STUDENT SUSPENSIONS AND EXPULSIONS: 2010–11

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 expulsion[3] data for 2010–11.

Background

The district has monitored student suspensions for the last 30 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]

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[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 program, clean-up of these 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, 2010–11 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 2010–11 are based on corrected data.

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[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. Bernd, Mara E. *Student Suspensions and Expulsions: 2009–10*, Research and Reporting Department, SDUSD, June 2011.

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 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 the database. Therefore, the final counts for the district do not include these incidents. According to the records kept by the Placement and Appeals Department, there were 154 suspension appeals in 2010–11, 7 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 students with disabilities status
- In-school suspension rates
- Expulsion rates

Overall out-of-school suspension rates. The 2010–11 district suspension rate (9.6 suspensions per 100 students) decreased slightly from the prior year to the lowest rate in seven years (see Figure 1). There were 12,693 student suspensions during the 2010–11 school year, down from 13,199 in 2009–10. Multiple suspensions for individual students are included in these totals.

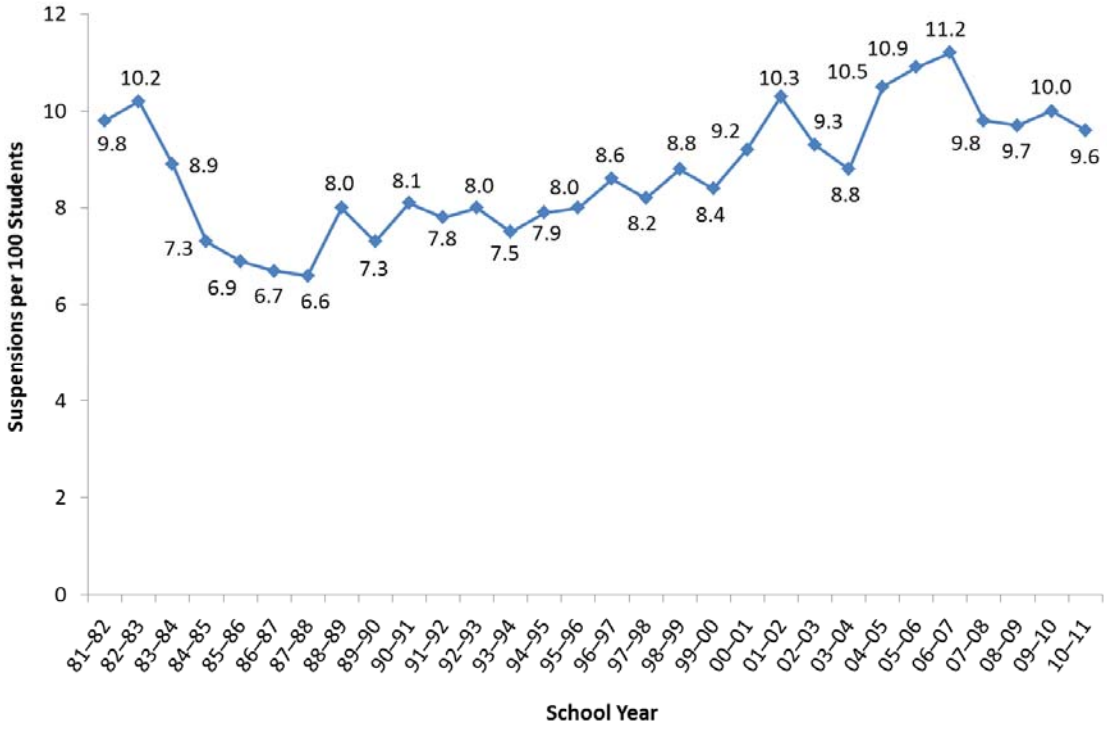

Figure 1. District suspension rates, 1981–82 through 2010–11.

In addition to the slight decrease in the overall suspension rate, the percentage of students suspended (excluding multiple suspensions per student) also decreased slightly (see Figure 2). The changes in the percentage of students suspended closely parallel the changes in suspension rates.

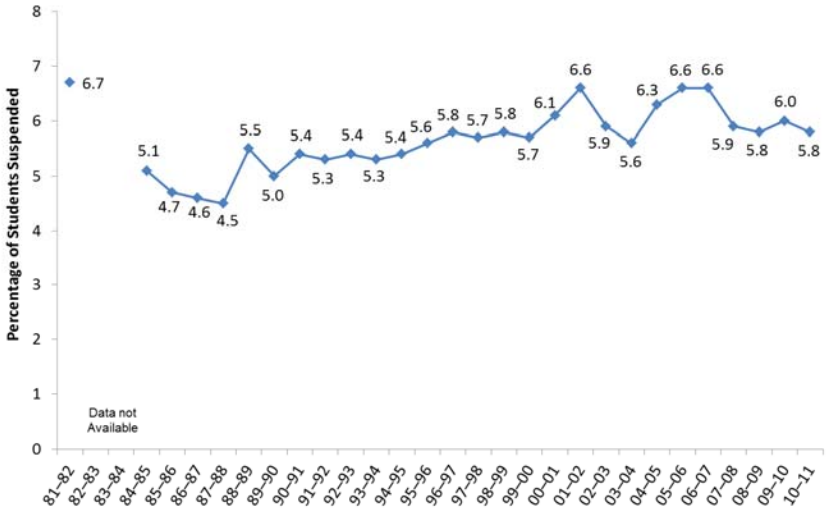

Figure 2. Percentage of district students suspended, 1981–82 to 2010–11.

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 over the years, while those with lower rates have stayed in the lower end. African American student 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 Pacific Islander, Native American, and Hispanic students. White students have had consistently lower suspension rates over the years, with Filipino, Indochinese, 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 (or multi-ethnic). 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 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. In the two years that students with multiple ethnicities have been reported, their rates have been just higher than those for White students.

Figure 3 also shows changes in suspension rates for each racial/ethnic group over time. Compared to 2009–10, rates dipped for Native American, multiracial, Hispanic, and African American students. The rate for White students remained the same, while the rates rose for the rest of the ethnic groups, which have relatively small student populations in the district and thus had little effect on the overall suspension rate. The rate for Native American students dropped by 24 percent (from 16.2 to 12.3), the largest decrease for any racial/ethnic group in 2010–11. However, the rate for Pacific Islander students rose by 43 percent (from 9.1 to 13.0) in this same time period.

Certain racial/ethnic groups are over-represented among students suspended, a repeated pattern over the years. While Hispanic students represented 46 percent of the student population in 2010–11, they represented 54 percent of suspensions. Likewise, African American students comprised only 11 percent of the population but 25 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.

[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.

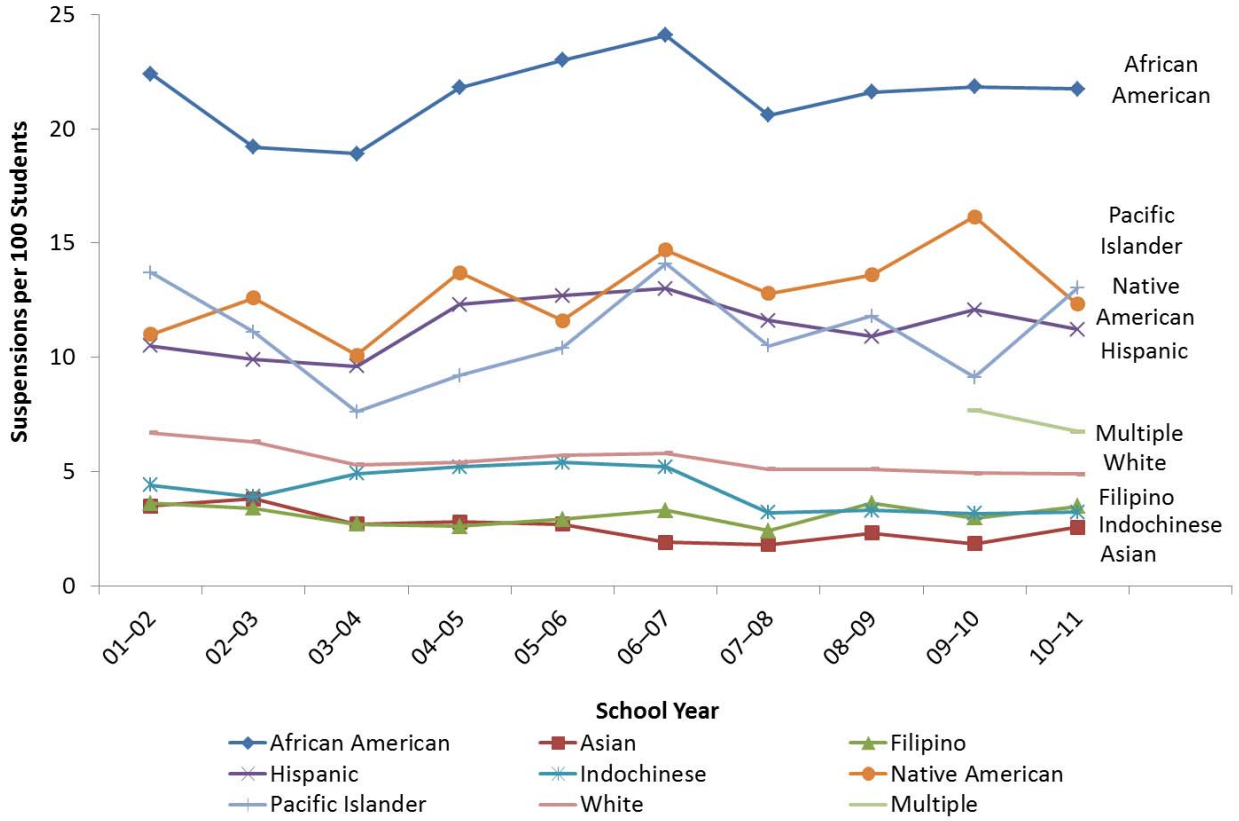

Figure 3. District suspension rates for major racial/ethnic groups, 2001–02 through 2010–11.

In 2010–11, there was a slight decrease in the percentage of students with more than one suspension (from 32.7 percent to 32.1 percent; see Table 1). The percentage decreased for all racial/ethnic groups but Filipino, Indochinese, and White, whose proportions rose slightly. The most dramatic decrease was for Asian students, whose percentage decreased by 19 percent, from 15.4 percent to 12.4 percent, the lowest rate for this group in 17 years.

Table 1

Percentage of Suspended Students with More than One Suspension, 2001–02 through 2010–11

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2010-11	32.1	25.6	34.8	37.6	12.4	24.2	32.3	24.5	34.2	25.9	27.2	29.5

"-" = Racial/ethnic category was not in use.

This variation in multiple suspensions is reflected in the average number of suspensions per suspended student by racial/ethnic group: 1.82 for African American and 1.65 for Hispanic students, compared to 1.58 for multiracial, 1.54 for White, 1.48 for Pacific Islander and Indochinese, 1.44 for Filipino, 1.42 for Native American, and 1.19 for Asian students. The districtwide average was 1.66 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 2010–11 was about 3:1, a ratio maintained for the past 15 years. As revealed in Table 1, males were also more likely to incur multiple suspensions than were females (34.8 percent versus 25.6 percent, respectively).

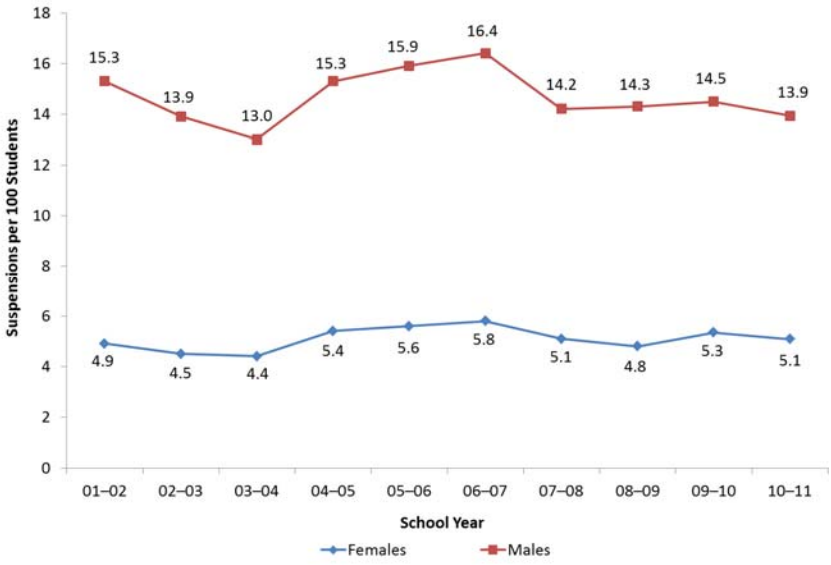

Figure 4. District suspension rates by gender, 2001–02 through 2010–11.

