



STUDENT SUSPENSIONS AND EXPULSIONS: 2011–12

Issue/Concern

Suspending and/or expelling a student from school are the two most severe outcomes that a student can receive as a consequence of disciplinary infractions. Reviewing patterns of suspension and expulsion is important to those interested in addressing behaviors that lead to such outcomes, as well as the inequities between groups of students. The common observation that student discipline and behavior problems detract from classroom learning lends further importance to obtaining a better understanding of student behavior and school disciplinary practices. This report reviews out-of-school (regular) suspension,¹ in-school suspension,² and expulsion³ data for 2011–12.

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

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

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.

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 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 five years. In addition, 2011–12 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 2011–12 are based on corrected data.

Until 2011–12, in-school suspensions were determined using a method 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. Starting in 2011–12, the district counted in-school suspensions using the district's Zangle behavior data, as it does for suspensions, rather than using attendance records. This change was due to new state reporting requirements that included reporting in-school suspensions on an individual basis rather than in aggregate. It was also hoped this new method would result in more accurate counting, since the in-school suspension records were cleaned, along with the out-of-school suspensions, using attendance data simply as verification that one of these consequences actually oc-

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. *Student Suspensions and Expulsions: 2010–11*, Research and Reporting Department, SDUSD, July 2012.

curred and was recorded properly. Therefore, caution should be used when comparing 2011–12 in-school suspension rates to those in prior years.

The following measures are 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 of *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 or 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 2011–12 district suspension rate (7.9 suspensions per 100 students) dropped from the prior year to the lowest rate in seventeen years (see Figure 1). There were 10,385 student suspensions during the 2011–12 school year, down from 12,693 in 2010–11. Multiple suspensions for individual students are included in these totals.

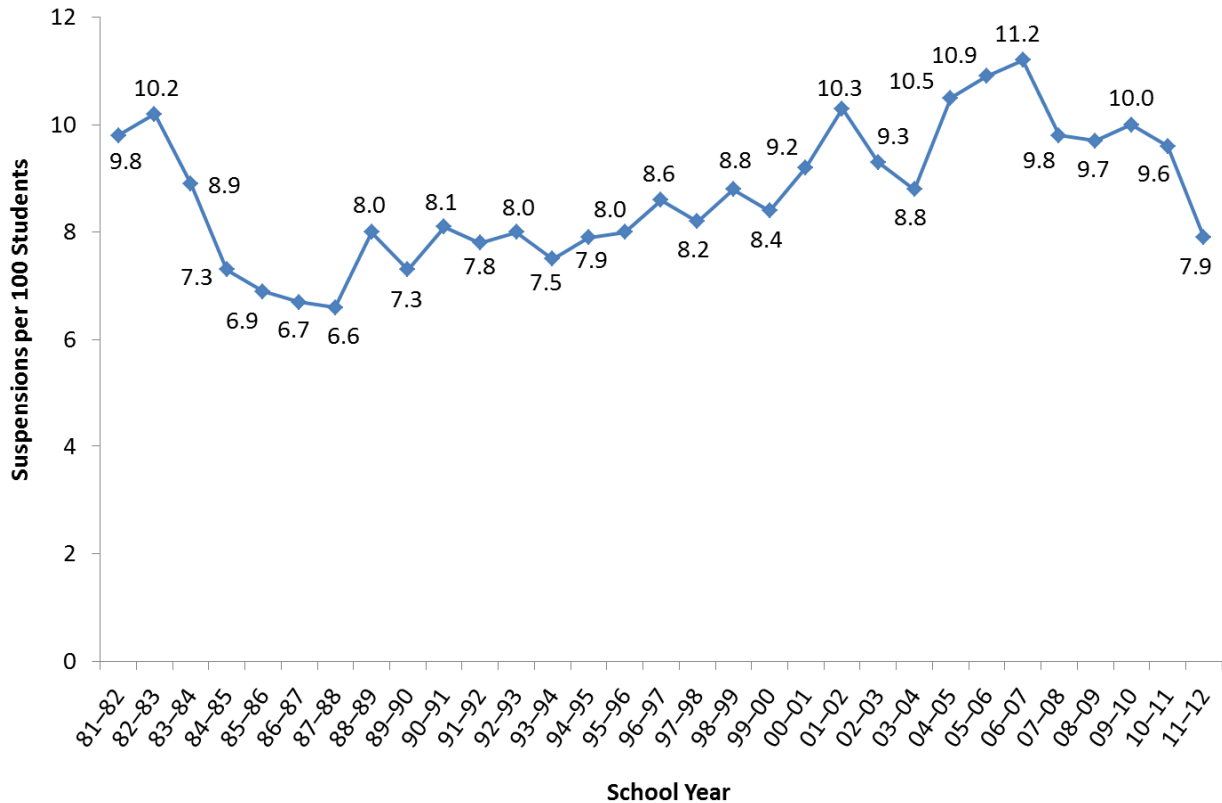


Figure 1. District suspension rates, 1981–82 through 2011–12.

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

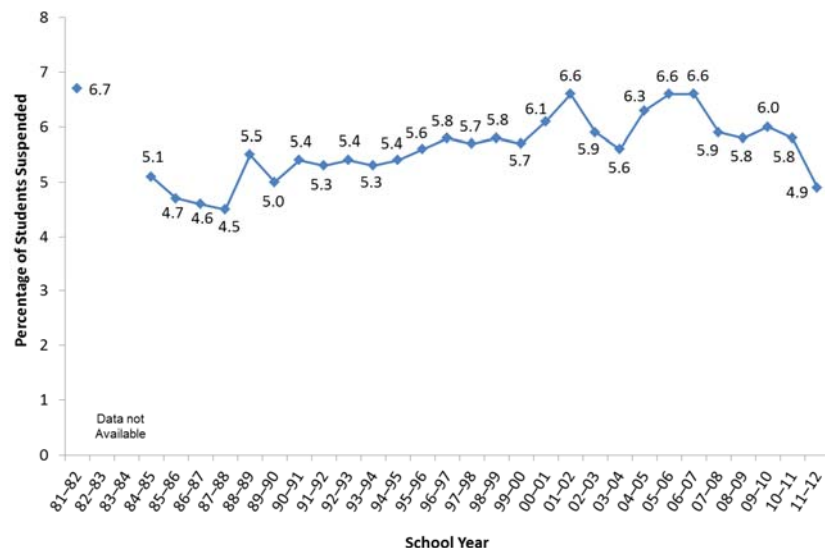


Figure 2. Percentage of district students suspended, 1981–82 to 2011–12.

Suspension rates by racial/ethnic group.⁸ 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 Native American, Pacific Islander, 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 2010–11, rates dipped for all students with the exception of Native American students. The rate for Asian students dropped by 38 percent (from 2.6 to 1.6), the largest percentage decrease for any racial/ethnic group in 2011–12. African American students had the largest rate decrease, from 21.7 to 17.4. However, the rate for Native American students rose by 32 percent (from 12.3 to 16.3) in this same time period. This increase had a negligible effect on the overall suspension rate because of this group’s relatively small student population in the district (0.3 percent).

