate incidents, and obscenity, led by Native American students; and weapons, led by multiracial students.

¹⁶ Silvia, S., Blitstein, J., Williams, J., & Ringwalt, C. (2010). *Impacts of a Violence Prevention Program for Middle Schools: Findings From the First Year of Implementation*. U.S. Department of Education.

¹⁷ Arcia, E. (Fall 2007). Variability in Schools' Suspension Rates of Black Students. *Journal of Negro Education*, at http://findarticles.com/p/articles/mi_qa3626/is_200710/ai_n25139931?tag=artBody;coll.

Table 11
Suspension Rates by Reason and Racial/Ethnic Group, 2009–10

Ethnicity	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
Afr. Am.	1.03	8.50	8.34	0.10	0.56	0.49	0.03	0.61	0.98	0.84	0.36
Asian	0.21	0.69	0.58	0.02	0.05	0.05	0.00	0.00	0.14	0.09	0.02
Filipino	0.36	1.21	0.74	0.03	0.08	0.06	0.00	0.10	0.17	0.13	0.13
Hispanic	1.31	3.76	4.65	0.07	0.34	0.38	0.01	0.26	0.55	0.34	0.37
Indochin.	0.44	1.10	0.78	0.06	0.03	0.12	0.00	0.14	0.29	0.05	0.17
Nat. Am.	1.92	5.19	5.58	0.38	1.15	0.38	0.00	0.38	0.38	0.38	0.38
Pac. Isl.	0.55	0.08	0.05	0.00	0.00	0.01	0.00	0.01	0.01	0.01	0.01
White	0.66	1.67	1.71	0.04	0.15	0.08	0.00	0.13	0.17	0.13	0.18
Multi.	0.74	2.46	2.77	0.02	0.14	0.19	0.00	0.26	0.48	0.21	0.41

When offenses by reason for each group are viewed in proportion to all offenses for the group (see Figure 12), certain aspects stand out. White students had the highest proportion of alcohol/tobacco/drug incidents, Native American students had the highest proportion of assault/battery incidents, and Hispanic students had the highest proportion of disruption/defiance incidents. Filipino students had the highest proportion of hate incidents and sexual/harassment incidents. Indochinese students had the highest proportion of obscenity, theft/stolen property, and weapons offenses. Asian students had the highest proportion of property damage and threats/intimidation. Pacific Islander students had the highest proportion of robbery/extortion incidents. This was the same pattern as seen in 2008–09.

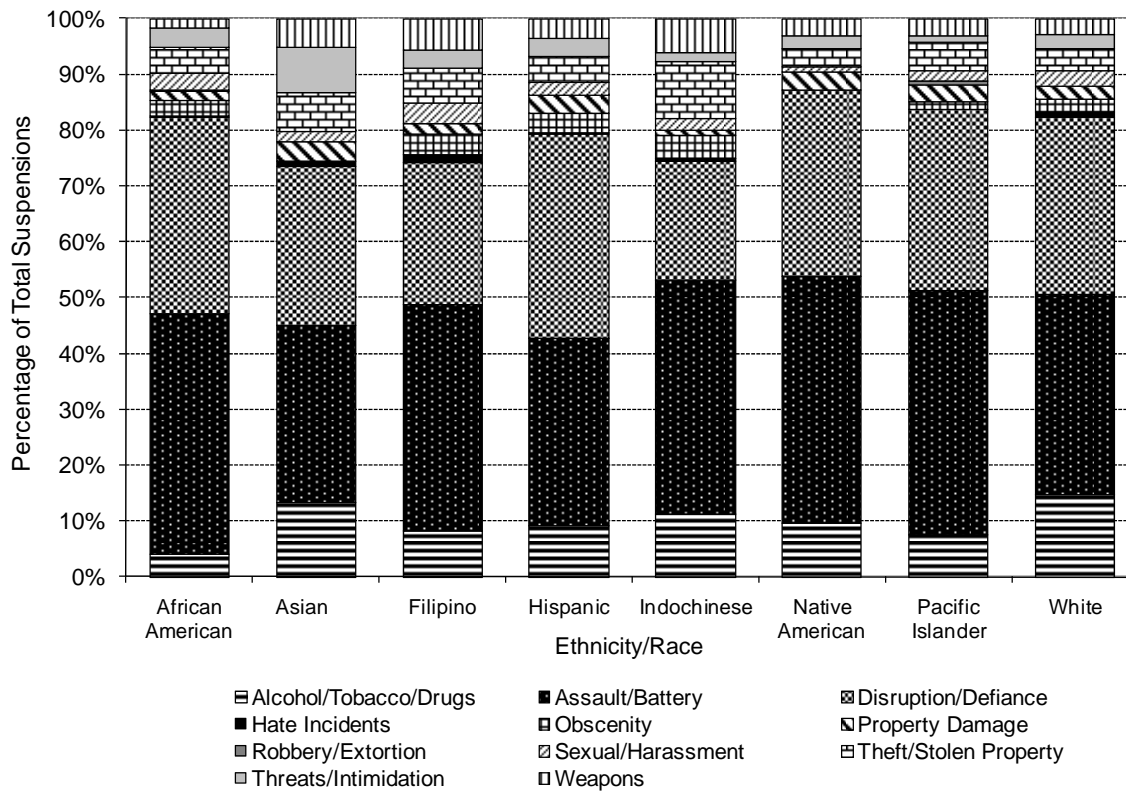


Figure 12. Suspensions by reason as a proportion of all suspensions by racial/ethnic group, 2009–10.

Males were far more likely than females to be suspended for all reasons (see Table 12). The male-to-female ratio in suspension rate by reason ranged from 1.1 to 1 for robbery/extortion to 13.1 to 1 for sexual harassment.

Table 12
Suspension Rates by Reason and Gender, 2009–10

Gender	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidn Harassmt	Weapon
Female	0.59	1.93	2.00	0.03	0.12	0.14	0.01	0.03	0.22	0.19	0.09
Male	1.32	4.80	5.40	0.09	0.43	0.40	0.01	0.45	0.69	0.42	0.48

However, there are sizable variations in the differences between the genders, which are reflected in Figure 13, showing the *proportionate* frequency of suspensions for types of offense for females and males. Noteworthy are the greater degrees to which male suspensions involve disruption/defiance, obscenity, property damage, weapons, sexual harassment, hate incidents, and robbery/extortion and females' relatively high involvement in offenses involving assault/battery, alcohol/tobacco/drugs, theft/stolen property, and threats/intimidation. This pattern is also consistent with that seen in 2008–09.