Asian, White, Indochinese, Hispanic, and Filipino 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 African American, multiracial, Pacific Islander, 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 29.4 suspensions per 100 students was the highest in the district in 2010–11 and far exceeds the 0.5 rate of Asian females, which was the lowest. Male-female differences in suspension rates also vary by grade level. In 2010–11, the highest male-female ratio was in Grade 1 (13.4 male suspensions for every female suspension) and the lowest was in Grades 8 and 9 (2.3 male suspensions for every female suspension).

Table 2
Suspension Rates by Racial/Ethnic Group and Gender, 2001–02 through 2010–11

	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White		Multiracial	
Year	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
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
2010-11	5.1	13.9	13.6	29.4	0.5	4.4	1.8	5.0	5.7	16.5	1.4	4.9	10.7	14.4	8.6	17.1	1.8	7.7	4.2	9.3

"-" = Racial/ethnic category was not in use.

Suspension rates by grade level. Grade-level suspension rates vary even more than ethnic or gender rates. In 2010–11, 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.

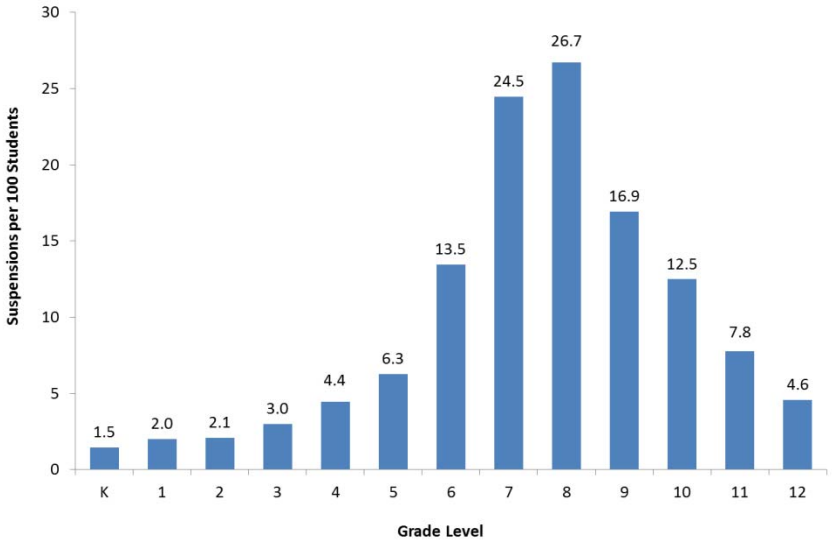

Figure 5. District suspension rates by grade level, 2010–11.

For the past 10 years, the suspension rate for grades 6–8 has been five to eight times that of grades K–5 (see Figure 6). Grade K–5 rates dropped from a high of 4.1 suspensions per 100 students in 2001–02 to a low of 2.7 in 2003–04, after which rates hovered around 3.0. Grade 9–12 rates showed more variability over the same time period. Starting in 2001–02, the rates ranged from 11.1 to 12.4 for three 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. The 2010–11 districtwide suspension rate for Grade 7–12 students was over three times that for K–6 students. Asian student suspension rates at the secondary level were over seven times as high as in elementary grades. The lowest ratio was for Indochinese students, whose rate for secondary students was just over twice as high as that for elementary students.

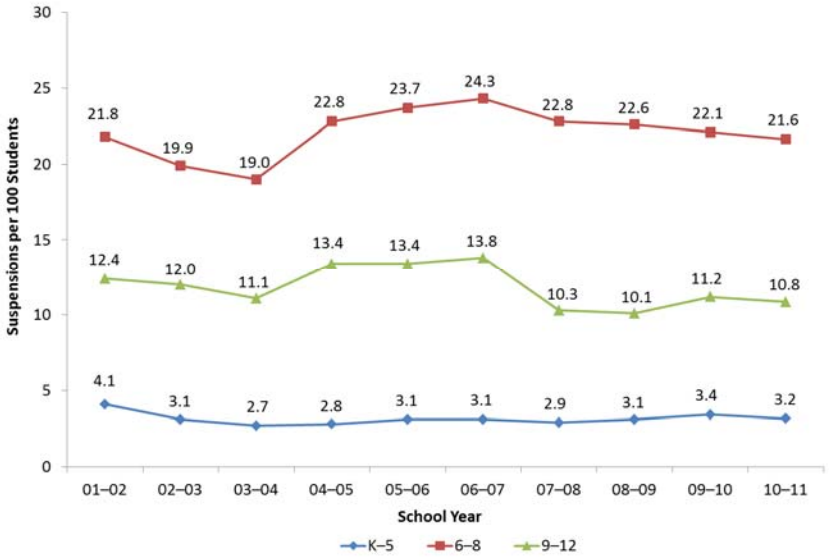

Figure 6. Suspension rates for elementary, middle level, and senior high students, 2001–02 through 2010–11.

Table 3
Suspensions per 100 Elementary and Secondary Students by Racial/Ethnic Group, 2001–02 through 2010–11

	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White		Multiracial	
Year	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
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
2010-11	4.5	15.7	12.1	31.7	0.7	5.1	1.6	5.2	4.6	19.3	2.0	4.5	3.7	18.7	6.6	18.8	2.6	7.5	4.5	11.9

"-" = Racial/ethnic category was not in use.

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 2010–11. 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 is just above 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 2010–11 in many of the elementary grade levels (Grades 1 through 6) and in Grades 8 through 12 are below corresponding rates for 2001–02. In the remaining grades, the rates in 2010–11 are higher than those nine years prior.

Table 4
Suspension Rate by Grade Level, 2001–02 through 2010–11

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2010-11	1.5	2.0	2.1	3.0	4.4	6.3	13.5	24.5	26.7	16.9	12.5	7.8	4.6

[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 0.6 percent of all suspensions in 2010–11.

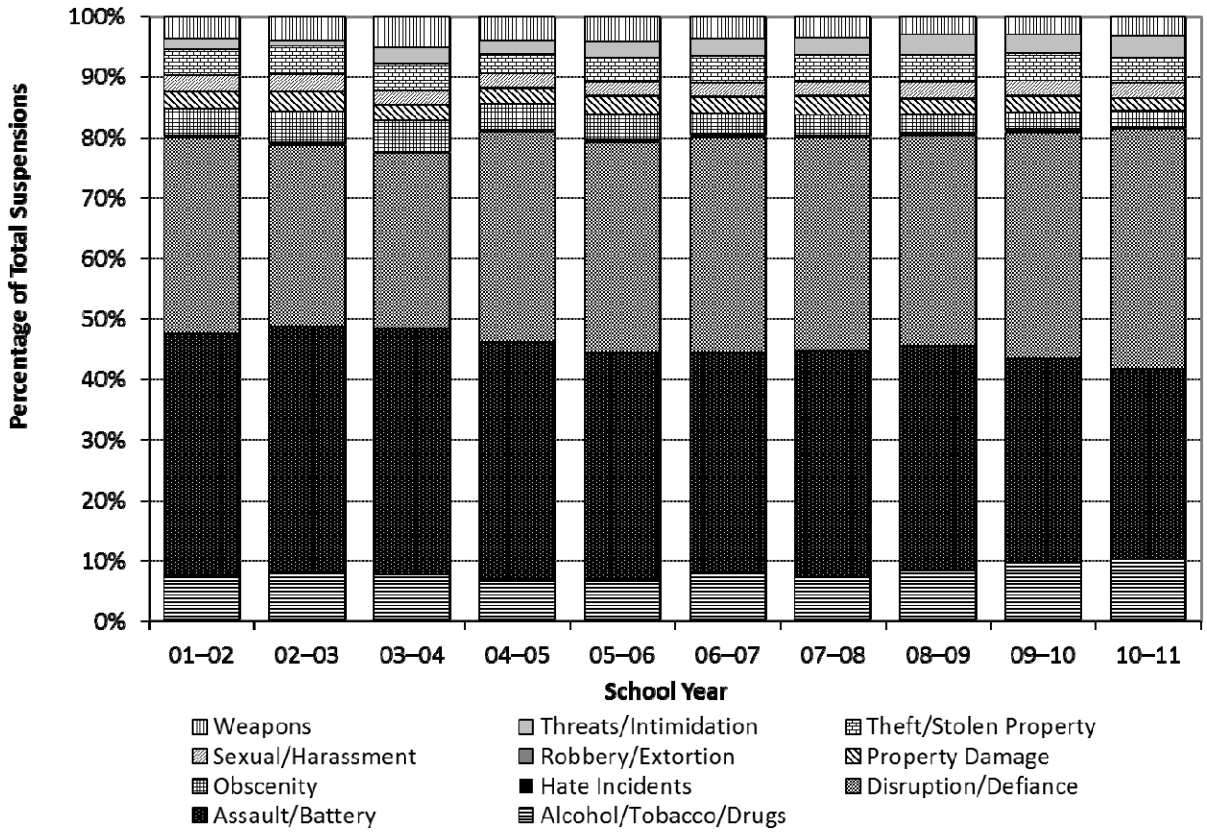

Figure 7. Suspensions by reason as a percentage of all suspensions, 2001–02 through 2010–11.

[10] In 2010–11, 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 16 instances occurring in each of the first seven years, hazing is not included in this discussion.

[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, hate incidents, obscenity, property damage, sexual harassment, and theft/stolen property dipped slightly in 2010–11, while the rates for alcohol/tobacco/drugs, disruption/defiance, threats/intimidation/harassment, and weapons rose. The rate for robbery/extortion 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, 2001–02 through 2010–11

Year	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidtn/ Harassmt	Weapon
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
2010-11	1.00	3.01	3.80	0.05	0.25	0.20	0.01	0.24	0.42	0.34	0.31

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 in 2010–11 of 0.34. The suspension rate for property damage, has shown a general decline since a 10-year high in 2005–06 of 0.32.

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 possession or use of 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 2010–11, students were suspended for a total of 26,497 days, resulting in a monetary loss of approximately $750,395 for the district.[12]

Over the years, males have averaged slightly longer suspensions than females (see Table 6). This trend was broken for the first time since records have been kept (since 1984–85) in 2009–10 when females had a higher average length of suspension than males. But, those figures reversed again in 2010–11, with males averaging 2.10 days per suspension and females 2.06 days.

[12] In 2010–11, the ADA (Average Daily Attendance) value for each SDUSD student per day was $28.32.

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 and multiracial students in 1 of the last 10 years each. 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 54 suspensions in 2010–11, the lowest count among racial/ethnic groups).

Table 6

Average Length of Suspension in Days by Gender and Racial/Ethnic Group, 2001–02 through 2010–11

		Gender		Race/ Ethnicity								
Year	District	Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2010-11	2.09	2.06	2.10	2.06	2.05	2.26	2.11	2.37	2.17	2.22	1.99	1.98

"-" = Racial/ethnic category was not in use.

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 1.53 days in 2010–11, climbing to an average of 1.93 in Grades 3–6, and jumping to a 2.17 average in grades 7–12. The difference in highest (Grade 10) and lowest (kindergarten and Grade 1) average suspension length by grade level was less than a day (0.75) in 2010–11. 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, 2001–02 through 2010–11

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2010-11	1.48	1.48	1.63	1.86	1.88	1.86	1.99	2.12	2.15	2.20	2.23	2.19	2.19

Students with Disabilities. Of the 12,693 suspensions in 2010–11, 3,529 (27.8 percent) involved students with disabilities (SWD).[13] The suspension rate for SWD decreased 1.6 percent from the previous year, while the rate for students in general education decreased by 0.2 percent. SWD had a suspension rate of 24.8 suspensions per 100 students, over three times the 7.8 rate for students in general education (see Figure 8).