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 2011–12, they represented 55 percent of suspensions. Likewise, African American students comprised only 11 percent of the population but 24 percent of suspensions. Conversely, five racial/ethnic groups are under-represented (White, Filipino, Indochinese, Asian, and multiracial 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.

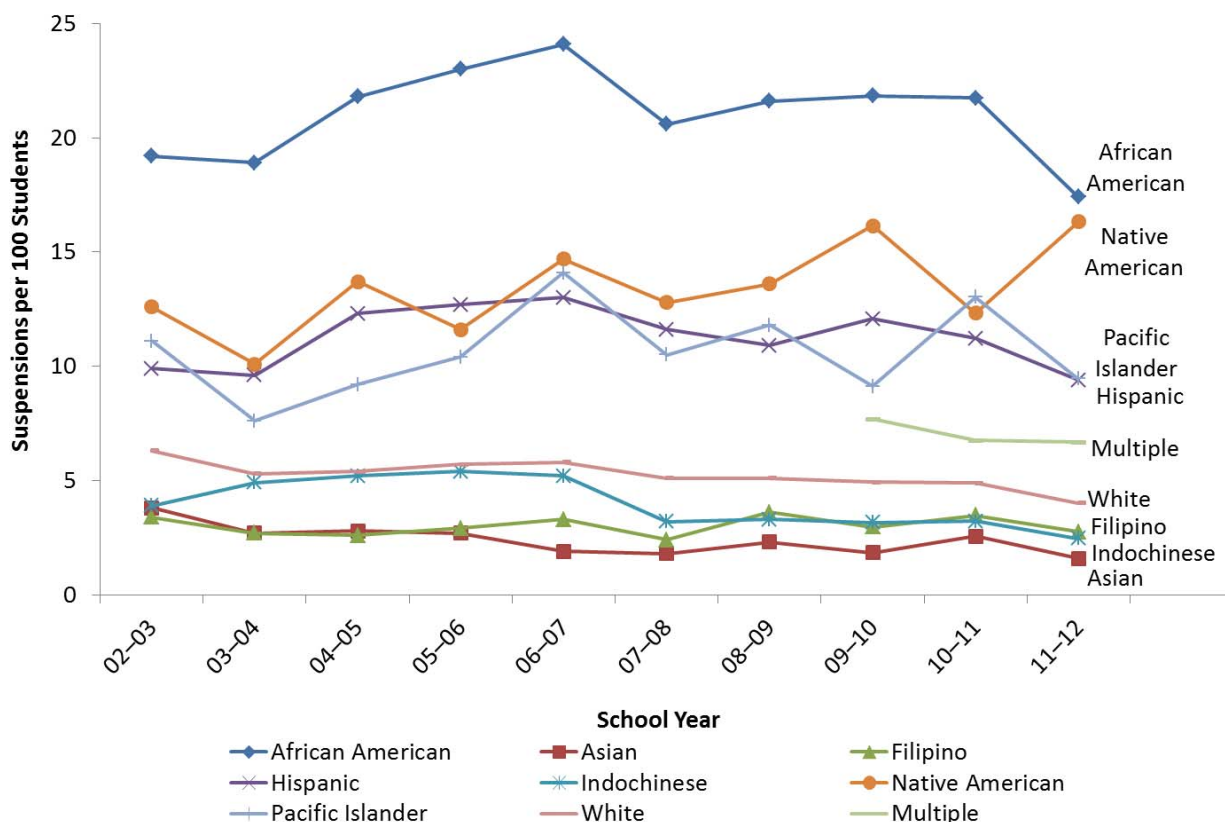


Figure 3. District suspension rates for major racial/ethnic groups, 2002–03 through 2011–12.

In 2011–12, the percentage of students with more than one suspension fell from 32.1 percent to 29.8 percent (see Table 1). The percentage decreased for all racial/ethnic groups except Asian, Pacific Islander, and multiracial, whose proportions rose. The most dramatic decrease was for Filipino students, whose percentage decreased by 40 percent, from 24.2 percent to 14.5 percent, the lowest rate for this group in 14 years.

Table 1
Percentage of Suspended Students with More than One Suspension, 2002–03 through 2011–12

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2011-12	29.8	23.4	32.7	33.5	18.0	14.5	30.0	17.6	30.8	29.1	26.4	34.3

"-" = 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: 1.73 for African American, 1.67 for Native American, 1.61 for Hispanic, and 1.59 for multiracial students, compared to 1.51 for Pacific Islander, 1.49 for White, 1.34 for Asian, 1.28 for Indochinese, and 1.22 for Filipino students. The districtwide average was 1.60 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 2011–12 was about 3:1, a ratio maintained for the past 16 years. As revealed in Table 1, males were also more likely to incur multiple suspensions than were females (32.7 percent versus 23.4 percent, respectively).

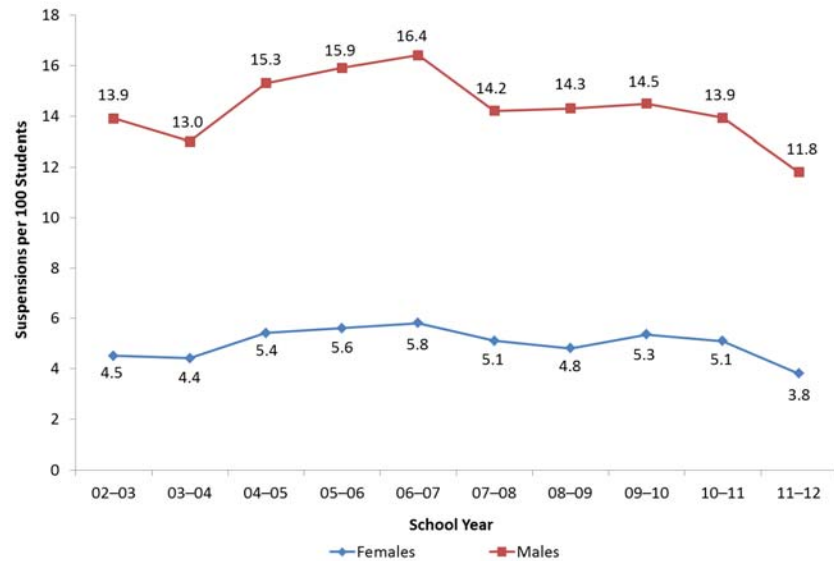


Figure 4. District suspension rates by gender, 2002–03 through 2011–12.

Filipino, Indochinese, Asian, Native American, White, and multiracial students' male-to-female suspension ratios exceeded the district's (meaning that proportionately more males are suspended than females within those racial/ethnic groups compared to the district as a whole), while the ratios for African American and Pacific Islander students were lower (see Table 2). The ratio for Hispanic students was the same as that for the overall district.