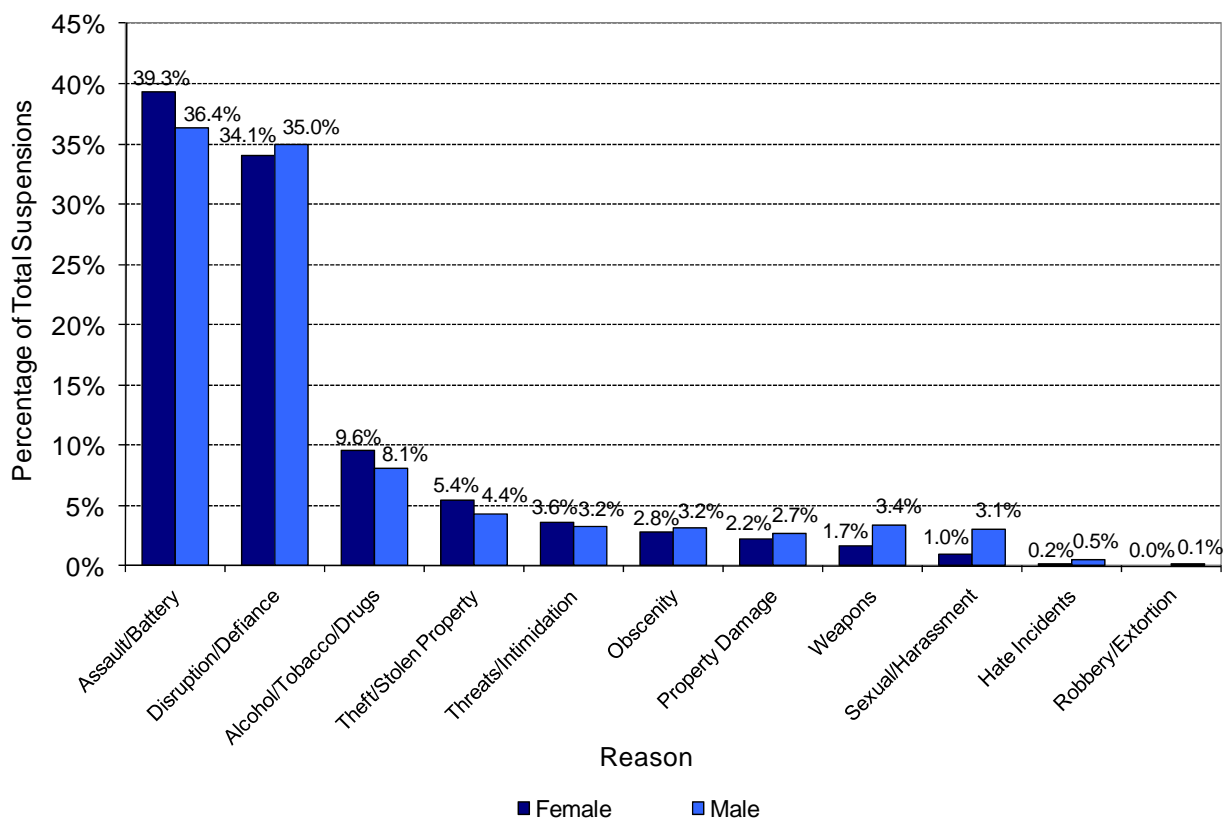


Figure 13. Suspensions by reason as a proportion of all suspensions by gender, 2009–10.

In 2009–10, suspension rates for five types of offenses peaked in Grade 8 (see Table 13), including theft/stolen property, which was shared by Grade 7. Additional offenses that peaked in Grade 7 were assault/battery, disruption/defiance, and weapons. In addition, the rate for alcohol/tobacco/drugs peaked in Grade 9, while those for hate incidents and robbery/extortion peaked in Grade 6.

Table 13
Suspension Rates by Reason and Grade Level, 2009–10

Grade Level	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidn Harassmt	Weapon
K	0.00	1.00	0.64	0.00	0.07	0.07	0.00	0.01	0.05	0.01	0.05
1	0.00	1.09	0.64	0.00	0.05	0.07	0.00	0.00	0.02	0.00	0.09
2	0.00	1.32	0.96	0.00	0.14	0.05	0.00	0.00	0.08	0.02	0.16
3	0.07	1.65	1.09	0.00	0.18	0.06	0.00	0.02	0.17	0.02	0.15
4	0.01	2.32	1.44	0.02	0.13	0.23	0.00	0.21	0.23	0.15	0.32
5	0.05	2.91	1.59	0.06	0.08	0.22	0.01	0.25	0.13	0.22	0.35
6	0.39	5.91	4.74	0.18	0.31	0.60	0.04	0.59	0.84	0.64	0.42
7	1.55	8.33	10.62	0.16	0.66	0.54	0.01	0.78	1.18	0.94	0.70
8	2.26	7.97	10.18	0.12	1.12	0.74	0.03	0.82	1.18	1.09	0.65
9	3.02	5.44	7.52	0.13	0.31	0.45	0.00	0.20	0.95	0.37	0.42
10	2.26	3.24	4.83	0.08	0.34	0.18	0.02	0.20	0.63	0.30	0.20
11	1.65	2.15	2.77	0.04	0.10	0.20	0.00	0.13	0.26	0.19	0.17
12	1.14	0.86	1.52	0.00	0.10	0.13	0.00	0.05	0.23	0.12	0.09

The increasing relative frequency of alcohol/tobacco/drugs and the decreasing prominence of assault/battery at higher grade levels are quite striking (see Figure 14). The peak relative frequencies of alcohol/tobacco/drug offenses occurred in Grade 12, while disruption/defiance and obscenity peaked in kindergarten. The relative frequencies of threats/intimidation rose during the middle years, peaked in Grade 8, then decreased in the upper grade levels.

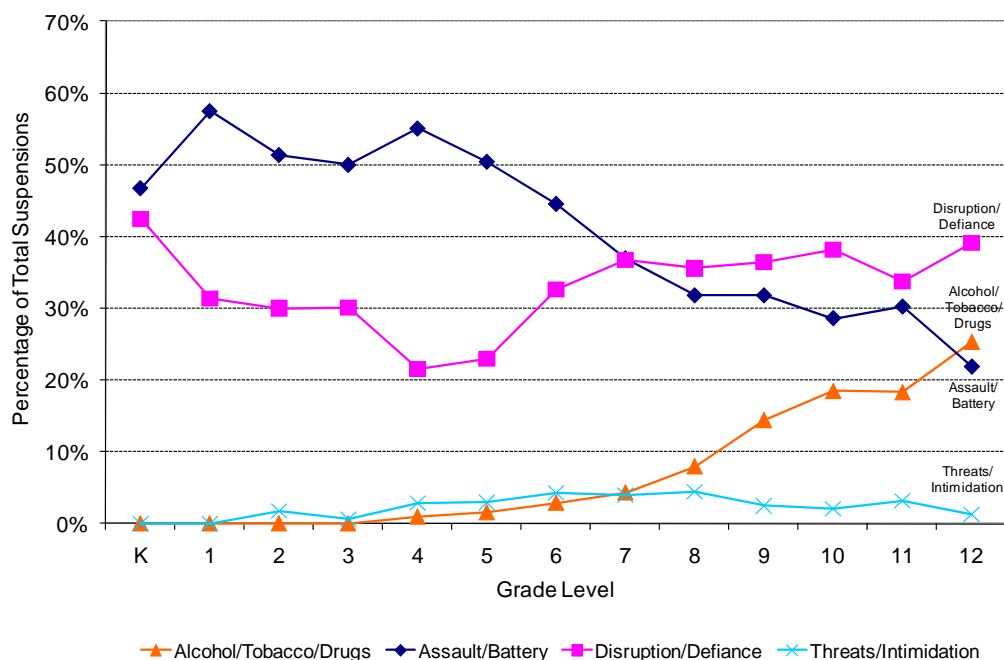


Figure 14. Suspensions by selected reason as a proportion of all suspensions by grade level, 2009–10.

Average suspension lengths. There is a fairly consistent interaction between the suspension rate and the average length of suspension: in 10 of the past 14 years, as the rate dropped, the average length increased, and as the rate rose, the average length decreased. If suspension rates are partly a function of school staff discretion, it seems likely that decreases in regular suspensions would involve dropping suspensions for less severe offenses that carry shorter penalties. The remaining offenses that lead to suspension would have a longer average suspension length. With the explicit goal of reducing suspensions, administrators may well have “ignored” slighter offenses or used in-school suspensions as an alternative disciplinary measure during the years in which the suspension rates decreased.

Special education students. The district had set a goal of a 10-percent annual reduction in suspension rates for special education students beginning in 2001–02. In 2002–03, the special education students’ suspension rate fell by 13 percent and in 2003–04 by 25 percent. By way of comparison, non-special education students had an eight percent reduction in 2002–03 and a five percent reduction in 2003–04. However, the rates for both special education and non-special education students increased in each of the next three years, with special education students’ rates increasing faster than those for non-special education students each year. Although the rates for both groups of students dropped in 2007–08 (special education students’ by 12 percent and non-special education students’ by 15 percent), the rate in 2008–09 for special education students increased by 15 percent while the rate for non-special education students decreased by 6 percent. In 2009–10, the pattern switched, with the non-special education student rate increasing by eight percent and the special education student rate decreasing by one percent. It appears that interventions and alternatives to suspensions need to be examined again for special education students.

Charter Schools. The 2009–10 suspension (8.58) and expulsion (0.06) rates for charter schools were lower than the corresponding rates for district-managed schools (10.22 and 0.21, respectively). These differences may be explained by a variety of factors.

First, suspension data entry may not have been done thoroughly and consistently for some charter schools, many of which are not required to enter discipline data into the district’s database. Despite this apparent lack of data entry into the district’s system, attempts are made to include all charter school suspensions in reporting, but omissions by the charter schools (accidental or otherwise) may still have occurred.

In addition, charter schools, by definition, are run independently from the district and can have different rules on how to deal with discipline, including dropping students for behavioral issues rather than giving consequences (such as suspensions) and keeping the student enrolled.¹⁸ Furthermore, despite having the ability to expel students for lesser offenses than can district-managed schools, a charter school may drop a student without going through the formal expulsion process. There may be underreporting of discipline data when the actual behaviors of students in charter schools may be similar to those in district-managed schools.