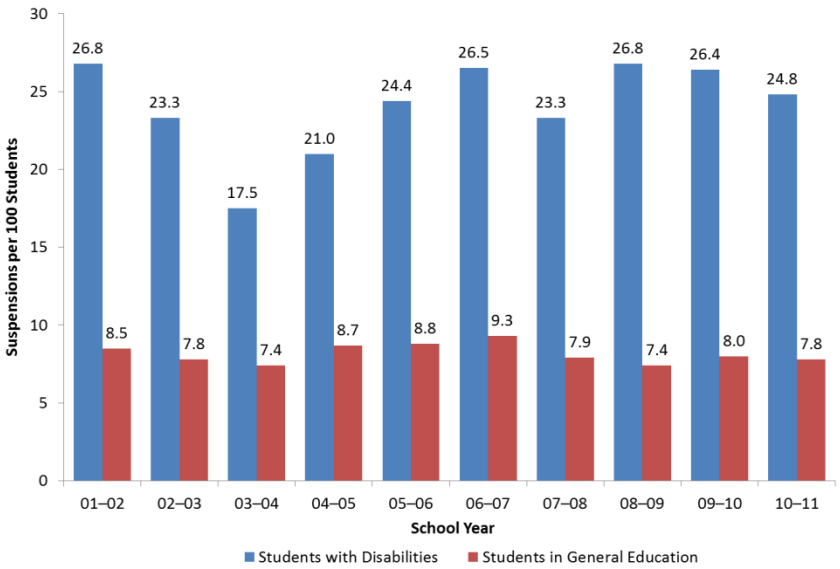

Figure 8. District suspension rates for Students with Disabilities and Students in General Education, 2001–02 through 2010–11.

The proportion of SWD suspensions accounted for by disruption/defiance (41.9 percent) was slightly higher than that for students in general education (38.5 percent). On the other hand, the proportion of SWD suspensions accounted for by alcohol/tobacco/drugs (7.4 percent) was lower than the corresponding proportion for students in general education (11.6 percent).

As in the district population, male students accounted for a disproportionate number of SWD suspensions—84.9 percent—while making up only 68.6 percent of all SWD. Similarly, African American students, making up 16.0 percent of SWD, accounted for 30.6 percent of SWD suspensions. By contrast, 49.5 percent of SWD were Hispanic, yet they accounted for 47.1 percent of SWD suspensions. Similarly, 22.9 percent of SWD were White, and they received 15.0 percent of SWD suspensions. The remaining students (Asian, Filipino, Indochinese, Native American, and Pacific Islander) together made up 15.6 percent of SWD and received only 6.5 percent of SWD suspensions.

[13] Students with disabilities (SWD) 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.

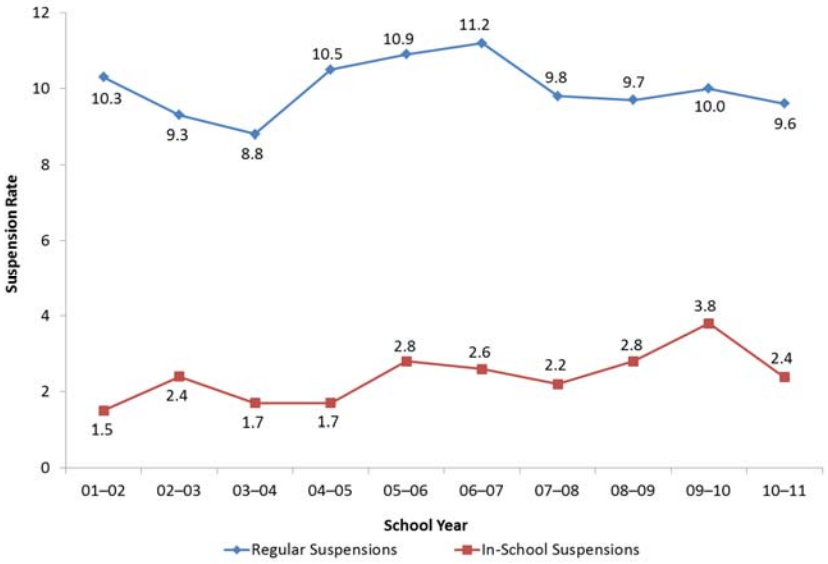

Figure 9. District suspension rates, regular and in-school, 2001–02 through 2010–11.

The in-school suspension rate dropped from a 10-year high of 3.8 days per 100 students in 2009–10 to 2.4 in 2010–11 (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., ALBA, 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 2010–11 peaked in the middle level grades (see Table 8). The rates decreased from the previous year for all grade levels except for Grades 2, 4, and 5. The largest decrease was for Grade 9, where the rate was 69 percent lower in 2010–11 than in the prior year.

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[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, 2001–02 through 2010–11

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2010-11	0.18	0.55	0.84	1.03	1.37	2.33	4.45	9.04	6.94	2.03	1.40	0.87	0.48

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 12 years. Four current schools have had over 100 in-school suspensions for 5 of the last 12 years, 2 schools for 4 years, and 6 schools for 3 years. These few schools each year have accounted for 38.9 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 12 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 ten years, the male in-school suspension rate has been 2.0 to 2.6 times that for females, a ratio slightly lower than the 2.7– 3.1:1 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 2.5 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, 2001–02 through 2010–11

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2010-11	2.39	1.37	3.35	6.21	0.34	0.69	2.78	0.81	3.88	3.36	0.86	1.74

"-" = Racial/ethnic category was not in use.

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 2010–11, the district expulsion rate was 0.18 expulsions per 100 students, the lowest rate in 15 years (see Figure 10). Appendix C lists the expulsion rates by school for the past five years. Males represented 80.8 percent of the 245 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). 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 2010–11. The expulsion rate for Pacific Islander students was above the district rate in 2010–11, but a trend is difficult to determine due to the small number of

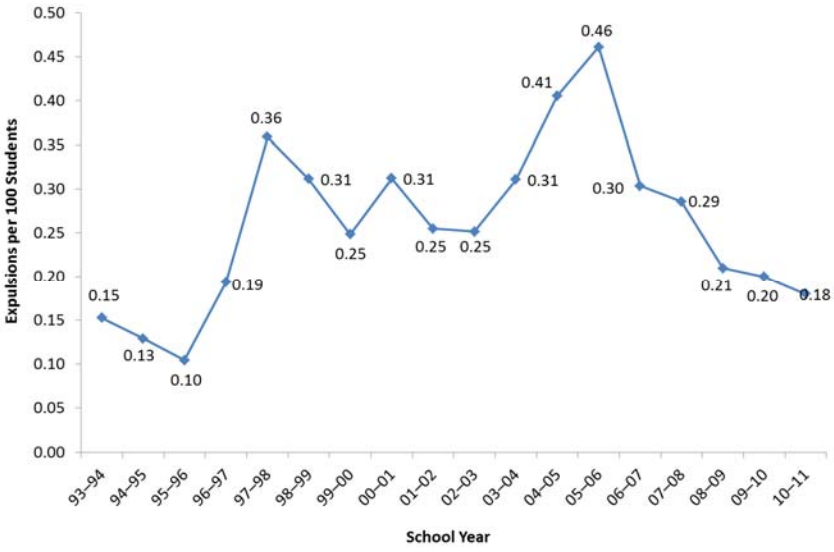

Figure 10. District expulsion rates by year, 1993–94 through 2010–11.

students in this racial/ethnic group. Native American students experienced the largest drop in rate in 2010–11 (from 0.19 to 0.00), while Indochinese students witnessed the highest proportional increase (from 0.08 to 0.11).

Table 10
Expulsion Rates by Racial/Ethnic Group and Gender, 2001–02 through 2010–11

		Gender		Race/ Ethnicity								
Year	District	Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2010-11	0.19	0.07	0.29	0.42	0.07	0.07	0.23	0.11	0.00	0.22	0.08	0.02

"-" = Racial/ethnic category was not in use.

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 17 years, twice in Grade 7, and once in Grade 9. During those 17 years, Grade 8 students received one-fifth to one-third of the district expulsions each year.

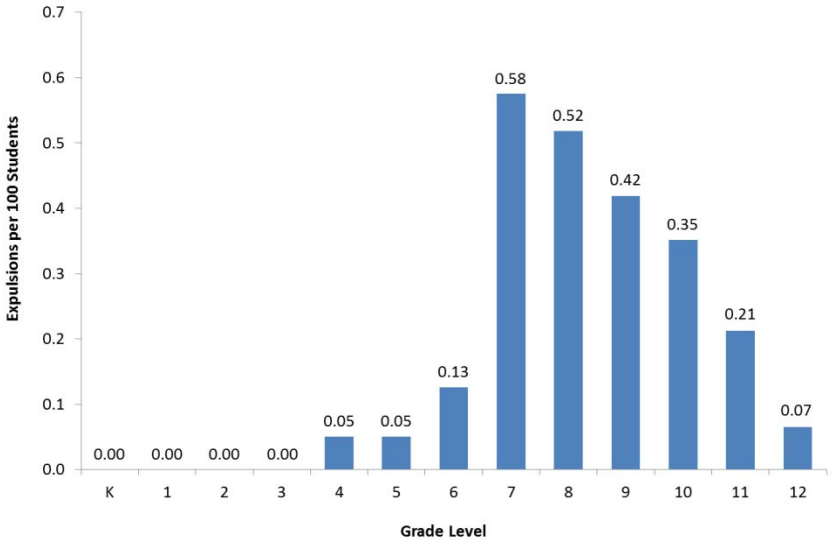

Figure 11. District expulsion rate by grade level, 2010–11.

The expulsion rate for SWD (0.44 percent) was also three times higher than that for students in general education (0.15). This is not too surprising, since the suspension rate for SWD also exceeded that for students in general education. 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 high schools receiving federal funding through Title I (a grant for schools with high numbers or high percentages of students from low-income families to aid in meeting state academic standards). 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 94.24 percent to 94.38 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 more time students are in class the more time they have to commit offenses and receive suspensions; conversely, it may be that the less time students spend in class the less time they have to get into trouble. Consistent with this theory, the 2010–11 suspension rate for Grade 9 students in these 24 schools decreased (to 19.1) along with their attendance rate (to 93.61).

For the district as a whole, the attendance rate for suspended students (90.36) was almost five percentage points lower than the rate for all students (95.09). Consistent with the correlation between attendance and test scores, suspended students' scores on the California Standards Tests (CST) were almost an entire performance level lower than the district as a whole (2.9 versus 3.7 on English language arts (ELA) and 2.6 versus 3.4 on mathematics, respectively). To factor out the effect of a small proportion of elementary-level student suspensions, which is also the age at which students tend to score the highest on the CSTs on average, average scores by grade level also showed consistently higher results for the district as a whole compared to suspended students, with the exception of ELA in Grade 12. Suspended students in Grade 12 scored higher, on average, in ELA compared to all students in Grade 12 (4.0 versus 2.9, respectively).

Positive Behavioral Interventions and Supports (PBIS), which started in January 2009, included the Response to Instruction and Intervention (RTI^2) 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 seven elementary schools. At a time when the suspension rate for the district as a whole decreased slightly, 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 decreased (from 22.4 to 17.1 percent) between 2008–09 and 2009–10, while the overall district rate increased. In the third year, 20 schools were added (6 small high schools, 2 middle schools, and 12 elementary schools). The rate for all PBIS schools decreased yet again to 13.3 percent in 2010–11, shadowing the district's overall rate decrease. The effects of programs like this often take time to show positive results as staff and students get more involved in the designed methods, which is evidenced from the increase in the suspension rate for the first year. However, the plan seemed to benefit the schools in the following years, possibly due to better training for the new schools after the older schools had participated for a good amount of time.