Because all racial/ethnic groups exhibit gender differences, student group differences are more extreme. For example, the Native American male rate of 30.4 suspensions per 100 students was the highest in the district in 2011–12 and far exceeds the 1.0 rate of Filipino females, which was the lowest. Male-female differences in suspension rates also vary by grade level. In 2011–12, the highest male-female ratio was in grade 3 (9.6 male suspensions for every female suspension) and the lowest was in grade 10 (2.1 male suspensions for every female suspension).

Table 2
Suspension Rates by Racial/Ethnic Group and Gender, 2002–03 through 2011–12

Year	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White		Multiracial	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
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
2011-12	3.8	11.8	9.6	24.9	0.7	2.4	1.0	4.4	4.5	14.0	1.1	3.7	2.9	30.4	5.7	12.9	1.4	6.4	2.5	10.8

"-" = 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 2011–12, the suspension rate for grade 7 students was over 15 times as high as that for kindergartners (see Figure 5). This pattern is consistent with data from previous years.

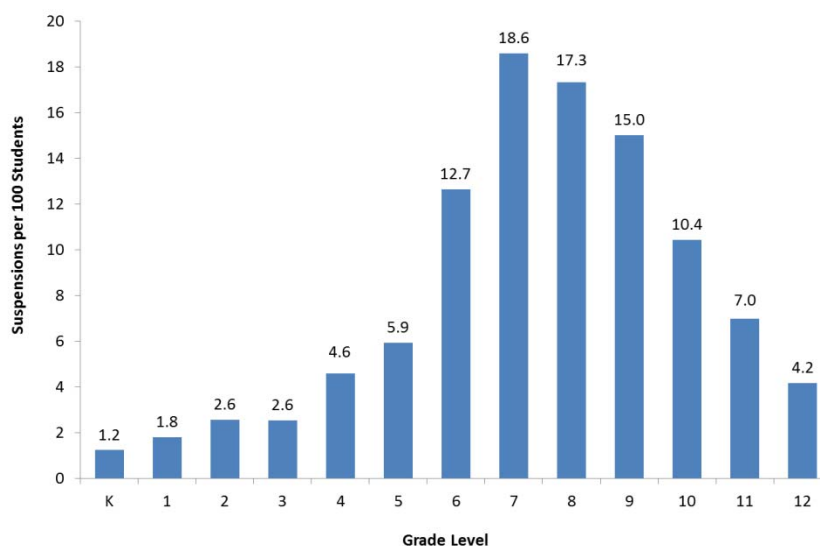


Figure 5. District suspension rates by grade level, 2011–12.

For the past 11 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 have hovered around 3.0 since 2002–03. Grade 9–12 rates showed more variability over the same time period. Starting in 2002–03, the rate dropped to 11.1 from 12.0, then climbed to the mid-13s for three years, then dropped again to between 9.5 to 11.2 for the next five years. Suspension rates for grades 6–8, while mimicking the pattern for the upper-level grades, witnessed their largest drop in 2011–12 from 21.6 to 16.2, a 25 percent decrease.

Racial/ethnic groups also vary in grade-level ratios, as shown in Table 3. The 2011–12 districtwide suspension rate for grade 7–12 students was almost three times that for K–6 students. Indo-Chinese student suspension rates at the secondary level were almost four times as high as in elementary grades. The lowest ratio was for Native American students, whose rate for secondary students was just 1.2 times as high as that for elementary students.

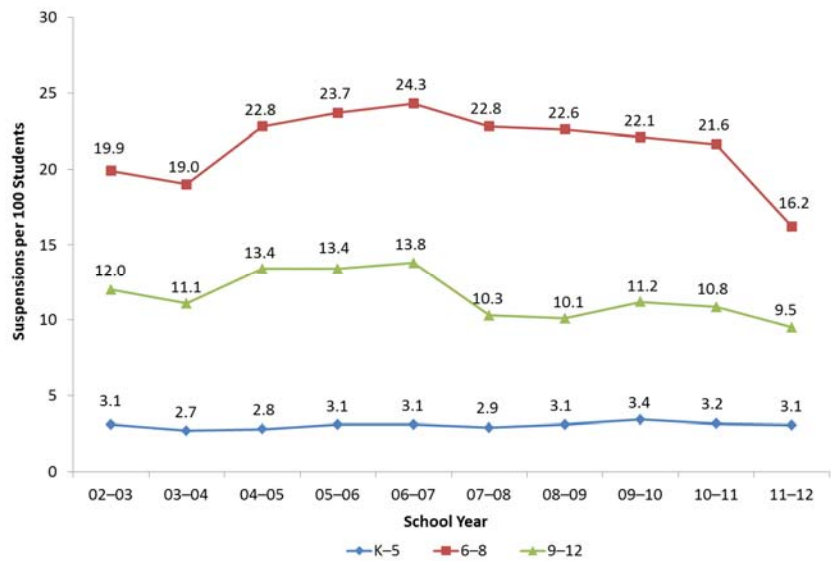


Figure 6. Suspension rates for elementary, middle level, and senior high students, 2002–03 through 2011–12.

Table 3
Suspensions per 100 Elementary and Secondary Students by Racial/Ethnic Group, 2002–03 through 2011–12

Year	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White		Multiracial	
	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12	K-6	7-12
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
2011-12	4.3	12.3	11.3	24.0	0.9	2.5	1.4	3.9	4.6	15.4	1.0	3.9	14.6	17.6	5.9	12.7	2.5	5.9	4.3	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 2011–12. 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 7, and dropping steadily until grade 12, by which time the suspension rate is just below 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 2011–12 in grade 1, grade 3, and grades 6–12 are below corresponding rates for 2002–03. In the remaining grades, the rates in 2011–12 are higher than those nine years prior, with the exception of grade 2, whose rates were the same.

Table 4
Suspension Rate by Grade Level, 2002–03 through 2011–12

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2011-12	1.2	1.8	2.6	2.6	4.6	5.9	12.7	18.6	17.3	15.0	10.4	7.0	4.2

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

Suspension rates by reason.¹⁰ The two most common reasons for suspension remain assault/battery and disruption/defiance.¹¹ Over the past 10 years, these two reasons have accounted for 68.1 percent (a low reached in 2011–12) 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 2011–12.