¹⁸ Alpert, E. (April 11, 2010). San Diego’s Expulsion Purgatory. *Voice of San Diego*, at www.voiceofsandiego.org/education/article_8f8404fc-4597-11df-bb55-001cc4c002e0.html.

Repeat Offenders. In 2009–10, there were 39 students (0.03 percent of the student population) who were suspended 10 or more times, resulting in 435 total suspensions among them (3.30 percent of the total number of suspensions). These students were suspended at a rate over 100 times that of other students. Almost half (44 percent) were in Grade 7, the majority (85 percent) were male, two-thirds (66 percent) were Hispanic, and almost half (44 percent) were suspended for disruption/defiance. They were suspended for a total of 903 days, missing an average of over a month of school each, resulting in a loss of almost \$30,000 for the district in ADA (Average Daily Attendance) money. Seven of these 39 students were also expelled during the 2009–10 school year. Targeting these students and providing other sorts of interventions and consequences would appear to be beneficial to the students' academic careers as well as for the district's finances.

In-school suspensions. In-school suspension data for 2009–10 were drawn from the Zangle database of attendance data files. Attendance data for positive attendance schools (e.g., Garfield, Twain) do not allow in-school suspensions data. Some charter schools do not use the district's attendance database, so their in-school suspensions are not reported, as well. As a result, in-school suspensions are underreported for the district as a whole. It is also possible that some schools are less diligent in entering in-school suspensions into the attendance database because there is no effect on the schools' attendance data and average daily attendance (ADA) of not entering such data.

Expulsions. Expulsions are the end result of offenses that state Education Code and/or district policy deem to be so egregious or threatening to safety and school climate that removal from school is viewed as the proper alternative for the offending student. Expulsions increased quite sharply beginning in 1996–97, almost doubling the previous year's rate, which was the decade low, and then almost doubling again in 1997–98, reaching a record high (since recordkeeping began in 1993–94) until new peaks were reached in 2004–05 and 2005–06. Since then, the expulsion rate has been on a steady decline. It appears that enforcement of the district's zero tolerance policy in connection with weapons and repeated fighting, approved by the Board of Education in 1993, led to these surges in expulsions. About 78 percent of the increase in suspensions between 1995–96 and 1997–98 was in the domains of assault/battery and weapons.

Conclusion

After a three-year increase, the district suspension rate decreased from a 25-year high of 11.2 suspensions per 100 students in 2006–07 to a rate of 9.8 in 2007–08 and again to 9.7 in 2008–09. Unfortunately, these recent drops were followed by an increase in 2009–10 to 10.0 suspensions per 100 students; this was still lower than the peak years of 2004–05 to 2006–07. The causes of any change may be multiple and difficult to determine from year to year. It is speculated that the suspension rate increased in 2009–10 partly because of better record keeping by the schools in the district database. Gender and race/ethnicity of students continue to play a role in the suspension rates and lengths of out-of-school suspensions. Racial/ethnic and gender gaps have not been reduced and remain a challenge for the district in the future.

Report prepared by Mara E. Bernd, Research and Reporting Department

Appendix A: Suspension Rates by School

Elementary School Student Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Adams	0.48	3.74	3.20	3.65	3.87
Alcott	3.83	4.05	1.29	0.00	3.38
Angier	2.48	3.40	2.20	1.36	2.24
Baker	14.37	5.11	5.36	5.13	5.91
Balboa	1.85	1.64	3.08	6.00	3.41
Barnard	4.79	0.66	5.17	1.09	2.46
Bay Park	0.47	2.89	1.33	0.00	0.42
Bayview Terrace	4.08	6.16	6.37	1.98	6.84
Benchley/Weinberger	1.11	0.00	1.14	1.13	0.75
Bird Rock	0.00	0.21	0.22	0.21	0.21
Birney	9.63	7.52	5.03	6.20	5.41
Boone	1.72	1.24	2.23	4.86	7.04
Burbank	1.52	3.20	4.26	3.42	8.04
Cabrillo	0.47	1.39	1.95	0.46	0.00
Cadman	0.83	0.41	2.07	2.27	5.42
Carson	6.85	3.94	3.61	0.80	6.96
Central	1.32	1.65	1.89	1.49	0.80
Chavez	3.96	4.41	0.92	0.00	1.72
Cherokee Point	5.41	2.14	2.09	5.23	1.44
Chesterton	1.07	1.45	0.75	1.78	1.58
Chollas/Mead	1.71	3.57	4.19	7.48	2.59
Clay	4.09	3.95	7.30	21.96	13.49
Crown Point	0.00	0.00	0.82	0.00	0.45
Cubberley	7.72	10.53	19.84	9.77	23.83
Curie	3.70	1.69	0.17	0.50	1.52
Dailard	2.99	1.42	1.14	0.92	0.36
Dana	13.24	8.51	6.88	8.02	6.30
Darnall	1.79	11.59	2.60	3.85	4.48
Dewey	1.04	2.14	2.49	0.88	1.38
Dingeman	0.12	0.71	0.14	1.18	0.63
Doyle	0.63	0.12	0.50	3.93	3.57
Edison	6.14	8.70	6.76	1.55	4.64
Einstein Academy	2.60	0.00	3.41	1.11	0.65
Emerson/Bandini	8.84	8.36	9.97	9.35	9.80
Encanto	7.75	5.84	8.33	6.31	4.22
Ericson	1.41	1.72	1.77	2.09	1.65
Euclid	0.93	1.18	0.67	0.31	0.00
Explorer	0.00	0.00	0.00	0.00	0.00
Fay	2.29	1.72	3.16	1.54	4.31
Field	0.92	3.08	4.92	3.49	3.06
Fletcher	0.83	0.00	0.39	2.21	3.61
Florence	4.23	7.07	2.49	10.83	3.14
Foster	2.31	3.66	3.57	3.19	3.40
Franklin	14.73	6.58	12.24	18.51	21.32
Freese	5.44	2.41	4.25	2.99	2.54
Gage	1.55	1.50	1.00	5.48	1.32

Elementary School Student Suspension Rates by School, Continued

School	2005-06	2006-07	2007-08	2008-09	2009-10
Garfield	0.00	0.69	1.25	0.66	0.26
Green	1.97	1.20	1.20	0.00	0.86
Hage	0.42	0.69	0.14	0.26	1.50
Hamilton	0.33	1.06	0.15	0.31	0.49
Hancock	1.29	1.45	1.27	0.66	1.29
Hardy	6.30	8.33	3.94	0.00	0.54
Hawthorne	5.96	3.21	0.32	2.51	3.38
Hearst	1.74	2.44	1.52	0.00	0.63
Hickman	1.41	0.15	0.59	0.00	0.45
Holmes	1.08	1.30	1.36	0.82	4.47
Horton	6.28	13.94	12.48	5.59	3.41
Ibarra	1.04	0.16	0.51	5.25	1.49
Jefferson	8.86	1.51	5.21	1.29	3.56
Jerabek	0.12	1.32	0.00	0.13	0.27
Johnson	13.44	6.74	3.34	12.44	10.29
Jones	1.58	5.00	1.61	0.87	5.79
Joyner	—	—	2.86	6.20	1.39
Juarez	0.88	0.66	4.79	1.68	7.28
Kimbrough	1.47	2.60	1.86	1.28	0.71
King/Chavez Arts	1.49	1.28	11.61	0.00	1.27
King/Chavez Athletic	0.79	2.90	5.48	0.00	0.64
King/Chavez Primary	0.00	1.95	1.19	2.65	3.99
Kumeyaay	0.22	0.22	1.32	0.65	1.27
La Jolla	0.39	0.00	0.36	0.00	1.00
Lafayette	9.41	10.34	6.37	0.00	2.53
Lee	4.35	6.79	1.15	4.19	2.07
Linda Vista	1.29	0.74	1.63	1.30	5.26
Lindbergh/Schweitzer	2.65	1.93	2.31	2.47	3.11
Loma Portal	0.81	0.25	1.13	2.43	0.49
Marshall	3.17	7.92	7.56	3.25	5.78
Marvin	1.26	0.27	0.00	0.00	0.00
Mason	0.45	2.75	0.90	0.86	1.52
McGill Academy	0.00	2.84	4.17	7.35	2.31
McKinley	3.39	1.81	2.06	2.66	1.75
Miller	2.60	0.50	0.63	0.38	0.76
Miramar Ranch	1.35	1.76	0.44	0.85	0.00
Museum	0.00	1.23	3.80	0.69	0.62
Normal Heights	—	6.07	7.11	8.90	4.14
Nubia	0.00	0.57	0.29	2.63	8.70
Nye	7.51	11.05	4.75	6.57	9.92
Oak Park	2.87	2.86	3.31	7.05	4.67
Ocean Beach	3.96	1.13	2.91	0.98	0.58
Pacific Beach	2.25	1.36	1.85	0.00	0.86
Paradise Hills	2.24	2.39	1.96	1.35	2.39
Rosa Parks	1.92	1.99	0.31	0.00	1.81
Penn	2.64	1.62	1.51	1.47	3.24