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.[16] 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 2010–11 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 2010–11 in all but five categories: alcohol/tobacco/drugs and property damage, led by Native American students; hate incidents, led by Indochinese and Pacific Islander students; robbery/extortion, led by Pacific Islander students; and weapons, led by Hispanic students.

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[16] 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;col1*.

Table 11
Suspension Rates by Reason and Racial/Ethnic Group, 2010–11

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.	1.36	7.93	8.86	0.08	0.52	0.28	0.03	0.54	1.06	0.75	0.31
Asian	0.46	0.97	0.80	0.02	0.02	0.07	0.00	0.05	0.05	0.02	0.10
Filipino	0.50	1.10	1.24	0.00	0.09	0.04	0.00	0.08	0.17	0.08	0.08
Hispanic	1.31	3.18	4.51	0.06	0.30	0.26	0.01	0.27	0.49	0.42	0.42
Indochin.	0.35	1.11	0.81	0.11	0.06	0.05	0.00	0.09	0.18	0.21	0.24
Nat. Am.	2.74	1.37	5.94	0.00	0.23	0.46	0.00	0.46	0.46	0.46	0.23
Pac. Isl.	1.08	5.10	4.66	0.11	0.22	0.33	0.11	0.33	0.43	0.33	0.33
White	0.61	1.45	1.86	0.03	0.16	0.13	0.00	0.12	0.15	0.16	0.21
Multi.	0.55	2.75	2.28	0.05	0.18	0.13	0.02	0.17	0.27	0.15	0.17

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

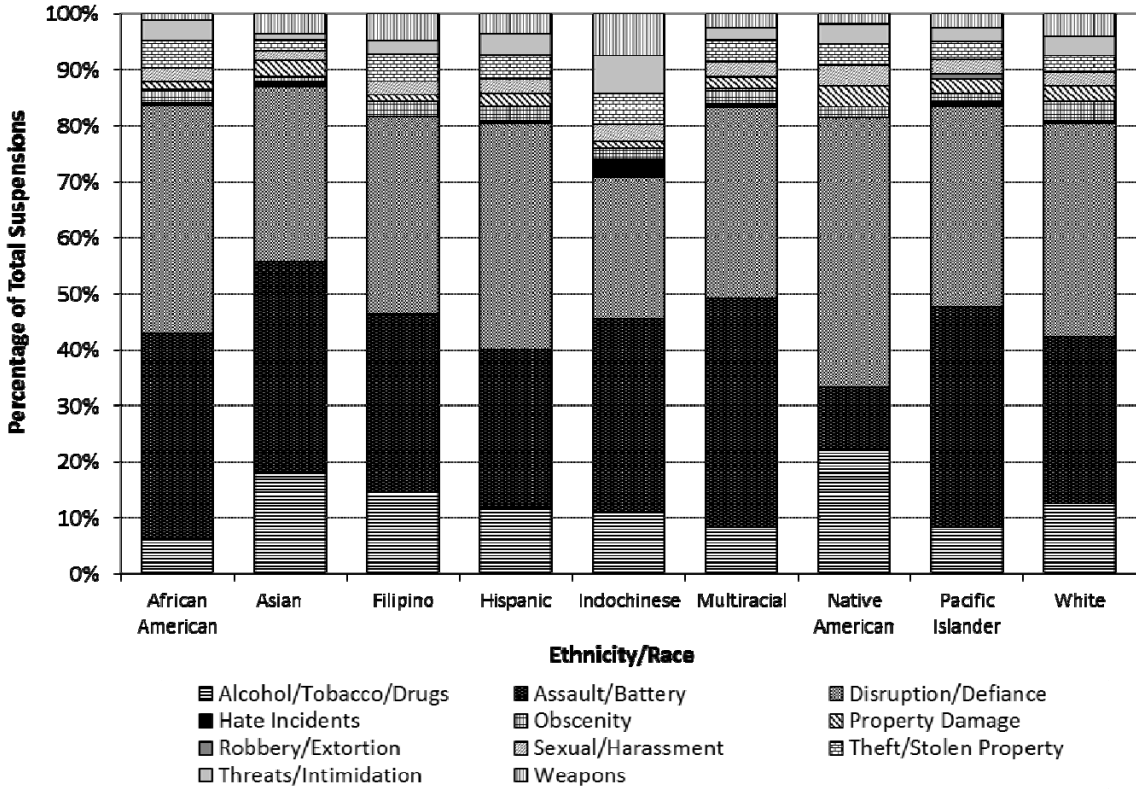

Figure 12. Suspensions by reason as a proportion of all suspensions by racial/ethnic group, 2010–11.

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 1.7 to 1 for robbery/extortion to 8.8 to 1 for sexual harassment.

Table 12
Suspension Rates by Reason and Gender, 2010–11

Gender	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidtn/ Harassmt	Weapon
Female	0.61	1.79	1.88	0.03	0.09	0.06	0.01	0.05	0.25	0.25	0.07
Male	1.37	4.16	5.61	0.07	0.41	0.33	0.01	0.41	0.57	0.42	0.53

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, weapons, property damage, and sexual harassment, and females' relatively high involvement in offenses involving assault/battery, alcohol/tobacco/drugs, threats/intimidation, theft/stolen property, hate incidents, and robbery/extortion.

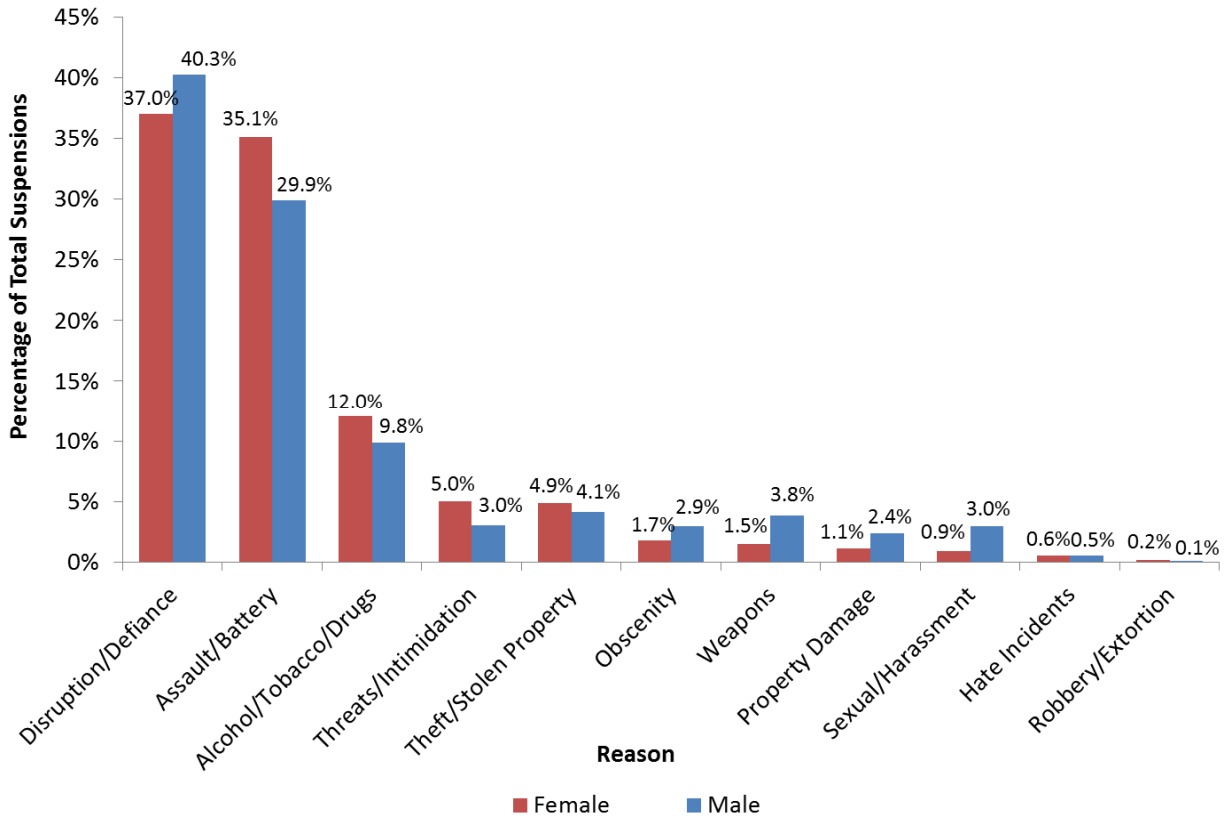

Figure 13. Suspensions by reason as a proportion of all suspensions by gender, 2010–11.

In 2010–11, suspension rates for five types of offenses peaked in Grade 8: disruption/defiance, hate incidents, property damage, sexual harassment, and theft/stolen property (see Table 13). Offenses that peaked in Grade 7 were assault/battery, robbery/extortion, threats/ intimidation/harassment, and weapons. In addition, the rates for alcohol/tobacco/drugs and obscenity peaked in Grade 9.

Table 13

Suspension Rates by Reason and Grade Level, 2010–11

Grade Level	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidtn/ Harassmt	Weapon
K	0.00	0.91	0.44	0.00	0.07	0.02	0.00	0.00	0.02	0.00	0.01
1	0.00	1.03	0.64	0.00	0.15	0.05	0.00	0.00	0.08	0.00	0.06
2	0.00	0.91	0.82	0.00	0.13	0.07	0.00	0.00	0.09	0.00	0.08
3	0.01	1.39	0.90	0.00	0.18	0.02	0.01	0.00	0.23	0.02	0.23
4	0.01	2.09	1.27	0.01	0.06	0.05	0.02	0.12	0.30	0.15	0.35
5	0.14	2.55	1.69	0.05	0.10	0.26	0.01	0.42	0.32	0.34	0.38
6	0.38	6.46	3.51	0.13	0.33	0.20	0.00	0.58	0.48	0.88	0.52
7	1.33	7.72	10.35	0.12	0.38	0.51	0.04	0.73	1.16	1.22	0.91
8	2.20	6.93	12.36	0.14	0.60	0.64	0.01	0.75	1.22	0.97	0.78
9	2.98	3.80	7.43	0.09	0.64	0.32	0.02	0.19	0.69	0.46	0.31
10	2.40	3.15	5.20	0.07	0.33	0.25	0.02	0.15	0.44	0.21	0.28
11	2.02	1.59	3.19	0.05	0.17	0.08	0.00	0.14	0.27	0.14	0.10
12	1.49	0.90	1.57	0.01	0.09	0.10	0.01	0.05	0.13	0.09	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 assault/battery peaked in kindergarten. The relative frequencies of threats/intimidation and sexual harassment rose during the elementary school years, peaked in Grades 5 and 6, respectively, then decreased in the upper grade levels.

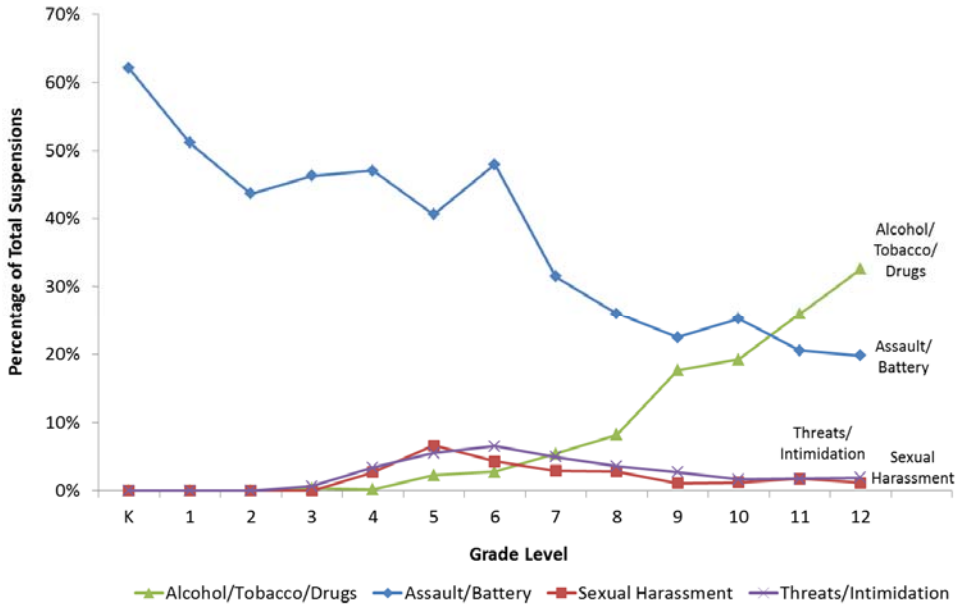

Figure 14. Suspensions by selected reason as a proportion of all suspensions by grade level, 2010–11.