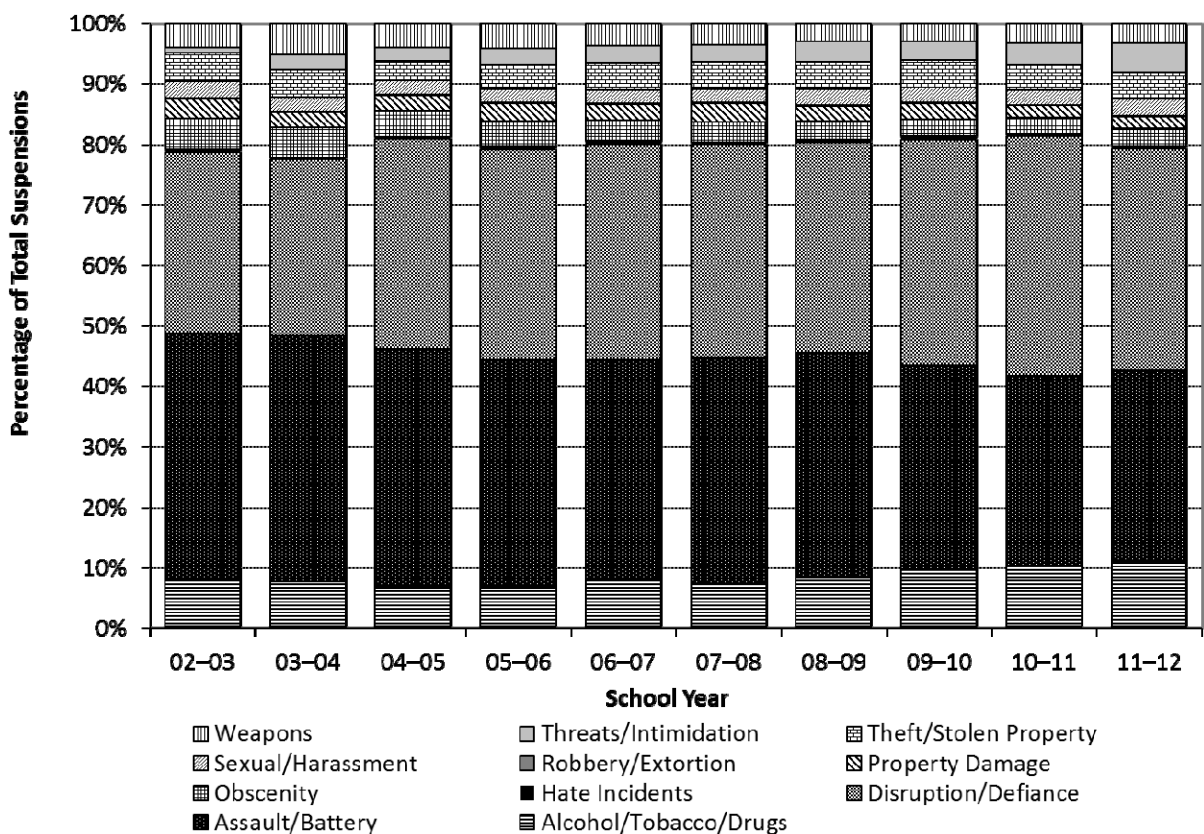


Figure 7. Suspensions by reason as a percentage of all suspensions, 2002–03 through 2011–12.

¹⁰ In 2011–12, 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 eight 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 all types of incidents dipped slightly in 2011–12, with the exceptions of threats/intimidation/harassment, which rose slightly, and robbery/extortion, which has remained at 0.1 percent over the past four years. The rate for assault/battery dropped to a ten-year low to 2.50.

Table 5
Suspension Rates by Reason for Suspension, 2002–03 through 2011–12

Year	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidtn/ Harassmt	Weapon
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
2011-12	0.87	2.50	2.89	0.03	0.24	0.15	0.01	0.22	0.35	0.39	0.26

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 2011–12 of 0.39. 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 2011–12, students were suspended for a total of 22,147 days, resulting in a monetary loss of approximately \$665,739 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 and continued in 2011–12 with the typical pattern of males with higher average suspension lengths (2.15 days) than females (2.09 days).

¹² In 2011–12, the ADA (Average Daily Attendance) value for each SDUSD student per day was \$30.06.

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, Filipino students for three years, and Asian, Native American, and Pacific Islander students for one year each. The variability of the average suspension length for Asian and Native American students reflects the small number of these students suspended each year – just 65 suspensions in 2011–12 for Native American students, 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

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2011-12	2.13	2.09	2.15	2.07	1.78	2.42	2.17	2.34	2.40	2.19	2.04	2.10

"-" = 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 1.58 days in 2011–12, climbing to an average of 1.94 in grades 3–6, and jumping to a 2.24 average in grades 7–12. The difference in highest (grade 9) and lowest (grade 1) average suspension length by grade level was less than a day (0.81) in 2011–12. 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, 2002–03 through 2011–12

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2011-12	1.56	1.54	1.63	1.91	1.96	1.82	2.00	2.04	2.29	2.35	2.34	2.28	2.18

Students with Disabilities.

Of the 10,385 suspensions in 2011–12, 3,040 (29.3 percent) involved students with disabilities (SWD).¹³ The suspension rate for SWD decreased 15 percent from the previous year, while the rate for students in general education decreased by 19 percent. SWD had a suspension rate of 20.9 suspensions per 100 students, over three times the 6.3 rate for students in general education (see Figure 8).

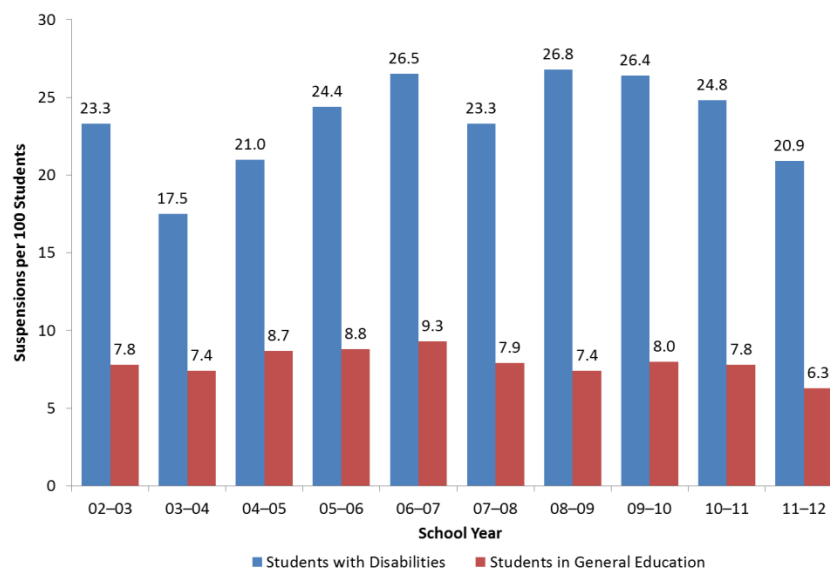


Figure 8. District suspension rates for students with disabilities and students in general education, 2002–03 through 2011–12.

The proportion of SWD suspensions accounted for by assault/battery (33.8 percent) was slightly higher than that for students in general education (30.8 percent). On the other hand, the proportion of SWD suspensions accounted for by alcohol/tobacco/drugs (7.8 percent) was lower than the corresponding proportion for students in general education (12.3 percent).