Elementary School Student Suspension Rates by School, Continued

School	2005-06	2006-07	2007-08	2008-09	2009-10
Perry	0.44	0.69	0.54	1.88	4.66
Porter	26.07	18.63	18.28	16.01	6.05
Rodriguez	—	—	3.10	3.88	13.16
Rolando Park	0.84	3.20	0.96	4.74	6.22
Ross	1.55	2.77	2.45	7.24	12.63
Rowan	2.01	2.04	2.75	0.00	2.41
Sandburg	1.46	0.30	0.89	0.46	0.43
Scripps	0.00	0.00	0.18	0.17	0.97
Sequoia	5.95	4.63	4.65	4.24	5.18
Sessions	7.73	7.88	10.78	4.77	3.45
Sherman	5.29	~	~	2.93	4.31
Silver Gate	0.49	0.00	0.44	0.84	0.00
Spreckels	2.67	2.95	0.41	1.43	3.08
Sunset View	0.47	0.25	0.99	0.24	0.00
Tierrasanta	6.02	11.93	9.22	8.47	4.06
Toler	2.90	2.48	0.37	1.04	2.77
Torrey Pines	0.25	0.25	0.50	0.71	0.23
Valencia Park	3.16	6.02	5.24	6.02	4.14
Vista Grande	0.90	0.78	1.07	0.00	1.00
Walker	1.24	3.04	4.19	4.18	3.70
Washington	2.51	1.48	0.00	2.35	3.50
Webster	2.50	2.10	1.80	2.33	5.22
Wegeforth	5.61	0.67	1.75	5.57	1.89
Whitman	1.08	3.08	2.58	2.27	3.57
Zamorano	5.64	4.53	3.22	2.22	1.43

"—" School site was not yet open

"~" School site closed

Middle Level School Student Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Bell	21.59	29.73	46.06	59.35	54.42
Challenger	15.48	15.14	9.69	11.06	9.71
Clark	34.95	30.23	34.42	29.54	39.30
Correia	34.94	26.09	27.97	19.52	16.18
C.P.M.A.	33.39	19.20	9.35	18.14	14.30
De Portola	17.73	23.03	16.82	14.95	15.78
Einstein Middle	—	10.43	8.07	11.48	3.42
Farb	38.05	39.75	41.22	48.24	20.88
Gompers	40.53	41.94	27.47	32.86	28.42
High Tech Middle	2.47	3.38	1.56	3.68	3.27
High Tech Middle Media	5.86	0.00	0.31	0.00	0.00
Innovation	—	—	—	35.11	23.53
Keiller	22.33	49.10	21.18	26.67	15.95
King/Chavez Preparatory	—	14.71 *	14.83	35.29	27.67
Lewis	20.45	21.25	16.41	10.08	11.77
Magnolia	0.00	0.00	14.86	8.03	15.81
Mann	~	~	~	13.44	21.32
Mann Expedition	55.87	47.13	97.53	~	~
Mann Exploration	43.33	27.08	33.86	~	~
Mann Expression	76.76	96.70	34.92	~	~
Thurgood Marshall	5.88	5.51	6.19	6.06	7.82
Marston	10.29	14.01	10.14	10.42	15.82
Memorial Preparatory	—	—	—	87.36	114.56
Millennial Tech	—	—	—	43.29	25.58
Montgomery	34.72	52.68	36.03	24.09	21.89
Muirlands	5.14	7.31	8.43	9.73	9.92
O'Farrell	26.85	36.47	31.91	30.38	35.26
Pacific Beach	30.24	33.66	36.10	35.97	33.88
Pershing	23.67	27.69	25.83	13.53	15.16
Roosevelt	38.74	31.68	44.90	24.50	31.98
Standley	6.77	12.35	13.82	22.67	19.27
Taft	22.19	20.92	32.01	39.10	30.69
Wangenheim	12.03	15.63	10.18	17.48	14.93
Wilson	27.45	17.75	22.69	20.33	12.54

"—" School site was not yet open

"~" School site closed

* School was Grade 6 only

Senior High School Student Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Arroyo Paseo	—	—	1.00	0.00	50.00
Clairemont	11.78	9.61	8.87	9.37	12.88
Crawford CHAMPs	20.32	16.71	8.46	12.26	6.27
Crawford IDEA	34.51	22.61	12.94	11.47	12.08
Crawford Law & Business	25.29	23.57	13.95	22.22	27.09
Crawford Multimedia	38.32	22.41	17.81	18.66	22.83
Gompers Prep	—	—	—	—	26.45
Health Sciences	—	—	0.00	0.00	2.02
Henry	11.91	15.50	9.36	11.29	8.71
High Tech	7.21	5.38	0.37	1.10	2.91
High Tech International	7.09	5.80	0.00	1.77	0.00
High Tech Media Arts	3.05	4.35	2.39	0.00	3.97
Hoover	15.27	18.53	17.76	15.77	16.27
iHigh Virtual Academy	—	—	—	—	0.00
Kearny Construction Tech	8.66	15.05	15.35	15.19	22.29
Kearny Digital Media	10.58	13.33	15.25	11.74	10.10
Kearny Intl Business	3.49	3.73	2.43	2.87	3.74
Kearny Sci Conn Tech	18.29	14.08	10.04	21.58	25.61
King/Chavez High	—	—	—	—	12.02
La Jolla	9.41	10.30	11.23	14.29	11.13
Lincoln	—	—	9.71	12.76	19.39
Madison	20.13	22.21	17.83	17.73	22.87
Mira Mesa	7.88	6.16	10.40	5.48	6.07
Mission Bay	21.57	20.24	20.58	10.24	14.24
Morse	14.28	24.03	12.12	12.87	10.26
Point Loma	12.66	14.29	5.65	8.28	10.17
San Diego Business	17.00	12.34	12.91	12.13	13.89
San Diego CIMA	10.93	6.69	10.43	21.19	7.77
San Diego Intl Studies	7.66	9.67	9.24	4.88	1.45
San Diego LEADS	4.67	6.11	5.81	14.77	36.24
San Diego Media Vis Perf Art	15.33	19.92	16.60	6.57	22.04
San Diego Sci Tech	18.10	7.65	10.63	10.47	11.55
Scripps Ranch	11.46	11.48	9.05	8.90	5.86
SD Early/Middle College High	—	—	—	11.63	10.23
SD Metro Career Tech	1.92	9.35	6.28	9.19	12.12
Serra	20.91	22.10	13.21	10.43	14.46
University City	12.47	13.86	11.19	11.24	8.48

"—" School site was not yet open

Atypical School Student Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Audubon	8.21	6.43	6.86	5.10 *	9.93 **
Bethune	4.28	8.30	6.68	9.55 *	11.06 **
Carver	2.41	1.75 **	15.38	17.54	5.00
Fulton	6.02	1.78	1.72	14.02 *	14.79 **
Golden Hill	—	1.68	3.57	9.94 *	8.78 **
Grant	5.06	1.81	0.75 *	4.89 **	5.80
Holly Drive	4.62	7.64	18.39	43.84	38.10
IFTIN	—	0.00	6.16 *	5.45 **	6.55
Innovations Academy	—	—	—	13.13	0.67
King/Chavez	6.78	5.52	0.74	1.52	5.63
KIPP Adelante	3.76	3.90	4.69	5.38	18.90
Knox	18.37	26.82	32.05 *	58.70 **	32.70
Language Academy	2.52	2.18	0.85	3.44	3.70
Learning Choice Academy	0.00	0.43	0.00	0.00	0.00
Logan	6.21	1.88	1.80	3.57 *	10.75 **
Longfellow	3.19	3.62	2.04	3.07	4.34
Mt. Everest	0.41	0.00	0.00	0.38	0.00
Muir	13.43	14.39	9.69	10.98	16.32
Perkins	5.35	14.79	6.77	11.21 *	16.70 **
Preuss School UCSD	2.38	0.27	0.26	1.72	4.78
Promise	0.00	3.82	2.89	0.52	0.52
San Diego Cooperative	7.86	1.12	6.63	1.34	2.88
S.C.P.A.	2.43	6.39	7.25	11.47	8.34
Tubman Village Charter	7.84	6.36	5.77	11.47	10.67
Urban Discovery	—	—	0.00	0.00	1.02 *