Average suspension lengths. There is a fairly consistent interaction between the suspension rate and the average length of suspension: in 11 of the past 15 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.

Students with Disabilities. The district had set a goal of a 10-percent annual reduction in suspension rates for SWD beginning in 2001–02. In 2002–03, the SWD suspension rate fell by 13 percent and in 2003–04 by 25 percent (see figure 8). By way of comparison, students in general education had an 8 percent reduction in 2002–03 and a 5 percent reduction in 2003–04. However, the rates for both SWD and students in general education increased in each of the next three years, with SWD rates increasing faster than those for students in general education each year. Although the rates for both groups of students dropped in 2007–08 (SWD by 12 percent and students in general education by 15 percent), the rate in 2008–09 for SWD increased by 15 percent while the rate for students in general education decreased by 6 percent. In 2009–10, the pattern switched, with the students in general education rate increasing by 8 percent and the SWD rate decreasing by 1 percent. In 2010–11, both rates decreased, SWD by 6 percent and students in general education by 3 percent. It appears that interventions and alternatives to suspensions need to be examined again for SWD.

Homeless, Foster, and Military-Family Students. Additional student groups may need to be targeted for extra services because of their tendency to get suspended. Two of these groups are homeless students and foster students. In 2010–11, homeless students were suspended at over twice the rate (19.9) of students were who not homeless (9.4). A much larger gap was seen for foster students, whose suspension rate (45.8) was almost five times that for students who are not foster children (9.4). Students who were both homeless and foster fared the worst, with a suspension rate (56.7) almost six times that for students who were not both homeless and foster (9.6).

A group of students who do not seem to need additional services for behavior intervention includes students who come from military families (i.e., students who have at least one parent active in the military). In 2010–11, the suspension rate for this group of students (6.3) was lower than that for students who are not from a military family (9.8). This difference might be a function of the student's grade level and the tendency for parents to accurately fill out the military field on the enrollment form as students continue on in school. In the district as a whole, the number of military-family students in 2010–11 dropped in every grade level from over 1,000 in kindergarten to 200 in Grade 12. However, the suspension rate for military-family students was lower than for the rest of the district in all grade levels except for grades 6, 11, and 12. In fact, the Grade 12 rate for military-family students (8.0) was almost twice that for non-military family students (4.5).

Charter Schools. The 2010–11 suspension (9.79) and expulsion (0.21) rates for charter schools were higher than the corresponding rates for district-managed schools (9.61 and 0.18, respectively). These differences may be explained by a variety of factors.

First, charter schools have become more popular over the years (enrollment increasing in the district from 1.5 percent in 1993–94 to 11.9 percent in 2010–11), and not all students who apply get a spot at their school of choice. Because of their independence and desirability, charter schools may have become stricter than in years past in enforcing school discipline rules. To this end, they may have been better at documenting student behavior to support suspension and expulsion decisions, as well as been more likely to expel students to make room for wait-list students who may be better behaved.

Second, another possible reason for year-to-year suspension rate fluctuations for all schools can also be applied to the differences seen in charter schools: school staff responses to misbehavior may be more or less lenient from year to year. This difference may be amplified at charter schools, where there is more independence and discretion on how to respond to student behavior. Furthermore, since there are fewer charter schools than district-managed schools, a change in staff response at one school could result in a sizable rate change for charter schools as a whole. For example, O'Farrell Charter School had 299 suspensions in 2009–10, which ballooned to 505 suspensions in 2010–11. During each of these two years, the rest of the charter schools had between 0 and 174 suspensions. O'Farrell accounted for 24.4 percent (2009–10) and 33.0 percent (2010–11) of all charter school suspensions, making this a dominant school in determining charter school suspension rates as a whole. O'Farrell added ninth grade in 2010–11, which also increased its total school enrollment by about 100. Even factoring in this enrollment increase, O'Farrell's suspensions overran its enrollment, with a rate of 53.4 suspensions per student in 2010–11, compared to 35.3 in 2009–10 (and compared to only about 7 suspensions per student for the rest of the charter schools combined for each year).

Because O'Farrell is a middle school, the distribution of suspensions by grade level was skewed toward the middle grades for charter schools compared to district-managed schools. For charter schools the suspensions for grades 7 and 8 comprised 64 percent of all suspensions, while for district-managed schools those grade levels comprised only 36 percent. This resulted in higher suspension rates for these two grade levels at charter schools than at district-managed schools. The only other grade levels that showed higher rates at charter schools than at district-managed schools were kindergarten and first grade, but these students made up only 2 percent and 3 percent of the total number of suspensions, respectively. The rest of the student population had lower suspension rates at charter schools than at district-managed schools, demonstrating that the middle-school influence was strong enough to push the charter school rate above that for district-managed schools.

SWD status does not appear to be a factor in the difference between charters and district-managed schools. The suspension rate for SWD at charter schools was lower (22.0) than for SWD at district-managed schools (25.0). Ethnicity also does not appear to be a factor. For every ethnic group, with the exception of Filipino students, the rate was lower for charter school students than for district-managed students.

Repeat Offenders. In 2010–11, there were 28 students (0.02 percent of the student population) who were suspended 10 or more times, resulting in 318 total suspensions among them (2.51 percent of the total number of suspensions). These students were suspended at a rate over 100 times that of other students. Over one-third (39 percent) were in Grade 8, the majority (86 percent) were male, half (50 percent) were Hispanic, and over two-thirds (68 percent) of their suspensions were for disruption/defiance. They were suspended for a total of 689 days, missing an average of over a month of school each, resulting in a loss of over $19,500 for the district in ADA money. Seven of these 28 students were also expelled during the 2010–11 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.

Dropouts. The percentage of dropouts who were suspended in the year that they dropped out almost doubled from 2008–09 (4.5 percent) to 2009–10 (8.1 percent). However, surprisingly, suspended students were less likely to drop out in the year that they had been suspended than students who were not suspended (grades 7–12 only, which are the grade levels in which students' dropout status are determined). In 2008–09, the ratio was over 2:1 (non-suspended students being more than twice as likely to dropout as suspended students), while the ratio dropped to 1.2:1 in 2009–10. Final dropout results for 2010–11 were not yet available in time for this report, but preliminary numbers that just include district-managed schools show the same pattern. Of the students who dropped out in 2010–11, 6.4 percent had been suspended during that year, and suspended students were slightly less likely to drop out that year (0.7 percent) than students who were not suspended that year (1.1 percent). A more in-depth analysis of the relationship between discipline and dropping out will be available in the 2010–11 district dropout report.

In-school suspensions. In-school suspension data for 2010–11 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 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. 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 surges in expulsions. 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 record-keeping 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. This decline could be attributed to a variety of factors, including positive ones that could actually decrease suspendable behaviors, such as schools getting better at informing students and parents about student behavior expectations as well as providing student interventions before behavior gets out of control. A negative factor for the decrease in the expulsion rate does not actually decrease unwanted behaviors, which could be

having fewer staff at school sites, due to recent budget cuts and layoffs, to witness and report unwanted student behavior.

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, but the rate continued its gradual decline in 2010–11 with a 9.6 suspension rate. The causes of any change may be multiple and difficult to determine from year to year. It is speculated that the suspension rate decreased in 2010–11 partly because of a trend by schools to use alternative disciplinary actions. 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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Adams	3.74	3.20	3.65	3.87	4.20
Alcott	4.05	1.29	0.00	3.38	6.90
Angier	3.40	2.20	1.36	2.24	0.22
Baker	5.11	5.36	5.13	5.91	7.89
Balboa	1.64	3.08	6.00	3.41	1.67
Barnard	0.66	5.17	1.09	2.46	3.64
Bay Park	2.89	1.33	0.00	0.42	2.40
Bayview Terrace	6.16	6.37	1.98	6.84	2.23
Benchley/Weinberger	0.00	1.14	1.13	0.75	1.11
Bird Rock	0.21	0.22	0.21	0.21	0.00
Birney	7.52	5.03	6.20	5.41	3.06
Boone	1.24	2.23	4.86	7.04	7.65
Burbank	3.20	4.26	3.42	8.04	2.24
Cabrillo	1.39	1.95	0.46	0.00	1.55
Cadman	0.41	2.07	2.27	5.42	6.00
Carson	3.94	3.61	0.80	6.96	1.64
Central	1.65	1.89	1.49	0.80	1.25
Chavez	4.41	0.92	0.00	1.72	0.00
Cherokee Point	2.14	2.09	5.23	1.44	3.19
Chesterton	1.45	0.75	1.78	1.58	1.75
Chollas/Mead	3.57	4.19	7.48	2.59	4.61
Clay	3.95	7.30	21.96	13.49	12.88
Crown Point	0.00	0.82	0.00	0.45	0.00
Cubberley	10.53	19.84	9.77	23.83	16.31
Curie	1.69	0.17	0.50	1.52	0.51
Dailard	1.42	1.14	0.92	0.36	0.55
Dana	8.51	6.88	8.02	6.30	5.34
Darnall	11.59	2.60	3.85	4.48	3.00
Dewey	2.14	2.49	0.88	1.38	2.97
Dingeman	0.71	0.14	1.18	0.63	0.63
Doyle	0.12	0.50	3.93	3.57	2.48
Edison	8.70	6.76	1.55	4.64	9.67
Einstein Academy	0.00	3.41	1.11	0.65	0.00
Emerson/Bandini	8.36	9.97	9.35	9.80	11.56
Encanto	5.84	8.33	6.31	4.22	1.30
Ericson	1.72	1.77	2.09	1.65	1.34
Euclid	1.18	0.67	0.31	0.00	3.95
Explorer	0.00	0.00	0.00	0.00	0.00
Fay	1.72	3.16	1.54	4.31	2.73
Field	3.08	4.92	3.49	3.06	4.98
Fletcher	0.00	0.39	2.21	3.61	3.36
Florence	7.07	2.49	10.83	3.14	7.03
Foster	3.66	3.57	3.19	3.40	5.35
Franklin	6.58	12.24	18.51	21.32	20.88
Freese	2.41	4.25	2.99	2.54	2.70
Gage	1.50	1.00	5.48	1.32	4.47