As in the district population, male students accounted for a disproportionate number of SWD suspensions—86.3 percent—while making up only 67.9 percent of all SWD. Similarly, African American students, making up 14.7 percent of SWD, accounted for 27.8 percent of SWD suspensions. Similarly, 52.1 percent of SWD were Hispanic, yet they accounted for 53.0 percent of SWD suspensions. By contrast, 21.6 percent of SWD were White, and they received 14.7 percent of SWD suspensions. The remaining students (Asian, Filipino, Indochinese, Native American, and Pacific Islander) together made up 15.4 percent of SWD and received only 6.4 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.

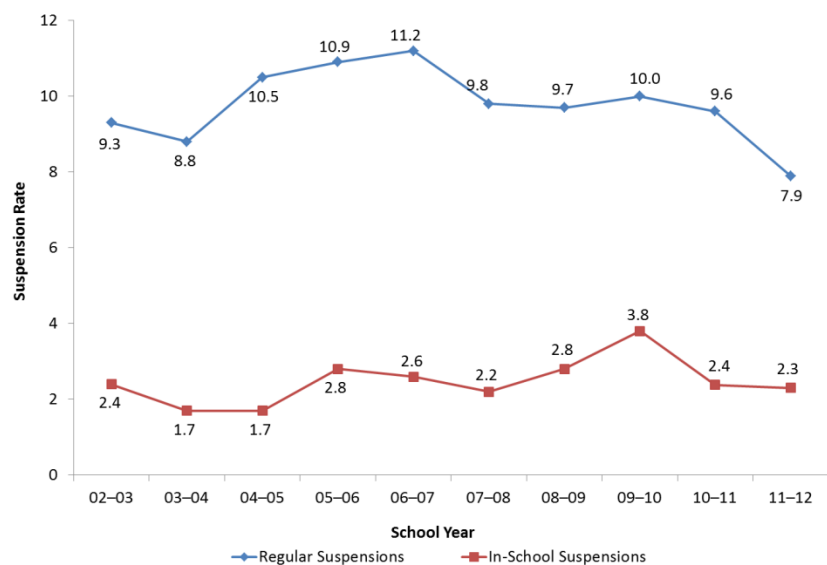


Figure 9. District suspension rates, regular and in-school, 2002–03 through 2011–12.

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 and to 2.3 in 2011–12 (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 2011–12 peaked in the middle level grades (see Table 8). The rates decreased from the previous year for grades 2, 3, 4, 5, 7, and 8 and increased for the rest. The largest decrease was for grade 2, where the rate was 32 percent lower in 2011–12 than in the prior year.

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

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

Table 8
In-School Suspension Rates by Grade Level, 2002–03 through 2011–12

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2011-12	0.20	0.56	0.57	0.85	1.08	1.76	4.99	8.63	6.70	2.35	1.62	1.05	0.61

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 3 to 12 in the last 13 years. Two current schools have had over 100 in-school suspensions for 6 of the last 12 years, 2 schools for 5 years, and 2 schools for 4 years. These few schools each year have accounted for 28.9 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 13 years—has accounted for anywhere from 7.7 to 25.2 percent annually 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 10 years, the male in-school suspension rate has been 2.0 to 2.7 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, 2002–03 through 2011–12

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2011-12	2.33	1.26	3.34	4.82	0.31	0.81	2.75	0.91	3.27	4.32	1.27	2.14

"-" = 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 2011–12, the district expulsion rate was 0.16 expulsions per 100 students, the lowest rate in 16 years (see Figure 10). Appendix C lists the expulsion rates by school for the past five years. Males represented 82.4 percent of the 205 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, Indo-chinese, Pacific Islander, White, and multiracial students had expulsion rates below the district rate in 2011–12. The expulsion rate for Native American students was above the district rate in

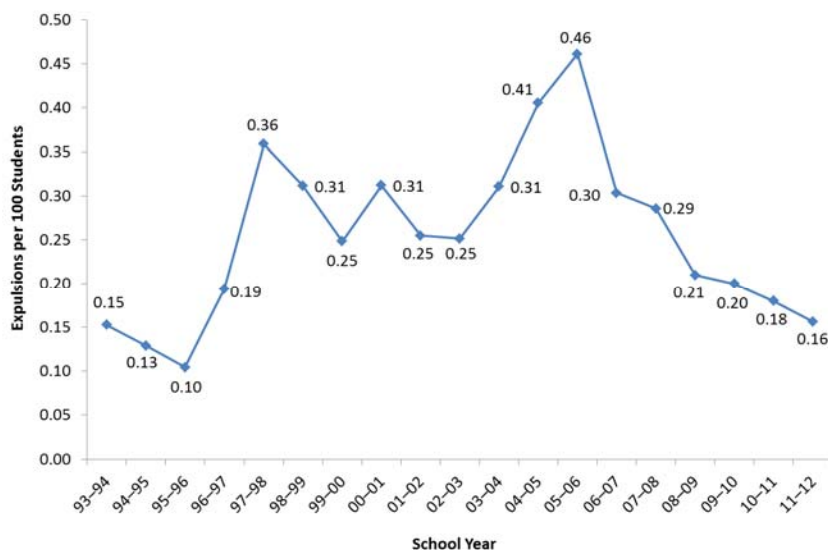


Figure 10. District expulsion rates by year, 1993–94 through 2011–12.

2011–12, but a trend is difficult to determine due to the small number of students in this racial/ethnic group. Pacific Islander students experienced the largest drop in rate in 2011–12 (from 0.22 to 0.00), while multiracial students witnessed the highest proportional increase (from 0.02 to 0.09).

Table 10
Expulsion Rates by Racial/Ethnic Group and Gender, 2002–03 through 2011–12

Year	District	Gender		Race/Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2011-12	0.16	0.06	0.25	0.27	0.05	0.05	0.22	0.08	0.25	0.00	0.05	0.09

"-" = 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 15 of the last 18 years, twice in grade 7, and once in grade 9. During those 18 years, grade 8 students received one-fifth to one-third of the district expulsions each year.

The expulsion rate for SWD (0.40 percent) was also three times higher than that for students in general education (0.13).

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.