"—" School site was not yet open

* School became a K–7 site

** School became a K–8 site

Alternative School Student Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
A.L.B.A.	250.78	370.83	320.55	253.23	413.51
Audeo Charter	0.44	0.80	0.00	0.00	0.00
Charter School of San Diego	0.00	0.06	0.05	0.00	0.06
Del Sol*	53.33	34.55	26.00	12.20	0.00
Garfield	10.67	7.79	9.15	6.53	8.73
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction*	9.14	15.42	29.07	32.60	46.24
Marcy Day*	—	—	—	—	63.64
New Dawn Day Treatment*	68.52	52.83	41.67	53.33	50.00
Riley*	200.00	312.50	147.37	173.91	335.59
TRACE*	0.00	0.23	0.00	0.17	0.00
TRACE Seniors*	0.00	0.00	0.00	0.00	0.00
Twain	0.73	2.04	1.53	1.40	3.18
Unified Day*	—	—	—	—	34.62
Whittier Learning Center*	20.00	0.00	4.76	0.00	0.00

* Special Education site/program

"—" School site was not yet open

Appendix B: In-School Suspension Rates by School

Elementary School In-School Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Adams	0.32	0.00	0.80	0.84	0.00
Alcott	0.00	0.00	0.00	0.00	0.00
Angier	1.86	7.94	6.11	2.26	0.45
Baker	15.15	5.33	1.24	0.00	1.23
Balboa	2.51	3.74	0.15	0.81	0.17
Barnard	0.00	0.00	1.15	0.00	0.00
Bay Park	0.00	2.00	0.00	1.04	0.21
Bayview Terrace	0.00	0.00	0.00	0.00	0.00
Benchley/Weinberger	0.00	0.00	0.00	0.19	0.00
Bird Rock	0.00	0.00	0.00	0.00	0.00
Birney	6.21	0.65	0.30	0.54	0.49
Boone	1.00	1.09	2.97	5.56	8.67
Burbank	0.00	1.60	1.99	3.95	3.75
Cabrillo	0.00	2.31	0.49	1.85	0.00
Cadman	2.07	1.23	0.00	0.00	2.41
Carson	0.00	0.00	0.00	0.00	0.00
Central	0.11	0.12	0.47	0.87	2.52
Chavez	0.90	6.13	1.29	0.00	0.16
Cherokee Point	0.22	1.50	0.00	1.09	0.21
Chesterton	0.53	1.82	2.08	1.58	0.00
Chollas/Mead	0.37	0.26	0.13	1.23	0.49
Clay	9.65	0.00	2.22	6.67	1.19
Crown Point	0.00	0.00	0.82	1.69	0.00
Cubberley	0.81	0.38	1.19	0.00	11.06
Curie	0.34	0.34	0.17	0.33	1.01
Dailard	1.40	0.81	0.19	0.18	0.55
Dana	0.00	0.34	0.12	0.00	0.00
Darnall	2.38	13.01	4.82	8.08	4.48
Dewey	0.00	0.48	0.68	0.00	0.69
Dingeman	1.31	0.48	0.00	0.26	0.00
Doyle	0.00	0.00	0.00	0.12	0.41
Edison	1.10	0.97	1.61	0.46	0.66
Einstein Academy	0.00	0.00	0.24	0.00	0.43
Emerson/Bandini	1.59	7.15	2.36	1.10	2.41
Encanto	2.67	7.23	6.87	7.21	1.14
Ericson	0.00	0.40	1.09	0.83	0.41
Euclid	0.00	1.52	0.33	0.31	0.31
Fay	0.00	0.00	4.43	8.18	6.39
Field	4.60	2.77	2.77	3.17	0.00
Fletcher	0.00	1.16	1.56	0.00	0.72
Florence	1.92	1.41	1.78	0.00	0.00
Foster	0.00	0.69	0.00	0.00	0.00
Franklin	2.42	1.57	1.40	5.69	8.53
Freese	0.00	0.69	0.39	0.00	0.85
Gage	2.13	0.00	4.42	1.75	0.44

Elementary School In-School Suspension Rates by School, Continued

School	2005-06	2006-07	2007-08	2008-09	2009-10
Garfield	1.50	0.00	0.50	0.00	0.51
Green	1.48	0.00	0.48	0.00	1.51
Hage	0.14	0.23	0.00	0.13	0.41
Hamilton	0.00	0.48	0.00	0.00	0.00
Hancock	0.00	0.00	0.00	0.27	0.00
Hardy	0.27	0.24	0.56	0.00	0.00
Hawthorne	0.00	0.36	0.97	2.19	0.31
Hearst	0.50	0.56	0.00	0.00	0.42
Hickman	0.14	0.00	1.77	0.30	0.30
Holmes	0.00	0.00	0.00	0.00	0.00
Horton	0.14	0.00	2.77	0.72	0.00
Ibarra	0.00	0.00	0.00	1.75	0.00
Jefferson	8.29	4.82	14.11	2.26	5.48
Jerabek	0.00	0.00	0.00	0.00	0.13
Johnson	0.81	1.97	5.85	2.63	0.78
Jones	0.00	1.56	0.32	0.00	0.00
Joyner	—	—	0.00	0.00	0.00
Juarez	0.29	0.00	0.00	0.34	0.77
Kimbrough	1.59	1.73	0.87	0.64	1.23
King/Chavez Arts	NA	NA	NA	NA	0.64
King/Chavez Athletics	NA	NA	NA	NA	3.21
King/Chavez Primary	NA	NA	NA	NA	0.00
Kumeyaay	0.00	0.00	0.00	0.00	0.00
La Jolla	0.00	0.57	0.36	0.00	0.00
Lafayette	3.71	4.91	9.42	0.62	4.43
Lee	5.15	6.62	1.39	0.00	0.23
Linda Vista	0.00	0.00	0.36	0.19	0.00
Lindbergh/Schweitzer	1.77	2.89	0.17	0.00	0.16
Loma Portal	3.23	2.03	1.69	0.27	0.00
Marshall	0.60	2.31	0.53	1.08	0.00
Marvin	0.00	0.00	0.00	0.00	0.00
Mason	0.00	0.12	0.26	0.49	1.14
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	1.94	2.07	2.84	0.00	0.25
Miller	0.00	0.00	0.51	1.15	1.27
Miramar Ranch	0.00	1.00	1.31	0.71	0.00
Museum	0.00	0.00	0.00	0.00	0.00
Normal Heights	—	4.44	5.21	0.00	0.64
Nubia	0.00	0.00	0.00	0.33	0.00
Nye	0.16	0.17	0.51	0.17	2.69
Oak Park	0.41	0.26	0.00	0.25	0.14
Ocean Beach	0.00	0.00	0.00	0.00	0.00
Pacific Beach	0.00	0.00	0.31	0.00	0.58
Paradise Hills	0.67	3.34	0.00	0.27	0.90
Rosa Parks	0.00	0.08	0.00	1.61	0.11
Penn	0.00	0.00	0.00	0.00	1.30

Elementary School In-School Suspension Rates by School, Continued

School	2005–06	2006–07	2007–08	2008–09	2009–10
Perry	2.21	4.37	0.54	0.54	0.55
Porter	36.35	13.10	13.05	9.45	1.84
Rodriguez	—	—	1.03	3.45	3.54
Rolando Park	1.27	0.00	1.92	6.64	0.96
Ross	3.61	0.28	2.18	1.29	0.79
Rowan	5.03	1.70	0.69	0.35	0.00
Sandburg	1.31	0.30	0.00	0.00	0.14
Scripps	0.19	0.00	0.00	0.00	0.00
Sequoia	4.25	3.09	5.98	7.77	2.39
Sessions	0.00	0.00	0.25	0.25	0.25
Sherman	0.00	~	~	1.22	0.00
Silver Gate	1.22	0.22	0.00	0.21	0.20
Spreckels	0.00	0.13	0.14	0.13	0.49
Sunset View	0.47	0.25	0.00	0.00	0.00
Tierrasanta	0.00	0.00	0.00	2.21	0.00
Toler	0.36	0.00	0.37	0.00	0.00
Torrey Pines	0.75	0.00	0.25	0.24	0.00
Valencia Park	0.00	0.00	0.16	0.69	0.18
Vista Grande	0.00	0.00	0.00	0.00	0.25
Walker	0.00	3.88	0.00	0.00	0.00
Washington	0.00	0.00	0.00	2.35	0.00
Webster	0.00	0.63	0.20	0.00	1.09
Wegeforth	0.00	0.34	0.00	0.00	0.75
Whitman	0.54	0.84	0.00	0.00	1.19
Zamorano	5.49	4.31	3.14	2.70	2.18

"—" School site was not yet open

"~" School site closed

"NA" Data are not available

NOTE: Explorer is not included because its attendance is not tracked by the District.