Elementary School Student Suspension Rates by School, Continued

School	2006–07	2007–08	2008–09	2009–10	2010–11
Garfield	0.69	1.25	0.66	0.26	3.23
Green	1.20	1.20	0.00	0.86	0.39
Hage	0.69	0.14	0.26	1.50	2.85
Hamilton	1.06	0.15	0.31	0.49	1.03
Hancock	1.45	1.27	0.66	1.29	1.56
Hardy	8.33	3.94	0.00	0.54	0.00
Hawthorne	3.21	0.32	2.51	3.38	2.79
Hearst	2.44	1.52	0.00	0.63	1.37
Hickman	0.15	0.59	0.00	0.45	2.77
Holmes	1.30	1.36	0.82	4.47	3.62
Horton	13.94	12.48	5.59	3.41	4.65
Ibarra	0.16	0.51	5.25	1.49	3.30
Jefferson	1.51	5.21	1.29	3.56	3.99
Jerabek	1.32	0.00	0.13	0.27	1.01
Johnson	6.74	3.34	12.44	10.29	10.96
Jones	5.00	1.61	0.87	5.79	3.48
Joyner	—	2.86	6.20	1.39	3.83
Juarez	0.66	4.79	1.68	7.28	6.56
Kimbrough	2.60	1.86	1.28	0.71	0.92
King/Chavez Arts	1.28	11.61	0.00	1.27	5.29
King/Chavez Athletic	2.90	5.48	0.00	0.64	2.48
King/Chavez Primary	1.95	1.19	2.65	3.99	4.39
Kumeyaay	0.22	1.32	0.65	1.27	0.00
La Jolla	0.00	0.36	0.00	1.00	0.32
Lafayette	10.34	6.37	0.00	2.53	3.01
Lee	6.79	1.15	4.19	2.07	1.15
Linda Vista	0.74	1.63	1.30	5.26	1.83
Lindbergh/Schweitzer	1.93	2.31	2.47	3.11	6.57
Loma Portal	0.25	1.13	2.43	0.49	0.74
Marshall	7.92	7.56	3.25	5.78	5.70
Marvin	0.27	0.00	0.00	0.00	0.30
Mason	2.75	0.90	0.86	1.52	2.32
McGill Academy	2.84	4.17	7.35	2.31	0.00
McKinley	1.81	2.06	2.66	1.75	2.36
Miller	0.50	0.63	0.38	0.76	0.41
Miramar Ranch	1.76	0.44	0.85	0.00	0.53
Museum	1.23	3.80	0.69	0.62	1.18
Normal Heights	6.07	7.11	8.90	4.14	2.19
Nubia	0.57	0.29	2.63	8.70	3.07
Nye	11.05	4.75	6.57	9.92	4.72
Oak Park	2.86	3.31	7.05	4.67	7.30
Ocean Beach	1.13	2.91	0.98	0.58	2.46
Pacific American Academy	—	—	—	—	9.43
Pacific Beach	1.36	1.85	0.00	0.86	0.57
Paradise Hills	2.39	1.96	1.35	2.39	1.24
Rosa Parks	1.99	0.31	0.00	1.81	1.70

Elementary School Student Suspension Rates by School, Continued

School	2006–07	2007–08	2008–09	2009–10	2010–11
Penn	1.62	1.51	1.47	3.24	1.86
Perry	0.69	0.54	1.88	4.66	4.57
Porter	18.63	18.28	16.01	6.05	4.76
Rodriguez	—	3.10	3.88	13.16	10.99
Rolando Park	3.20	0.96	4.74	6.22	3.90
Ross	2.77	2.45	7.24	12.63	13.93
Rowan	2.04	2.75	0.00	2.41	0.37
Sandburg	0.30	0.89	0.46	0.43	0.28
Scripps	0.00	0.18	0.17	0.97	0.60
SD Global Vision	—	—	—	—	0.00
Sequoia	4.63	4.65	4.24	5.18	3.20
Sessions	7.88	10.78	4.77	3.45	2.26
Sherman	~	~	2.93	4.31	1.89
Silver Gate	0.00	0.44	0.84	0.00	0.19
Spreckels	2.95	0.41	1.43	3.08	2.02
Sunset View	0.25	0.99	0.24	0.00	0.00
Tierrasanta	11.93	9.22	8.47	4.06	2.62
Toler	2.48	0.37	1.04	2.77	3.75
Torrey Pines	0.25	0.50	0.71	0.23	0.00
Valencia Park	6.02	5.24	6.02	4.14	0.58
Vista Grande	0.78	1.07	0.00	1.00	0.26
Walker	3.04	4.19	4.18	3.70	3.13
Washington	1.48	0.00	2.35	3.50	4.44
Webster	2.10	1.80	2.33	5.22	6.46
Wegeforth	0.67	1.75	5.57	1.89	0.37
Whitman	3.08	2.58	2.27	3.57	2.54
Zamorano	4.53	3.22	2.22	1.43	3.29

"—" School site was not yet open

"~" School site closed

Middle Level School Student Suspension Rates by School, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Bell	29.73	46.06	59.35	54.42	49.81
Challenger	15.14	9.69	11.06	9.71	9.15
Clark	30.23	34.42	29.54	39.30	31.56
Correia	26.09	27.97	19.52	16.18	16.48
C.P.M.A.	19.20	9.35	18.14	14.30	11.92
De Portola	23.03	16.82	14.95	15.78	24.05
Einstein Middle	10.43	8.07	11.48	3.42	7.04
Farb	39.75	41.22	48.24	20.88	24.18
High Tech Middle	3.38	1.56	3.68	3.27	5.69
High Tech Middle Media	0.00	0.31	0.00	0.00	3.61
Innovation	—	—	35.11	23.53	17.39
Keiller	49.10	21.18	26.67	15.95	37.22
King/Chavez Preparatory	14.71 *	14.83	35.29	27.67	36.49
Lewis	21.25	16.41	10.08	11.77	12.05
Magnolia	0.00	14.86	8.03	15.81	4.85
Mann	~	~	13.44	21.32	27.93
Mann Expedition	47.13	97.53	~	~	~
Mann Exploration	27.08	33.86	~	~	~
Mann Expression	96.70	34.92	~	~	~
Thurgood Marshall	5.51	6.19	6.06	7.82	4.84
Marston	14.01	10.14	10.42	15.82	18.09
Memorial Preparatory	—	—	87.36	114.56	100.93
Millennial Tech	—	—	43.29	25.58	31.01
Montgomery	52.68	36.03	24.09	21.89	17.49
Muirlands	7.31	8.43	9.73	9.92	5.86
O'Farrell	36.47	31.91	30.38	35.26	53.38
Pacific Beach	33.66	36.10	35.97	33.88	37.39
Pershing	27.69	25.83	13.53	15.16	17.01
Roosevelt	31.68	44.90	24.50	31.98	27.42
Standley	12.35	13.82	22.67	19.27	21.33
Taft	20.92	32.01	39.10	30.69	38.56
Wangenheim	15.63	10.18	17.48	14.93	8.31
Wilson	17.75	22.69	20.33	12.54	17.51

"—" School site was not yet open

"~" School site closed

* School was Grade 6 only

Senior High School Student Suspension Rates by School, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Arroyo Paseo	—	1.00	0.00	50.00	10.88
Clairemont	9.61	8.87	9.37	12.88	10.18
Coleman Tech	—	—	—	—	42.86
Crawford CHAMPs	16.71	8.46	12.26	6.27	6.01
Crawford IDEA	22.61	12.94	11.47	12.08	11.86
Crawford Law & Business	23.57	13.95	22.22	27.09	23.91
Crawford Multimedia	22.41	17.81	18.66	22.83	18.55
Gompers Prep*	—	—	—	26.45	19.64
Health Sciences	—	0.00	0.00	2.02	0.00
Henry	15.50	9.36	11.29	8.71	7.01
High Tech	5.38	0.37	1.10	2.91	3.17
High Tech International	5.80	0.00	1.77	0.00	2.81
High Tech Media Arts	4.35	2.39	0.00	3.97	0.48
Hoover	18.53	17.76	15.77	16.27	18.36
Iftin High	—	—	—	—	25.33
iHigh Virtual Academy	—	—	—	0.00	0.00
Kearny Construction Tech	15.05	15.35	15.19	22.29	18.74
Kearny Digital Media	13.33	15.25	11.74	10.10	9.92
Kearny Intl Business	3.73	2.43	2.87	3.74	2.60
Kearny Sci Conn Tech	14.08	10.04	21.58	25.61	20.26
King/Chavez High	—	—	—	12.02	27.19
La Jolla	10.30	11.23	14.29	11.13	16.08
Lincoln	—	9.71	12.76	19.39	16.63
Madison	22.21	17.83	17.73	22.87	24.17
Magnolia Science Academy 2*	—	—	—	—	0.00
Mira Mesa	6.16	10.40	5.48	6.07	7.26
Mission Bay	20.24	20.58	10.24	14.24	11.81
Morse	24.03	12.12	12.87	10.26	10.16
Point Loma	14.29	5.65	8.28	10.17	6.28
San Diego Business	12.34	12.91	12.13	13.89	10.19
San Diego Communication	6.69	10.43	21.19	7.77	13.84
San Diego Intl Studies	9.67	9.24	4.88	1.45	3.02
San Diego LEADS	6.11	5.81	14.77	36.24	45.24
San Diego Media Vis Perf Art	19.92	16.60	6.57	22.04	29.57
San Diego Sci Tech	7.65	10.63	10.47	11.55	6.05
Scripps Ranch	11.48	9.05	8.90	5.86	7.21
SD Early/Middle College High	—	—	11.63	10.23	1.74
SD Metro Career Tech	9.35	6.28	9.19	12.12	8.82
Serra	22.10	13.21	10.43	14.46	10.99
University City	13.86	11.19	11.24	8.48	8.32

"—" School site was not yet open

* School was grades 9 and 10 only

Atypical School Student Suspension Rates by School, 2006–07 through 2010–11

School	2006–07		2007–08		2008–09		2009–10		2010–11	
Audubon	6.43		6.86		5.10	*	9.93	**	10.00	
Bethune	8.30		6.68		9.55	*	11.06	**	9.67	
Carver	1.75	**	15.38		17.54		5.00		5.68	
Fulton	1.78		1.72		14.02	*	14.79	**	21.66	
Golden Hill	1.68		3.57		9.94	*	8.78	**	4.39	
Grant	1.81		0.75	*	4.89	**	5.80		1.68	
Holly Drive	7.64		18.39		43.84		38.10		26.06	
Iftin	0.00		6.16	*	5.45	**	6.55		6.47	
Innovations Academy	—		—		13.13		0.67		2.45	
King/Chavez	5.52		0.74		1.52		5.63		9.40	
KIPP Adelante	3.90		4.69		5.38		18.90		18.31	
Knox	26.82		32.05	*	58.70	**	32.70		13.70	
Language Academy	2.18		0.85		3.44		3.70		1.63	
Learning Choice Academy	0.43		0.00		0.00		0.00		0.00	
Logan	1.88		1.80		3.57	*	10.75	**	11.77	
Longfellow	3.62		2.04		3.07		4.34		15.02	
Mt. Everest	0.00		0.00		0.38		0.00		0.68	
Muir	14.39		9.69		10.98		16.32		6.17	
Perkins	14.79		6.77		11.21	*	16.70	**	13.07	
Preuss School UCSD	0.27		0.26		1.72		4.78		5.01	
Promise	3.82		2.89		0.52		0.52		8.97	
San Diego Cooperative	1.12		6.63		1.34		2.88		1.86	
S.C.P.A.	6.39		7.25		11.47		8.34		9.67	
Tubman Village Charter	6.36		5.77		11.47		10.67		14.18	
Urban Discovery	—		0.00		0.00		1.02	*	1.95	**