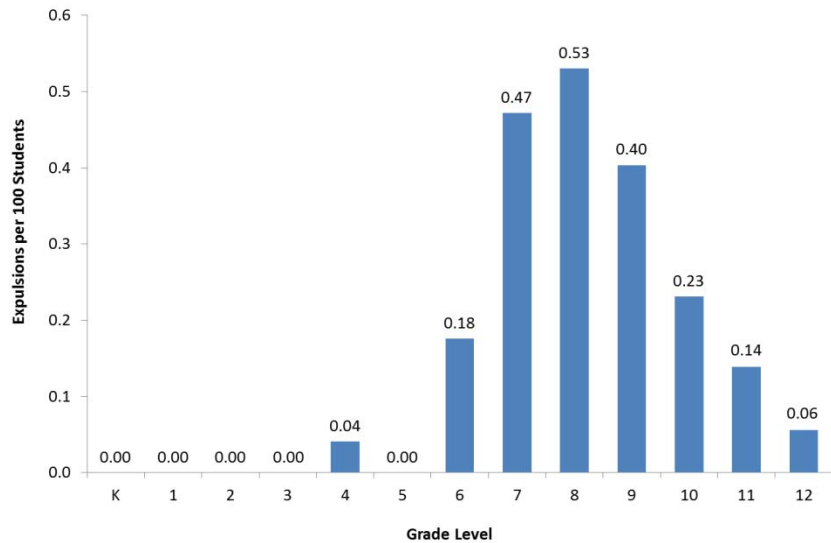


Figure 11. District expulsion rate by grade level, 2011–12.

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). In 2011–12, due to budget constraints, only three schools were officially continuing the program (Crawford IDEA, Kearny SCT, and Madison). Among just these three schools, their grade 9 suspension rate decreased and their attendance increased between 2010–11 and 2011–12. This result runs contrary to the above-mentioned theory but is consistent with the general notion that a school's attendance rate will increase when assigning fewer suspensions to students.

For the district as a whole, the attendance rate for suspended students (90.98) was over four-and-one-half percentage points lower than the rate for all students (95.63). Consistent with the correlation between attendance and test scores, suspended students' scores on the California Standards Tests (CST) were about an entire performance level lower than the district as a whole (3.0 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. The differences ranged from 0.5 higher average performance level (for all grade 11 students in math compared to grade 11 suspended students) to 0.8 higher average performance level (for all grade 8 students in math and all grade 2 and 7–11 students in ELA compared to those same groups of suspended students).

Positive Behavioral Interventions and Supports (PBIS), which started in January 2009, included the Response to Instruction and Intervention (RTI²) plan. This is not a packaged program *per se* but an approach that staff members can use to help develop an effective discipline plan for their school. It is aimed at all students by establishing behavior supports to achieve social, emotional, and academic success. The first schools to participate included six middle schools, two K–8 schools, and 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 and to 10.3 percent in 2011–12, shadowing the district’s overall rate decreases. 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, as 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 2011–12 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.

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;coll.

Table 11 shows that African American students had the highest suspension rates in 2011–12 in five categories: disruption/defiance, hate incidents, obscenity, robbery/extortion, and theft/stolen property. The rest of the categories were led by Native American students. Hispanic students shared the highest rate with African American students in the robbery/extortion category.

Table 11
Suspension Rates by Reason and Racial/Ethnic Group, 2011–12

Ethnicity	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidn/ Harassmt	Weapon
Afr. Am.	0.86	6.26	7.03	0.08	0.44	0.23	0.02	0.47	0.91	0.85	0.28
Asian	0.17	0.81	0.36	0.00	0.05	0.02	0.00	0.02	0.02	0.14	0.00
Filipino	0.37	0.81	0.65	0.01	0.12	0.03	0.00	0.01	0.27	0.18	0.15
Hispanic	1.23	2.73	3.45	0.04	0.31	0.21	0.02	0.26	0.38	0.43	0.32
Indochin.	0.54	0.77	0.61	0.00	0.09	0.02	0.00	0.06	0.14	0.08	0.15
Nat. Am.	1.26	7.04	4.02	0.00	0.25	0.50	0.00	0.50	1.26	1.01	0.50
Pac. Isl.	1.02	3.19	3.53	0.00	0.34	0.11	0.00	0.11	0.68	0.23	0.23
White	0.49	1.28	1.39	0.02	0.10	0.07	0.00	0.11	0.14	0.24	0.18
Multi.	0.68	2.35	2.09	0.02	0.15	0.14	0.00	0.25	0.28	0.36	0.36

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

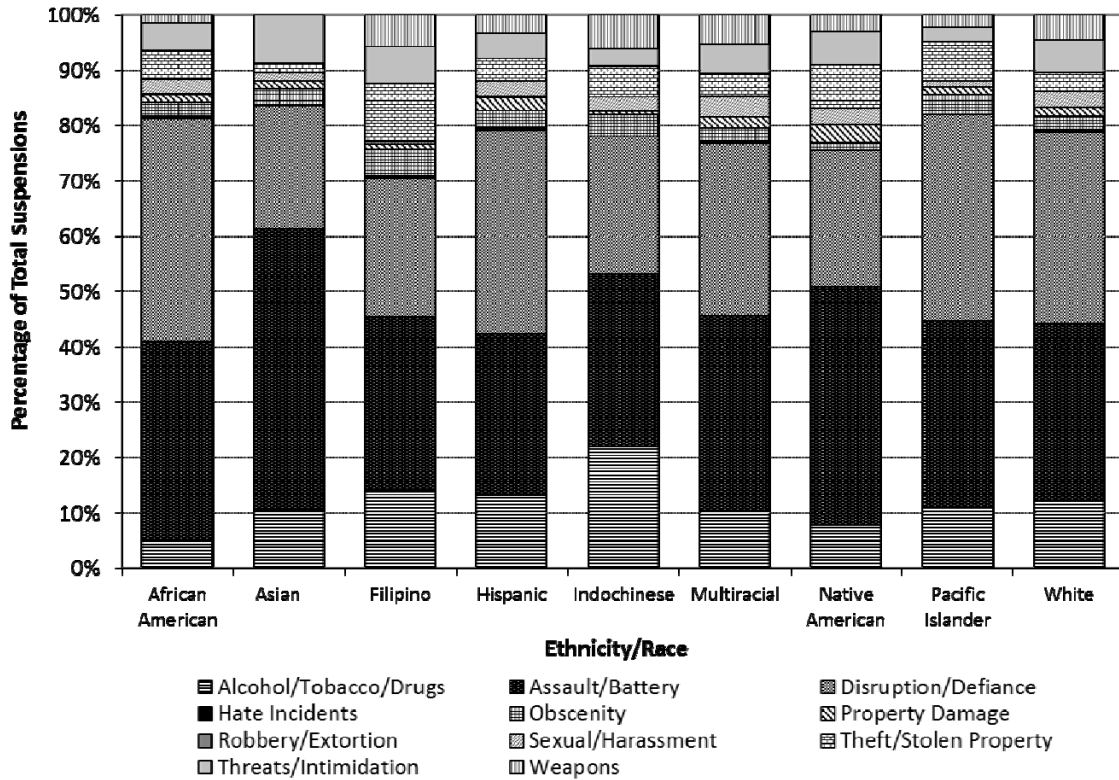


Figure 12. Suspensions by reason as a proportion of all suspensions by racial/ethnic group, 2011–12.

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 2.4 to 1 for alcohol/tobacco/drugs to 15.7 to 1 for sexual harassment.