Middle Level School In-School Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Bell	6.21	12.53	10.13	20.92	2.70
Challenger	0.41	3.66	7.93	10.53	13.28
Clark	4.31	10.34	7.67	12.18	7.24
Correia	2.97	0.60	0.11	2.67	1.69
C.P.M.A.	11.69	3.84	0.00	0.64	0.71
De Portola	0.67	0.90	0.91	4.42	6.08
Einstein Middle	—	1.74	0.00	2.05	2.28
Farb	2.56	1.39	2.99	2.48	1.10
Gompers	9.66	7.30	19.10	17.28	21.22
Innovation	—	—	—	16.28	8.04
Keiller	3.02	56.89	36.26	53.33	124.14
King/Chavez Preparatory	—	NA *	NA	NA	62.82
Lewis	0.26	0.64	1.53	1.21	3.47
Mann	~	~	~	13.64	1.88
Mann Expedition	10.71	13.22	0.82	~	~
Mann Exploration	7.50	9.52	18.11	~	~
Mann Expression	23.78	53.02	8.38	~	~
Thurgood Marshall	0.45	0.09	0.00	0.48	0.59
Marston	2.70	7.31	3.01	6.00	8.98
Memorial Preparatory	—	—	—	12.64	23.46
Millenial Tech	—	—	—	20.78	6.22
Montgomery	0.59	0.95	1.94	5.80	27.16
Muirlands	0.56	0.76	3.89	2.78	6.77
O'Farrell	6.14	8.20	25.22	31.71	37.15
Pacific Beach	3.71	6.30	1.28	0.85	0.30
Pershing	1.18	0.40	0.21	0.21	0.45
Roosevelt	20.52	19.25	1.54	2.57	5.93
Standley	14.85	6.18	8.08	11.63	21.74
Taft	0.52	10.01	16.14	3.43	9.90
Wangenheim	14.59	10.27	7.96	6.29	8.25
Wilson	1.29	0.45	3.72	22.28	5.79

"—" School site was not yet open

"~" School site closed

"NA" Data are not available

* School was Grade 6 only

NOTE: The High Tech schools and Magnolia are not included because their attendance is not tracked by the District.

Senior High School In-School Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Clairemont	0.54	0.41	0.85	0.07	35.33
Crawford CHAMPs	5.77	6.50	2.05	3.00	0.52
Crawford IDEA	5.29	3.03	2.03	1.60	18.73
Crawford Law & Business	1.62	1.24	0.00	0.00	2.01
Crawford Multimedia	6.54	6.02	0.00	1.74	1.84
Gompers Prep	—	—	—	—	16.12
Henry	1.29	1.20	0.16	0.45	0.36
Hoover	28.17	7.24	0.89	3.13	2.13
iHigh Virtual Academy	—	—	—	—	0.00
Kearny Construction Tech	1.57	5.09	0.00	0.63	2.34
Kearny Digital Media	0.00	0.00	0.67	17.40	0.00
Kearny Intl Business	11.57	0.00	0.00	0.00	0.00
Kearny Sci Conn Tech	0.00	0.21	1.79	20.79	15.04
King/Chavez High	—	—	—	—	60.10
La Jolla	0.12	0.12	0.18	0.73	1.19
Lincoln	—	—	0.74	1.31	3.01
Madison	0.14	0.07	0.08	0.08	0.00
Mira Mesa	0.00	0.00	0.19	4.31	4.85
Mission Bay	0.18	0.18	0.17	0.12	0.00
Morse	3.86	2.68	2.19	1.30	2.31
Point Loma	0.05	0.34	6.49	3.05	4.68
San Diego Business	0.67	1.05	0.00	2.02	0.00
San Diego CIMA	0.00	2.51	0.25	0.00	0.00
San Diego Intl Studies	0.00	0.00	0.00	0.00	0.36
San Diego LEADS	4.26	0.00	3.21	4.36	15.45
San Diego Media Vis Perf Art	2.01	2.73	13.77	13.35	3.95
San Diego Sci Tech	2.19	0.59	0.20	0.00	0.18
Scripps Ranch	6.13	0.09	0.35	0.77	1.55
SD Early/Middle College High	—	—	—	0.00	0.00
SD Metro Career Tech	0.00	0.00	0.00	0.00	0.00
Serra	7.59	0.33	0.19	0.62	2.11
University City	0.00	0.00	0.00	0.05	0.00

"—" School site was not yet open

NOTE: Arroyo Paseo, Health Sciences, and the High Tech schools are not included because their attendance is not tracked by the district.

Atypical School In-School Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Audubon	16.79	4.35	3.71	2.72 *	3.90 **
Bethune	0.00	0.00	0.00	0.16 *	0.00 **
Carver	0.69	0.75 **	5.98	13.68	3.93
Fulton	5.06	1.57	0.43	5.49 *	11.92 **
Golden Hill	—	2.81	0.67	1.27 *	2.29 **
Grant	0.92	0.92	3.19 *	3.26 **	1.45
Holly Drive	0.77	0.00	0.00	0.00	0.00
IFTIN	—	0.00	3.42 *	0.50 **	0.00
Innovations Academy	—	—	—	0.00	3.33
King/Chavez	NA	NA	NA	NA	1.32
KIPP Adelante	0.00	0.00	0.00	0.00	1.37
Knox	0.86	0.86	0.00 *	0.16 **	0.15
Language Academy	1.08	3.26	0.85	1.47	0.58
Logan	0.00	1.50	1.14	0.89 *	0.32 **
Longfellow	1.02	0.15	0.29	0.15	2.75
Muir	0.00	8.86	2.81	3.26	2.11
Perkins	0.00	1.41	2.48	2.37 *	17.46 **
Promise	0.00	1.27	1.16	2.09	7.77
San Diego Cooperative	0.30	5.31	3.45	2.68	1.57
S.C.P.A.	1.37	0.49	0.20	0.28	0.49
Tubman Village Charter	1.12	2.12	1.54	0.76	28.85
Urban Discovery	—	—	0.00	0.00	0.00 *

"—" School site was not yet open

* School became a K–7 site

** School became a K–8 site

NOTE: Mt. Everest is not included because this site does not have in-school suspensions. Learning Choice Academy, and Preuss School UCSD are not included because their attendance is not tracked by the district.

Alternative School In-School Suspension Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Del Sol*	18.33	3.64	0.00	9.76	0.00
Marcy Day*	—	—	—	—	13.64
New Dawn Day Treatment*	0.00	0.00	0.00	0.00	2.17
Riley*	0.00	89.06	103.95	69.57	5.08
Unified Day*	—	—	—	—	0.00

* Special Education site/program

"—" School site was not yet open

NOTE: Schools with positive attendance reporting are not included: Garfield and Twain. Schools that do not have in-school suspensions are also excluded: A.L.B.A., Audeo Charter, Charter School of San Diego, Home and Hospital Instruction, LCI Instruction, TRACE, TRACE Seniors, and Whittier Learning Center.