"—" 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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
ALBA	370.83	320.55	253.23	413.51	434.29
Audeo Charter	0.80	0.00	0.00	0.00	0.00
Charter School of San Diego	0.06	0.05	0.00	0.06	0.30
Del Sol*	34.55	26.00	12.20	0.00	8.33
Garfield	7.79	9.15	6.53	8.73	13.42
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction*	15.42	29.07	32.60	46.24	23.60
Marcy Day*	—	—	—	63.64	179.25
New Dawn Day Treatment*	52.83	41.67	53.33	50.00	95.45
Riley*	312.50	147.37	173.91	335.59	95.45
TRACE*	0.23	0.00	0.17	0.00	0.00
TRACE Seniors*	0.00	0.00	0.00	0.00	0.00
Twain	2.04	1.53	1.40	3.18	1.19
Unified Day*	—	—	—	34.62	35.29
Whittier Learning Center*	0.00	4.76	0.00	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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Adams	0.00	0.80	0.84	0.00	0.30
Alcott	0.00	0.00	0.00	0.00	4.31
Angier	7.94	6.11	2.26	0.45	3.66
Baker	5.33	1.24	0.00	1.23	3.59
Balboa	3.74	0.15	0.81	0.17	0.00
Barnard	0.00	1.15	0.00	0.00	0.00
Bay Park	2.00	0.00	1.04	0.21	0.00
Bayview Terrace	0.00	0.00	0.00	0.00	0.89
Benchley/Weinberger	0.00	0.00	0.19	0.00	0.00
Bird Rock	0.00	0.00	0.00	0.00	0.00
Birney	0.65	0.30	0.54	0.49	1.09
Boone	1.09	2.97	5.56	8.67	5.16
Burbank	1.60	1.99	3.95	3.75	0.00
Cabrillo	2.31	0.49	1.85	0.00	0.00
Cadman	1.23	0.00	0.00	2.41	0.67
Carson	0.00	0.00	0.00	0.00	0.55
Central	0.12	0.47	0.87	2.52	0.14
Chavez	6.13	1.29	0.00	0.16	0.00
Cherokee Point	1.50	0.00	1.09	0.21	1.39
Chesterton	1.82	2.08	1.58	0.00	0.00
Chollas/Mead	0.26	0.13	1.23	0.49	0.41
Clay	0.00	2.22	6.67	1.19	0.76
Crown Point	0.00	0.82	1.69	0.00	0.76
Cubberley	0.38	1.19	0.00	11.06	10.73
Curie	0.34	0.17	0.33	1.01	0.34
Dailard	0.81	0.19	0.18	0.55	0.73
Dana	0.34	0.12	0.00	0.00	0.00
Darnall	13.01	4.82	8.08	4.48	4.77
Dewey	0.48	0.68	0.00	0.69	0.23
Dingeman	0.48	0.00	0.26	0.00	0.13
Doyle	0.00	0.00	0.12	0.41	0.00
Edison	0.97	1.61	0.46	0.66	1.00
Einstein Academy	0.00	0.24	0.00	0.43	0.00
Emerson/Bandini	7.15	2.36	1.10	2.41	1.09
Encanto	7.23	6.87	7.21	1.14	1.30
Ericson	0.40	1.09	0.83	0.41	0.53
Euclid	1.52	0.33	0.31	0.31	1.52
Fay	0.00	4.43	8.18	6.39	5.32
Field	2.77	2.77	3.17	0.00	1.78
Fletcher	1.16	1.56	0.00	0.72	0.37
Florence	1.41	1.78	0.00	0.00	1.92
Foster	0.69	0.00	0.00	0.00	0.00
Franklin	1.57	1.40	5.69	8.53	0.00
Freese	0.69	0.39	0.00	0.85	0.22
Gage	0.00	4.42	1.75	0.44	1.41

Elementary School In-School Suspension Rates by School, Continued

School	2006–07	2007–08	2008–09	2009–10	2010–11
Garfield	0.00	0.50	0.00	0.51	0.00
Green	0.00	0.48	0.00	1.51	0.00
Hage	0.23	0.00	0.13	0.41	0.41
Hamilton	0.48	0.00	0.00	0.00	0.00
Hancock	0.00	0.00	0.27	0.00	2.48
Hardy	0.24	0.56	0.00	0.00	0.80
Hawthorne	0.36	0.97	2.19	0.31	0.56
Hearst	0.56	0.00	0.00	0.42	0.39
Hickman	0.00	1.77	0.30	0.30	0.00
Holmes	0.00	0.00	0.00	0.00	0.00
Horton	0.00	2.77	0.72	0.00	2.97
Ibarra	0.00	0.00	1.75	0.00	0.00
Jefferson	4.82	14.11	2.26	5.48	0.00
Jerabek	0.00	0.00	0.00	0.13	0.29
Johnson	1.97	5.85	2.63	0.78	1.89
Jones	1.56	0.32	0.00	0.00	0.00
Joyner	—	0.00	0.00	0.00	0.00
Juarez	0.00	0.00	0.34	0.77	0.77
Kimbrough	1.73	0.87	0.64	1.23	0.00
King/Chavez Arts	NA	NA	NA	0.64	2.94
King/Chavez Athletics	NA	NA	NA	3.21	1.86
King/Chavez Primary	NA	NA	NA	0.00	0.00
Kumeyaay	0.00	0.00	0.00	0.00	0.00
La Jolla	0.57	0.36	0.00	0.00	0.16
Lafayette	4.91	9.42	0.62	4.43	2.68
Lee	6.62	1.39	0.00	0.23	0.00
Linda Vista	0.00	0.36	0.19	0.00	0.00
Lindbergh/Schweitzer	2.89	0.17	0.00	0.16	0.00
Loma Portal	2.03	1.69	0.27	0.00	0.25
Marshall	2.31	0.53	1.08	0.00	0.57
Marvin	0.00	0.00	0.00	0.00	0.00
Mason	0.12	0.26	0.49	1.14	1.81
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	2.07	2.84	0.00	0.25	0.00
Miller	0.00	0.51	1.15	1.27	0.14
Miramar Ranch	1.00	1.31	0.71	0.00	0.00
Museum	0.00	0.00	0.00	0.00	0.00
Normal Heights	4.44	5.21	0.00	0.64	0.94
Nubia	0.00	0.00	0.33	0.00	0.00
Nye	0.17	0.51	0.17	2.69	3.88
Oak Park	0.26	0.00	0.25	0.14	1.14
Ocean Beach	0.00	0.00	0.00	0.00	0.25
Pacific American Academy	—	—	—	—	0.00
Pacific Beach	0.00	0.31	0.00	0.58	0.29
Paradise Hills	3.34	0.00	0.27	0.90	0.00
Rosa Parks	0.08	0.00	1.61	0.11	0.45

Elementary School In-School Suspension Rates by School, Continued

School	2006–07	2007–08	2008–09	2009–10	2010–11
Penn	0.00	0.00	0.00	1.30	0.00
Perry	4.37	0.54	0.54	0.55	1.78
Porter	13.10	13.05	9.45	1.84	2.51
Rodriguez	—	1.03	3.45	3.54	1.92
Rolando Park	0.00	1.92	6.64	0.96	1.95
Ross	0.28	2.18	1.29	0.79	0.82
Rowan	1.70	0.69	0.35	0.00	0.00
Sandburg	0.30	0.00	0.00	0.14	0.14
Scripps	0.00	0.00	0.00	0.00	0.15
SD Global Vision	—	—	—	—	3.23
Sequoia	3.09	5.98	7.77	2.39	4.40
Sessions	0.00	0.25	0.25	0.25	0.00
Sherman	~	~	1.22	0.00	0.00
Silver Gate	0.22	0.00	0.21	0.20	0.19
Spreckels	0.13	0.14	0.13	0.49	0.24
Sunset View	0.25	0.00	0.00	0.00	0.00
Tierrasanta	0.00	0.00	2.21	0.00	0.00
Toler	0.00	0.37	0.00	0.00	0.00
Torrey Pines	0.00	0.25	0.24	0.00	0.00
Valencia Park	0.00	0.16	0.69	0.18	0.19
Vista Grande	0.00	0.00	0.00	0.25	0.26
Walker	3.88	0.00	0.00	0.00	0.00
Washington	0.00	0.00	2.35	0.00	1.71
Webster	0.63	0.20	0.00	1.09	0.00
Wegeforth	0.34	0.00	0.00	0.75	0.00
Whitman	0.84	0.00	0.00	1.19	2.86
Zamorano	4.31	3.14	2.70	2.18	1.39

"—" 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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Bell	12.53	10.13	20.92	2.70	0.09
Challenger	3.66	7.93	10.53	13.28	6.60
Clark	10.34	7.67	12.18	7.24	0.53
Correia	0.60	0.11	2.67	1.69	0.11
C.P.M.A.	3.84	0.00	0.64	0.71	4.48
De Portola	0.90	0.91	4.42	6.08	3.71
Einstein Middle	1.74	0.00	2.05	2.28	0.00
Farb	1.39	2.99	2.48	1.10	1.86
Innovation	—	—	16.28	8.04	3.59
Keiller	56.89	36.26	53.33	124.14	47.89
King/Chavez Preparatory	NA	NA	NA	62.82	49.86
Lewis	0.64	1.53	1.21	3.47	0.28
Mann	~	~	13.64	1.88	10.64
Mann Expedition	13.22	0.82	~	~	~
Mann Exploration	9.52	18.11	~	~	~
Mann Expression	53.02	8.38	~	~	~
Thurgood Marshall	0.09	0.00	0.48	0.59	0.27
Marston	7.31	3.01	6.00	8.98	9.54
Memorial Preparatory	—	—	12.64	23.46	22.35
Millenial Tech	—	—	20.78	6.22	11.43
Montgomery	0.95	1.94	5.80	27.16	1.57
Muirlands	0.76	3.89	2.78	6.77	0.66
O'Farrell	8.20	25.22	31.71	37.15	64.38
Pacific Beach	6.30	1.28	0.85	0.30	0.00
Pershing	0.40	0.21	0.21	0.45	0.34
Roosevelt	19.25	1.54	2.57	5.93	1.89
Standley	6.18	8.08	11.63	21.74	4.10
Taft	10.01	16.14	3.43	9.90	4.80
Wangenheim	10.27	7.96	6.29	8.25	4.93
Wilson	0.45	3.72	22.28	5.79	7.18

"—" School site was not yet open

"~" School site closed

"NA" Data are not available

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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Clairemont	0.41	0.85	0.07	35.33	0.43
Coleman Tech	—	—	—	—	21.43
Crawford CHAMPs	6.50	2.05	3.00	0.52	0.55
Crawford IDEA	3.03	2.03	1.60	18.73	0.32
Crawford Law & Business	1.24	0.00	0.00	2.01	0.72
Crawford Multimedia	6.02	0.00	1.74	1.84	0.58
Gompers Prep*	—	—	—	16.12	3.61
Henry	1.20	0.16	0.45	0.36	0.04
Hoover	7.24	0.89	3.13	2.13	3.88
Iftin High	—	—	—	—	2.67
iHigh Virtual Academy	—	—	—	0.00	0.00
Kearny Construction Tech	5.09	0.00	0.63	2.34	4.14
Kearny Digital Media	0.00	0.67	17.40	0.00	0.00
Kearny Intl Business	0.00	0.00	0.00	0.00	0.00
Kearny Sci Conn Tech	0.21	1.79	20.79	15.04	2.61
King/Chavez High	—	—	—	60.10	6.65
La Jolla	0.12	0.18	0.73	1.19	0.00
Lincoln	—	0.74	1.31	3.01	0.05
Madison	0.07	0.08	0.08	0.00	0.00
Mira Mesa	0.00	0.19	4.31	4.85	2.71
Mission Bay	0.18	0.17	0.12	0.00	0.00
Morse	2.68	2.19	1.30	2.31	0.00
Point Loma	0.34	6.49	3.05	4.68	4.24
San Diego Business	1.05	0.00	2.02	0.00	1.27
San Diego Communication	2.51	0.25	0.00	0.00	2.20
San Diego Intl Studies	0.00	0.00	0.00	0.36	0.36
San Diego LEADS	0.00	3.21	4.36	15.45	1.27
San Diego Media Vis Perf Art	2.73	13.77	13.35	3.95	0.21
San Diego Sci Tech	0.59	0.20	0.00	0.18	0.00
Scripps Ranch	0.09	0.35	0.77	1.55	0.00
SD Early/Middle College High	—	—	0.00	0.00	0.00
SD Metro Career Tech	0.00	0.00	0.00	0.00	0.00
Serra	0.33	0.19	0.62	2.11	0.34
University City	0.00	0.00	0.05	0.00	0.59

"—" School site was not yet open

* School was grades 9 and 10 only

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

Atypical School In-School Suspension Rates by School, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Audubon	4.35	3.71	2.72 *	3.90 **	1.58
Bethune	0.00	0.00	0.16 *	0.00 **	1.24
Carver	0.75 **	5.98	13.68	3.93	6.62
Fulton	1.57	0.43	5.49 *	11.92 **	12.59
Golden Hill	2.81	0.67	1.27 *	2.29 **	7.44
Grant	0.92	3.19 *	3.26 **	1.45	0.34
Holly Drive	0.00	0.00	0.00	0.00	0.00
Iftin	0.00	3.42 *	0.50 **	0.00	0.00
Innovations Academy	—	—	0.00	3.33	0.00
King/Chavez	NA	NA	NA	1.32	0.00
KIPP Adelante	0.00	0.00	0.00	1.37	8.74
Knox	0.86	0.00 *	0.16 **	0.15	0.31
Language Academy	3.26	0.85	1.47	0.58	0.98
Logan	1.50	1.14	0.89 *	0.32 **	5.81
Longfellow	0.15	0.29	0.15	2.75	2.84
Muir	8.86	2.81	3.26	2.11	5.40
Perkins	1.41	2.48	2.37 *	17.46 **	10.89
Promise	1.27	1.16	2.09	7.77	0.00
San Diego Cooperative	5.31	3.45	2.68	1.57	0.23
S.C.P.A.	0.49	0.20	0.28	0.49	0.00
Tubman Village Charter	2.12	1.54	0.76	28.85	44.00
Urban Discovery	—	0.00	0.00	0.00 *	0.00 **