Table 12
Suspension Rates by Reason and Gender, 2011–12

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	0.51	1.24	1.39	0.01	0.08	0.05	0.01	0.03	0.17	0.20	0.07
Male	1.21	3.70	4.31	0.05	0.38	0.24	0.02	0.39	0.53	0.56	0.43

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 obscenity, weapons, property damage, and sexual harassment, and females’ relatively high involvement in offenses involving disruption/defiance, assault/battery, alcohol/tobacco/drugs, and threats/intimidation.

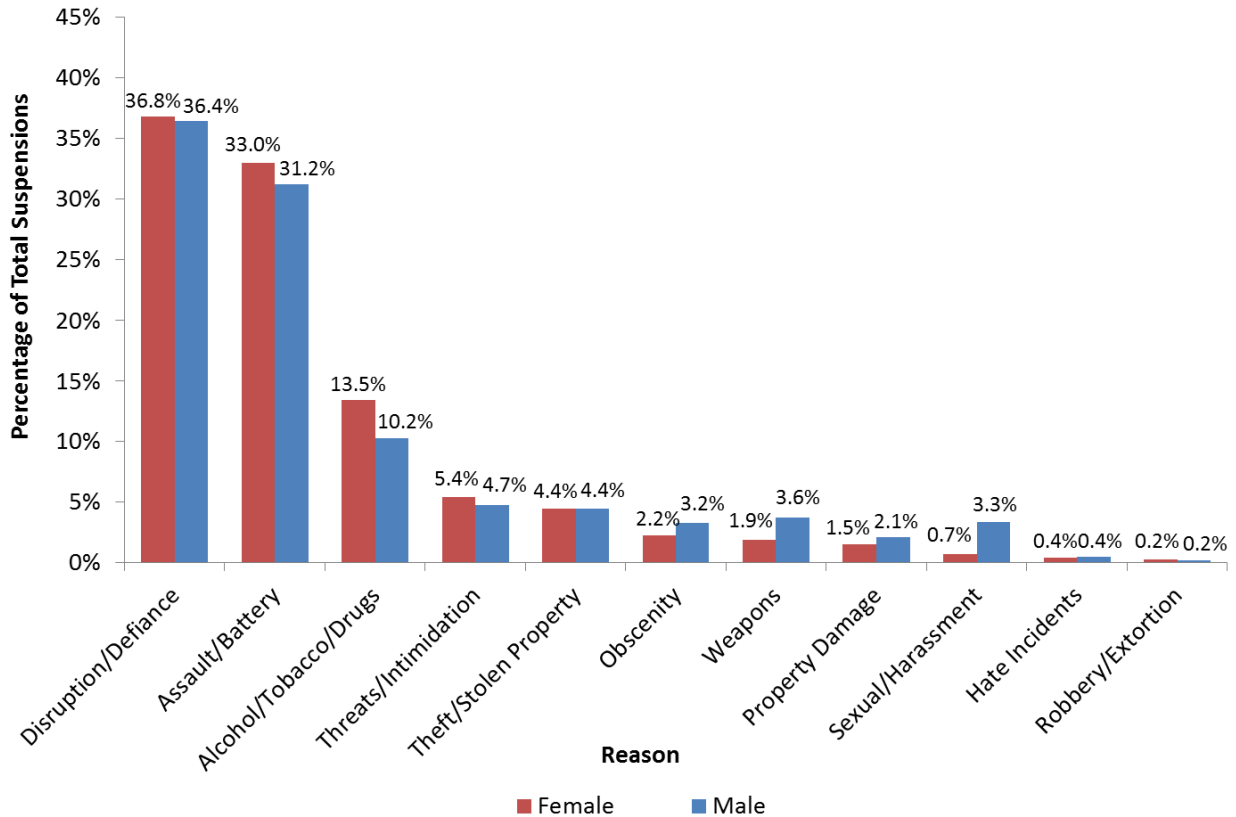


Figure 13. Suspensions by reason as a proportion of all suspensions by gender, 2011–12.

In 2011–12, suspension rates for five types of offenses peaked in grade 7: assault/battery, hate incidents (shared with grade 6), obscenity, sexual harassment, and threats/intimidation (see Table 13). Offenses that peaked in grade 8 were disruption/defiance, property damage, theft/stolen property, and weapons. In addition, the rates for alcohol/tobacco/drugs peaked in grade 9 and for robbery/extortion peaked in grade 10.

Table 13
Suspension Rates by Reason and Grade Level, 2011–12

Grade Level	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidn/ Harassmt	Weapon
K	0.00	0.71	0.44	0.00	0.04	0.00	0.00	0.00	0.01	0.03	0.02
1	0.01	1.02	0.60	0.00	0.10	0.01	0.00	0.00	0.00	0.04	0.03
2	0.00	1.18	0.90	0.00	0.14	0.08	0.00	0.00	0.15	0.05	0.09
3	0.04	1.02	0.92	0.00	0.12	0.07	0.00	0.00	0.15	0.10	0.15
4	0.04	1.90	1.33	0.02	0.08	0.15	0.01	0.23	0.20	0.33	0.30
5	0.06	2.24	1.83	0.01	0.16	0.14	0.02	0.42	0.27	0.49	0.30
6	0.34	5.08	4.24	0.08	0.30	0.25	0.00	0.48	0.54	0.81	0.55
7	1.07	6.58	6.97	0.08	0.61	0.38	0.02	0.62	0.70	1.06	0.51
8	1.93	4.43	6.99	0.05	0.43	0.40	0.04	0.60	1.03	0.80	0.64
9	3.08	3.74	5.92	0.05	0.42	0.22	0.04	0.21	0.51	0.60	0.23
10	2.04	2.83	3.68	0.03	0.32	0.17	0.05	0.13	0.47	0.44	0.29
11	1.65	1.46	2.53	0.05	0.25	0.07	0.00	0.09	0.47	0.22	0.12
12	1.04	0.69	1.58	0.04	0.14	0.07	0.00	0.10	0.11	0.14	0.19

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 weapons rose through the early elementary school years, peaked in grade 4, then declined until grade 8, with a relatively large increase in grade 12. Similarly, the relative frequencies of sexual harassment rose through the elementary school years, peaked in grade 5, and generally declined through grade 12 where it jumped up slightly.