Appendix C: Expulsion Rates by School

Elementary School Expulsion Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Adams	0.00	0.00	0.00	0.00	0.00
Alcott	0.00	0.00	0.00	0.00	0.00
Angier	0.00	0.00	0.00	0.00	0.00
Baker	0.97	0.00	0.00	0.00	0.00
Balboa	0.00	0.00	0.00	0.00	0.00
Barnard	0.00	0.00	0.00	0.00	0.00
Bay Park	0.00	0.00	0.00	0.00	0.00
Bayview Terrace	0.00	0.00	0.00	0.00	0.00
Benchley/Weinberger	0.00	0.00	0.00	0.00	0.00
Bird Rock	0.00	0.00	0.00	0.00	0.00
Birney	0.00	0.00	0.00	0.00	0.00
Boone	0.14	0.00	0.00	0.00	0.00
Burbank	0.00	0.00	0.00	0.26	0.00
Cabrillo	0.00	0.00	0.00	0.00	0.00
Cadman	0.41	0.00	0.00	0.00	0.00
Carson	0.16	0.00	0.00	0.00	0.00
Central	0.22	0.00	0.00	0.00	0.00
Chavez	0.00	0.19	0.18	0.00	0.00
Cherokee Point	0.00	0.00	0.00	0.00	0.00
Chesterton	0.18	0.00	0.00	0.00	0.00
Chollas/Mead	0.00	0.13	0.00	0.25	0.00
Clay	0.00	0.00	0.00	0.00	0.00
Crown Point	0.00	0.00	0.00	0.00	0.00
Cubberley	0.00	0.00	0.00	0.00	0.00
Curie	0.00	0.00	0.00	0.00	0.00
Dailard	0.00	0.00	0.00	0.00	0.00
Dana	0.23	0.11	0.12	0.12	0.12
Darnall	0.00	0.00	0.00	0.00	0.00
Dewey	0.00	0.00	0.00	0.00	0.00
Dingeman	0.00	0.00	0.00	0.00	0.00
Doyle	0.13	0.00	0.00	0.00	0.00
Edison	0.16	0.00	0.16	0.00	0.00
Einstein Academy	0.00	0.00	0.00	0.00	0.00
Emerson/Bandini	0.00	0.12	0.00	0.00	0.00
Encanto	0.25	0.00	0.00	0.00	0.00
Ericson	0.13	0.00	0.00	0.00	0.00
Euclid	0.00	0.00	0.00	0.00	0.00
Explorer	0.00	0.00	0.00	0.00	0.00
Fay	0.00	0.00	0.16	0.00	0.00
Field	0.00	0.31	0.31	0.00	0.00
Fletcher	0.00	0.00	0.00	0.00	0.00
Florence	0.00	0.00	0.00	0.00	0.00
Foster	0.21	0.23	0.24	0.00	0.00
Franklin	0.00	0.00	0.00	0.00	0.00
Freese	0.31	0.00	0.00	0.00	0.00
Gage	0.00	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School	2005–06	2006–07	2007–08	2008–09	2009–10
Garfield	0.00	0.00	0.00	0.00	0.00
Green	0.00	0.00	0.00	0.00	0.00
Hage	0.00	0.00	0.00	0.00	0.00
Hamilton	0.00	0.00	0.00	0.00	0.00
Hancock	0.00	0.00	0.00	0.00	0.00
Hardy	0.00	0.56	0.00	0.00	0.00
Hawthorne	0.33	0.00	0.00	0.00	0.00
Hearst	0.00	0.00	0.00	0.00	0.00
Hickman	0.00	0.00	0.00	0.00	0.00
Holmes	0.00	0.00	0.00	0.00	0.00
Horton	0.14	0.32	0.35	0.36	0.00
Ibarra	0.00	0.00	0.00	0.00	0.00
Jefferson	0.00	0.00	0.00	0.00	0.00
Jerabek	0.00	0.00	0.00	0.00	0.00
Johnson	0.00	0.00	0.00	0.00	0.00
Jones	0.00	0.00	0.00	0.00	0.00
Joyner	—	—	0.18	0.00	0.00
Juarez	0.00	0.00	0.00	0.00	0.00
Kimbrough	0.00	0.00	0.00	0.00	0.00
King/Chavez Arts	0.00	0.00	0.00	0.00	0.00
King/Chavez Athletic	0.00	0.00	0.00	0.00	0.00
King/Chavez Primary	0.00	0.00	0.00	0.00	0.00
Kumeyaay	0.00	0.00	0.00	0.00	0.00
La Jolla	0.00	0.00	0.00	0.00	0.00
Lafayette	0.00	0.26	0.00	0.00	0.00
Lee	0.16	0.00	0.00	0.00	0.00
Linda Vista	0.00	0.00	0.00	0.00	0.00
Lindbergh/Schweitzer	0.00	0.16	0.00	0.00	0.00
Loma Portal	0.00	0.00	0.00	0.00	0.00
Marshall	0.15	0.17	0.00	0.18	0.00
Marvin	0.00	0.00	0.00	0.00	0.00
Mason	0.00	0.00	0.00	0.00	0.00
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	0.00	0.00	0.00	0.00	0.00
Miller	0.00	0.00	0.00	0.00	0.00
Miramar Ranch	0.00	0.00	0.00	0.00	0.00
Museum	0.00	0.00	0.00	0.00	0.00
Normal Heights	—	0.23	0.00	0.00	0.32
Nubia	0.00	0.00	0.00	0.00	0.00
Nye	0.00	0.00	0.00	0.00	0.00
Oak Park	0.00	0.00	0.00	0.00	0.00
Ocean Beach	0.00	0.00	0.00	0.00	0.00
Pacific Beach	0.32	0.00	0.00	0.00	0.00
Paradise Hills	0.00	0.00	0.00	0.00	0.00
Rosa Parks	0.00	0.08	0.00	0.00	0.00
Penn	0.00	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School	2005-06	2006-07	2007-08	2008-09	2009-10
Perry	0.00	0.00	0.00	0.00	0.00
Porter	0.46	0.00	0.13	0.13	0.00
Rodriguez	—	—	0.00	0.00	0.00
Rolando Park	0.00	0.00	0.00	0.00	0.00
Ross	0.00	0.00	0.00	0.00	0.00
Rowan	0.00	0.00	0.00	0.00	0.00
Sandburg	0.00	0.00	0.00	0.00	0.00
Scripps	0.00	0.00	0.00	0.00	0.00
Sherman	0.39	~	~	0.00	0.00
Sequoia	0.00	0.00	0.00	0.00	0.00
Sessions	0.00	0.00	0.00	0.00	0.00
Silver Gate	0.24	0.00	0.00	0.00	0.00
Spreckels	0.28	0.13	0.00	0.00	0.00
Sunset View	0.00	0.00	0.00	0.00	0.00
Tierrasanta	0.00	0.00	0.00	0.00	0.18
Toler	0.00	0.00	0.00	0.00	0.00
Torrey Pines	0.00	0.00	0.00	0.00	0.00
Urban Discovery	—	—	—	0.00	0.00
Valencia Park	0.00	0.00	0.00	0.00	0.00
Vista Grande	0.00	0.00	0.00	0.00	0.00
Walker	0.00	0.00	0.00	0.00	0.00
Washington	0.00	0.00	0.00	0.00	0.00
Webster	0.00	0.00	0.00	0.00	0.00
Wegeforth	0.00	0.00	0.00	0.00	0.00
Whitman	0.00	0.00	0.00	0.00	0.00
Zamorano	0.00	0.00	0.16	0.00	0.00

"—" School site was not yet open

"~" School site closed

Middle Level School Expulsion Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Bell	1.48	2.13	1.38	1.03	0.28
Challenger	0.74	0.77	0.26	0.00	0.18
Clark	1.86	1.61	1.98	1.27	1.83
Correia	1.13	0.79	0.54	0.24	0.00
C.P.M.A.	2.50	0.67	0.17	0.11	0.10
De Portola	0.57	0.20	0.61	0.79	0.39
Einstein Middle	—	0.00	0.00	0.00	0.00
Farb	1.46	1.90	1.04	2.09	0.82
Gompers	1.52	1.01	0.50	0.99	0.90
High Tech Middle	0.00	0.00	0.00	0.00	0.00
High Tech Middle Media	0.00	0.00	0.00	0.00	0.00
Innovation	—	—	—	1.27	1.18
Keiller	1.21	1.00	0.38	0.39	0.43
King/Chavez Preparatory	—	0.00	*	0.00	0.00
Lewis	0.79	0.27	0.00	0.00	0.09
Magnolia	0.00	0.00	0.00	0.00	0.00
Mann	~	~	~	0.51	1.30
Mann Expedition	2.81	0.00	1.92	~	~
Mann Exploration	3.33	2.08	1.05	~	~
Mann Expression	2.43	0.82	1.40	~	~
Thurgood Marshall	0.18	0.00	0.14	0.00	0.59
Marston	0.44	0.78	0.46	0.59	0.90
Memorial Preparatory	—	—	—	1.92	1.29
Millenial Tech	—	—	—	1.30	0.46
Montgomery	1.48	0.95	0.97	1.27	0.21
Muirlands	0.47	0.28	0.19	0.28	0.00
O'Farrell	1.51	0.49	0.62	0.55	0.24
Pacific Beach	0.58	0.61	1.02	0.71	0.59
Pershing	1.18	0.30	0.73	1.29	0.67
Roosevelt	1.40	1.04	2.68	0.82	0.74
Standley	0.80	0.22	0.60	0.44	1.04
Taft	1.04	0.26	1.64	1.94	0.66
Wangenheim	1.20	0.68	0.54	0.16	0.26
Wilson	2.28	1.56	1.41	1.25	0.80