"—" School site was not yet open

* School became a K–7 site

** School became a K–8 site

"NA" Data are not available

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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Del Sol*	3.64	0.00	9.76	0.00	11.11
Marcy Day*	—	—	—	13.64	26.42
New Dawn Day Treatment*	0.00	0.00	0.00	2.17	2.27
Riley*	89.06	103.95	69.57	5.08	4.55
Unified Day*	—	—	—	0.00	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: ALBA, 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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
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	0.00	0.00	0.00	0.00	0.00
Balboa	0.00	0.00	0.00	0.00	0.17
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	0.00	0.00	0.00	0.00	0.00
Burbank	0.00	0.00	0.26	0.00	0.00
Cabrillo	0.00	0.00	0.00	0.00	0.00
Cadman	0.00	0.00	0.00	0.00	0.00
Carson	0.00	0.00	0.00	0.00	0.00
Central	0.00	0.00	0.00	0.00	0.00
Chavez	0.19	0.18	0.00	0.00	0.00
Cherokee Point	0.00	0.00	0.00	0.00	0.00
Chesterton	0.00	0.00	0.00	0.00	0.00
Chollas/Mead	0.13	0.00	0.25	0.00	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	0.11	0.12	0.12	0.12	0.00
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	0.00	0.00	0.00	0.00	0.00
Edison	0.00	0.16	0.00	0.00	0.00
Einstein Academy	0.00	0.00	0.00	0.00	0.00
Emerson/Bandini	0.12	0.00	0.00	0.00	0.31
Encanto	0.00	0.00	0.00	0.00	0.00
Ericson	0.00	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	0.16	0.00	0.00	0.00
Field	0.31	0.31	0.00	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	0.23	0.24	0.00	0.00	0.00
Franklin	0.00	0.00	0.00	0.00	0.00
Freese	0.00	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	2006–07	2007–08	2008–09	2009–10	2010–11
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	0.56	0.00	0.00	0.00	0.00
Hawthorne	0.00	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	0.15
Holmes	0.00	0.00	0.00	0.00	0.00
Horton	0.32	0.35	0.36	0.00	0.37
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	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	0.26	0.00	0.00	0.00	0.00
Lee	0.00	0.00	0.00	0.00	0.00
Linda Vista	0.00	0.00	0.00	0.00	0.00
Lindbergh/Schweitzer	0.16	0.00	0.00	0.00	0.00
Loma Portal	0.00	0.00	0.00	0.00	0.00
Marshall	0.17	0.00	0.18	0.00	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	0.14
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	0.00
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 American Academy	—	—	—	—	0.00
Pacific Beach	0.00	0.00	0.00	0.00	0.00
Paradise Hills	0.00	0.00	0.00	0.00	0.00
Rosa Parks	0.08	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School	2006–07	2007–08	2008–09	2009–10	2010–11
Penn	0.00	0.00	0.00	0.00	0.00
Perry	0.00	0.00	0.00	0.00	0.00
Porter	0.00	0.13	0.13	0.00	0.25
Rodriguez	—	0.00	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
SD Global Vision	—	—	—	—	0.00
Sequoia	0.00	0.00	0.00	0.00	0.00
Sessions	0.00	0.00	0.00	0.00	0.00
Sherman	~	~	0.00	0.00	0.00
Silver Gate	0.00	0.00	0.00	0.00	0.00
Spreckels	0.13	0.00	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	0.18	0.00
Toler	0.00	0.00	0.00	0.00	0.00
Torrey Pines	0.00	0.00	0.00	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	0.16	0.00	0.00	0.00

"—" School site was not yet open

"~" School site closed

Middle Level School Expulsion Rates by School, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Bell	2.13	1.38	1.03	0.28	0.38
Challenger	0.77	0.26	0.00	0.18	0.26
Clark	1.61	1.98	1.27	1.83	0.80
Correia	0.79	0.54	0.24	0.00	0.00
C.P.M.A.	0.67	0.17	0.11	0.10	0.48
De Portola	0.20	0.61	0.79	0.39	0.40
Einstein Middle	0.00	0.00	0.00	0.00	0.00
Farb	1.90	1.04	2.09	0.82	0.43
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	0.19
Keiller	1.00	0.38	0.39	0.43	0.99
King/Chavez Preparatory	0.00 *	0.00	0.00	0.00	0.00
Lewis	0.27	0.00	0.00	0.09	0.28
Magnolia	0.00	0.00	0.00	0.00	0.00
Mann	~	~	0.51	1.30	0.97
Mann Expedition	0.00	1.92	~	~	~
Mann Exploration	2.08	1.05	~	~	~
Mann Expression	0.82	1.40	~	~	~
Thurgood Marshall	0.00	0.14	0.00	0.59	0.27
Marston	0.78	0.46	0.59	0.90	1.10
Memorial Preparatory	—	—	1.92	1.29	1.12
Millenial Tech	—	—	1.30	0.46	0.78
Montgomery	0.95	0.97	1.27	0.21	0.22
Muirlands	0.28	0.19	0.28	0.00	0.38
O'Farrell	0.49	0.62	0.55	0.24	1.27
Pacific Beach	0.61	1.02	0.71	0.59	0.43
Pershing	0.30	0.73	1.29	0.67	0.34
Roosevelt	1.04	2.68	0.82	0.74	1.13
Standley	0.22	0.60	0.44	1.04	0.29
Taft	0.26	1.64	1.94	0.66	1.12
Wangenheim	0.68	0.54	0.16	0.26	0.09
Wilson	1.56	1.41	1.25	0.80	0.35

"—" School site was not yet open

"~" School site closed

* School was Grade 6 only

Senior High School Expulsion Rates by School, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Arroyo Paseo	—	0.00	0.00	0.00	0.00
Clairemont	0.35	0.00	0.00	0.28	0.58
Coleman Tech	—	—	—	—	0.00
Crawford CHAMPs	0.23	0.51	0.00	0.00	0.27
Crawford IDEA	0.23	0.00	0.27	0.00	0.00
Crawford Law & Business	0.00	0.29	0.00	1.00	0.72
Crawford Multimedia	0.24	0.51	0.50	0.00	0.00
Gompers Prep*	—	—	—	0.00	0.56
Health Sciences	—	0.00	0.00	0.00	0.00
Henry	0.88	0.49	0.61	0.57	0.44
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	0.76	0.85	0.58	0.51	0.58
Iftin High	—	—	—	—	2.67
iHigh	—	—	—	0.00	0.00
Kearny Construction Tech	0.93	0.43	0.42	0.00	0.22
Kearny Digital Media	0.00	0.00	0.21	0.00	0.00
Kearny Intl Business	0.00	0.00	0.00	0.44	0.00
Kearny Sci Conn Tech	0.21	0.45	0.40	0.20	0.22
King/Chavez High	—	—	—	0.00	0.60
La Jolla	0.06	0.12	0.06	0.06	0.00
Lincoln	—	0.35	0.30	0.65	0.35
Madison	0.69	0.64	0.49	0.48	0.55
Magnolia Science Academy 2*	—	—	—	—	0.00
Mira Mesa	0.20	0.62	0.26	0.23	0.19
Mission Bay	1.18	1.05	0.18	0.62	0.69
Morse	0.61	0.33	0.37	0.30	0.09
Point Loma	0.72	0.30	0.29	0.28	0.24
San Diego Business	0.00	0.61	0.22	0.21	0.42
San Diego Communication	1.05	0.00	0.56	0.00	0.31
San Diego Intl Studies	0.62	0.20	0.19	0.00	0.00
San Diego LEADS	0.20	0.20	0.00	0.00	1.27
San Diego Media Vis Perf Art	0.42	0.40	0.21	0.21	0.00
San Diego Sci Tech	0.39	0.39	0.56	0.18	0.38
Scripps Ranch	0.30	0.22	0.26	0.13	0.08
SD Early/Middle College High	—	—	2.33	0.00	0.00
SD Metro Career Tech	0.00	0.52	0.00	0.00	0.00
Serra	0.61	0.86	0.48	0.38	0.29
University City	0.47	0.53	0.11	0.22	0.37

"—" School site was not yet open

* School was grades 9 and 10 only

Atypical School Expulsion Rates by School, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
Audubon	0.00	0.00	0.00 *	0.18 **	0.00
Bethune	0.00	0.00	0.00 *	0.30 **	0.14
Carver	0.00 **	0.00	0.00	0.00	0.32
Fulton	0.00	0.00	0.00 *	0.00 **	0.00
Golden Hill	0.00	0.00	0.00 *	0.00 **	0.19
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	0.00
Innovations Academy	—	—	0.00	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	0.21	0.00 *	0.16 **	0.15	0.00
Language Academy	0.00	0.00	0.12	0.00	0.00
Learning Choice Academy	0.00	0.00	0.00	0.00	0.00
Logan	0.00	0.00	0.00 *	0.00 **	0.16
Longfellow	0.00	0.00	0.00	0.00	0.00
Mt. Everest	0.00	0.00	0.00	0.00	0.00
Muir	0.00	0.31	0.30	0.00	0.00
Perkins	0.00	0.00	0.43 *	0.00 **	0.00
Preuss School UCSD	0.00	0.00	0.00	0.00	0.73
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.	0.49	0.27	0.21	0.00	0.07
Tubman Village Charter	0.00	0.00	0.00	0.00	0.00
Urban Discovery	—	0.00	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, 2006–07 through 2010–11

School	2006–07	2007–08	2008–09	2009–10	2010–11
ALBA	0.00	0.00	0.00	32.43	0.00
Audeo Charter	0.00	0.00	0.00	0.00	0.00
Charter School of San Diego	0.00	0.00	0.00	0.00	0.10
Del Sol*	0.00	0.00	0.00	0.00	0.00
Garfield	0.00	0.46	0.00	0.00	0.00
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction	0.00	0.39	0.44	0.00	0.00
Marcy Day*	—	—	—	0.00	0.00
New Dawn Day Treatment*	0.00	0.00	0.00	2.17	2.27
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	0.45	0.26	0.28	0.00	0.60
Unified Day*	—	—	—	0.00	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.	*Alcohol/Tobacco/Drugs**
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.	*Assault/Battery*
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.	*Disruption/Defiance*
Drug Paraphernalia	Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	*Alcohol/Tobacco/Drugs**
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.	*Threats/Intimidation/Harassment**
Hate Violence	Caused, threatened to cause, attempted to cause, or participated in acts of hate against persons or property.	*Hate Incidents*
Hazing	Engaged in, or attempted to engage in, hazing.	*Hazing*
Obscenity	Committed an obscene act or engaged in habitual profanity or vulgarity.	*Obscenity*
Property Damage	Caused or attempted to cause damage to school property or private property.	*Property Damage*
Property Theft	Stole or attempted to steal school property or private property, or received stolen property.	*Theft/Stolen Property*
Robbery/Extortion	Committed or attempted to commit robbery or extortion.	*Robbery/Extortion*
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 enviornment.	*Sexual Harassment*
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.	*Alcohol/Tobacco/Drugs**
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.	*Threats/Intimidation/Harassment**
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.	*Alcohol/Tobacco/Drugs**
Weapons	Possessed, sold, or otherwise furnished any firearm, replica firearm, knife, explosive, or other dangerous object, or used any object in a threatening manner.	*Weapons*

* Combined suspension category used in this report.