"—" School site was not yet open

"~" School site closed

* School was Grade 6 only

Senior High School Expulsion Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Arroyo Paseo	—	—	0.00	0.00	0.00
Clairemont	0.14	0.35	0.00	0.00	0.28
Crawford CHAMPs	0.69	0.23	0.51	0.00	0.00
Crawford IDEA	0.25	0.23	0.00	0.27	0.00
Crawford Law & Business	1.16	0.00	0.29	0.00	1.00
Crawford Multimedia	1.64	0.24	0.51	0.50	0.00
Gompers Prep	—	—	—	—	0.00
Health Sciences	—	—	0.00	0.00	0.00
Henry	1.17	0.88	0.49	0.61	0.57
High Tech	0.00	0.00	0.00	0.00	0.00
High Tech International	0.00	0.00	0.00	0.00	0.00
High Tech Media Arts	0.00	0.00	0.00	0.00	0.00
Hoover	0.92	0.76	0.85	0.58	0.51
iHigh	—	—	—	—	0.00
Kearny Construction Tech	0.00	0.93	0.43	0.42	0.00
Kearny Digital Media	0.43	0.00	0.00	0.21	0.00
Kearny Intl Business	0.00	0.00	0.00	0.00	0.44
Kearny Sci Conn Tech	0.24	0.21	0.45	0.40	0.20
King/Chavez High	—	—	—	—	0.00
La Jolla	0.29	0.06	0.12	0.06	0.06
Lincoln	—	—	0.35	0.30	0.65
Madison	0.93	0.69	0.64	0.49	0.48
Mira Mesa	0.47	0.20	0.62	0.26	0.23
Mission Bay	1.08	1.18	1.05	0.18	0.62
Morse	0.50	0.61	0.33	0.37	0.30
Point Loma	0.99	0.72	0.30	0.29	0.28
San Diego Business	0.67	0.00	0.61	0.22	0.21
San Diego CIMA	0.00	1.05	0.00	0.56	0.00
San Diego Intl Studies	1.24	0.62	0.20	0.19	0.00
San Diego LEADS	1.42	0.20	0.20	0.00	0.00
San Diego Media Vis Perf Art	0.73	0.42	0.40	0.21	0.21
San Diego Sci Tech	0.91	0.39	0.39	0.56	0.18
Scripps Ranch	0.80	0.30	0.22	0.26	0.13
SD Early/Middle College High	—	—	—	2.33	0.00
SD Metro Career Tech	0.00	0.00	0.52	0.00	0.00
Serra	1.23	0.61	0.86	0.48	0.38
University City	0.58	0.47	0.53	0.11	0.22

"—" School site was not yet open

Atypical School Expulsion Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
Audubon	0.38	0.00	0.00	0.00 *	0.18 **
Bethune	0.00	0.00	0.00	0.00 *	0.30 **
Carver	0.00	0.00 **	0.00	0.00	0.00
Fulton	0.00	0.00	0.00	0.00 *	0.00 **
Golden Hill	—	0.00	0.00	0.00 *	0.00 **
Grant	0.00	0.00	0.00 *	0.00 **	0.00
Holly Drive	0.00	0.00	0.00	0.00	0.00
IFTIN	—	0.00	0.00 *	0.00 **	0.00
Innovations Academy	—	—	—	0.00	0.00
King/Chavez	0.00	0.00	0.00	0.00	0.00
KIPP Adelante	0.00	0.00	0.00	0.00	0.00
Knox	0.00	0.21	0.00 *	0.16 **	0.15
Language Academy	0.00	0.00	0.00	0.12	0.00
Learning Choice Academy	0.00	0.00	0.00	0.00	0.00
Logan	0.24	0.00	0.00	0.00 *	0.00 **
Longfellow	0.00	0.00	0.00	0.00	0.00
Mt. Everest	0.00	0.00	0.00	0.00	0.00
Muir	0.71	0.00	0.31	0.30	0.00
Perkins	0.00	0.00	0.00	0.43 *	0.00 **
Preuss School UCSD	0.00	0.00	0.00	0.00	0.00
Promise	0.00	0.00	0.00	0.00	0.00
San Diego Cooperative	0.00	0.00	0.00	0.00	0.00
S.C.P.A.	0.34	0.49	0.27	0.21	0.00
Tubman Village Charter	0.00	0.00	0.00	0.00	0.00
Urban Discovery	—	—	0.00	0.00	0.00 *

"—" School site was not yet open

* School became a K–7 site

** School became a K–8 site

Alternative School Expulsion Rates by School, 2005–06 through 2009–10

School	2005–06	2006–07	2007–08	2008–09	2009–10
A.L.B.A.	0.00	0.00	0.00	0.00	32.43
Audeo Charter	0.88	0.00	0.00	0.00	0.00
Charter School of San Diego	0.00	0.00	0.00	0.00	0.00
Del Sol*	0.00	0.00	0.00	0.00	0.00
Garfield	0.74	0.00	0.46	0.00	0.00
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction	0.00	0.00	0.39	0.44	0.00
Marcy Day*	—	—	—	—	0.00
New Dawn Day Treatment*	0.00	0.00	0.00	0.00	2.17
Riley*	0.00	0.00	0.00	0.00	0.00
TRACE*	0.00	0.00	0.00	0.00	0.00
TRACE Seniors*	0.00	0.00	0.00	0.00	0.00
Twain	0.24	0.45	0.26	0.28	0.00
Unified Day*	—	—	—	—	0.00
Whittier Learning Center*	0.00	0.00	0.00	0.00	0.00

* Special Education site/program

Appendix D: Definitions

Reason for Suspension	Description (per SDCS Administrative Procedure No. 6290)	Combined Suspension Reason
Alcohol/Intoxicants/Controlled Substances	Unlawfully possessed, used, sold, furnished, or under the influence of any controlled substance, an alcoholic beverage, or an intoxicant.	<i>Alcohol/Tobacco/Drugs*</i>
Assault/Battery/Mutual Combat	Caused, attempted to cause, or threatened to cause physical injury to another person (including school employees), except in self-defense; also included are attempted sexual assault, sexual assault, and sexual battery.	<i>Assault/Battery</i>
Disruption/Defiance	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.	<i>Disruption/Defiance</i>
Drug Paraphernalia	Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	<i>Alcohol/Tobacco/Drugs*</i>
Harassment	Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.	<i>Threats/Intimidation/Harassment*</i>
Hate Violence	Caused, threatened to cause, attempted to cause, or participated in acts of hate against persons or property.	<i>Hate Incidents</i>
Hazing	Engaged in, or attempted to engage in, hazing.	<i>Hazing</i>
Obscenity	Committed an obscene act or engaged in habitual profanity or vulgarity.	<i>Obscenity</i>
Property Damage	Caused or attempted to cause damage to school property or private property.	<i>Property Damage</i>
Property Theft	Stole or attempted to steal school property or private property, or received stolen property.	<i>Theft/Stolen Property</i>
Robbery/Extortion	Committed or attempted to commit robbery or extortion.	<i>Robbery/Extortion</i>
Sexual Harassment	Made unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.	<i>Sexual Harassment</i>
Substance in Lieu of Alcohol/Intoxicants/Controlled Substance	Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	<i>Alcohol/Tobacco/Drugs*</i>
Threats and Intimidation	Harassed, intimidated, or threatened a pupil who is a complaining witness or a witness in a disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both; made terrorist threats against school officials or school property, or both.	<i>Threats/Intimidation/Harassment*</i>
Tobacco or Nicotine Products	Possessed or used tobacco or any product containing tobacco or nicotine, including but not limited to cigarettes, smokeless tobacco, snuff, chew packets, and betel (except by a pupil of his or her own prescription products). A fourth offense requires an expulsion referral.	<i>Alcohol/Tobacco/Drugs*</i>
Weapons	Possessed, sold, or otherwise furnished any firearm, replica firearm, knife, explosive, or other dangerous object, or used any object in a threatening manner.	<i>Weapons</i>

* Combined suspension category used in this report.