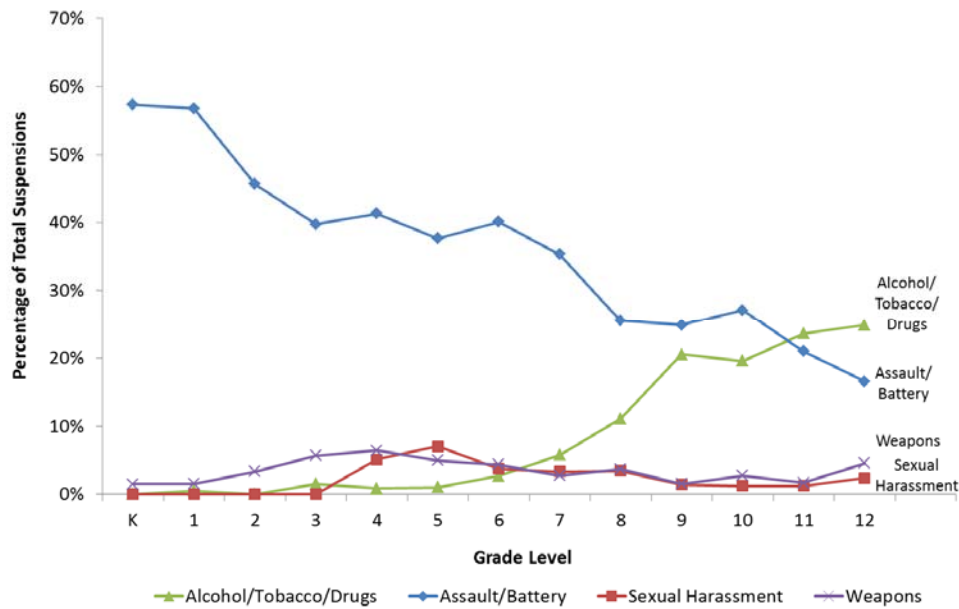


Figure 14. Suspensions by selected reason as a proportion of all suspensions by grade level, 2011–12.

Average suspension lengths. There is a fairly consistent interaction between the suspension rate and the average length of suspension: in 12 of the past 16 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 and again in 2011–12, both rates decreased, with the most dramatic decrease occurring in 2011–12 for both groups (a 19 percent drop for students in general education and a 15 percent drop for SWD). 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 2011–12, homeless students (N=3,858) were suspended at over twice the rate (21.0) of students who were not homeless (7.5; see Figure 15). A much larger gap was seen for foster students (N=779), whose suspension rate (39.9) was over five times that for students who are not foster children (7.7). Students who were both homeless and foster during the same school year (N=195) fared the worst, with a suspension rate (75.4) almost 10 times that for students who were not both homeless and foster (7.8).

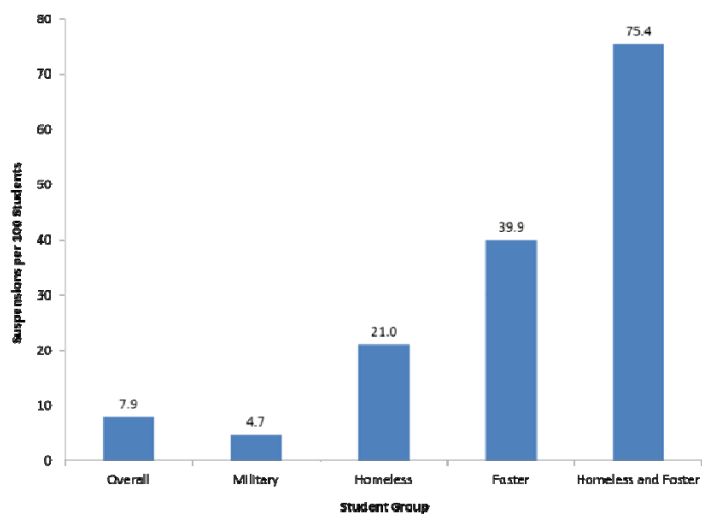


Figure 15. Suspension rates by student homeless, foster, and military status, 2011–12.

A group of students who do not seem to need additional services for behavior intervention is students who come from military families (i.e., students who have at least one parent active in the military). In 2011–12, the suspension rate for this group of students (4.7) was lower than that for

students who are not from a military family (8.2). 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 2011–12 decreased by grade level from over 1,266 in kindergarten to 329 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 1, 3, 11, and 12.

Charter Schools. The 2011–12 suspension rate for charter schools (8.3) was slightly higher than the corresponding rate for district-managed schools (7.9). However, the charter school expulsion rate (0.14) was slightly lower than that for district-managed schools (0.16). 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 12.8 percent in 2011–12), 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 decisions. However, this does not explain the slightly lower expulsion rate for charter schools. One possible explanation is that once students at charter schools get suspended, they understand that further undesirable behaviors may remove them from the school that they chose to attend, as opposed to many students in district-managed schools who attend their neighborhood school and may not think of their school in the same way.

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 and then dropped to 337 in 2011–12. During each of these three years, the rest of the charter schools had between 0 and 174 suspensions. O'Farrell accounted for 24.4 percent, 33.0 percent, and 24.2 percent, in 2009–10, 2010–11, and 2011–12, respectively, 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 were disproportionately high, with a rate of 53.4 suspensions per 100 students in 2010–11, compared to 35.3 in 2009–10 (and compared to only about 7 suspensions per 100 students for the rest of the charter schools combined for each year). In 2011–12, O'Farrell's suspension rate dropped to 36.8 suspensions per 100 students, compared to 6.7 for the rest of the charter schools.

Despite O'Farrell's high suspension rates in the middle grade levels (grade 6 through 9), charter school suspension rates were higher than the respective district-managed rates only in grades 1, 5, and 6. Other charter school grades displayed lower suspension rates than at district-managed schools, with the exception of grade 4, whose rates were the same. It appears that the difference

in grade 6 between charter and district-managed schools (1.3) was 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 charter and district-managed schools. The suspension rate for SWD at charter schools was lower (17.9) than for SWD at district-managed schools (21.5). However, SWD at district-managed schools may have more extreme disabilities than SWD at charter schools that may lead to behavioral problems, since only particular district-managed schools are staffed to properly handle certain cases of SWD. Ethnicity seemed to have an effect on the suspension rate difference between charter and district-managed schools. Filipino and Indochinese students were the only groups to have higher rates at charter than district-managed schools, which apparently was enough to push the charter rate over the district-managed rate.

Repeat Offenders. In 2011–12, 18 students (0.01 percent of the student population) were suspended 10 or more times, resulting in 193 total suspensions among them (1.86 percent of the total number of suspensions). These students were suspended at a rate over 100 times that of other students. Almost half (44 percent) were in grade 6, all but one (94 percent) were male, half (50 percent) were Hispanic, and over two-thirds (64 percent) of their suspensions were for disruption/defiance. They were suspended for a total of 393 days, missing an average of over a month of school each, resulting in a loss of over \$11,800 for the district in ADA reimbursement. Two of these 18 students were also expelled during the 2011–12 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; see Figure 16). In the following two years, the percentage seemed to settle in between, at 6.0 percent in 2010–11 and 6.9 percent in 2011–12. Dropout suspension rates were lower than the overall suspension rates for the district in each of those years, which could be a surprising result. However, the fact many students who drop out have less time in school to get suspended could be a reason for the lower suspension rates for dropouts.

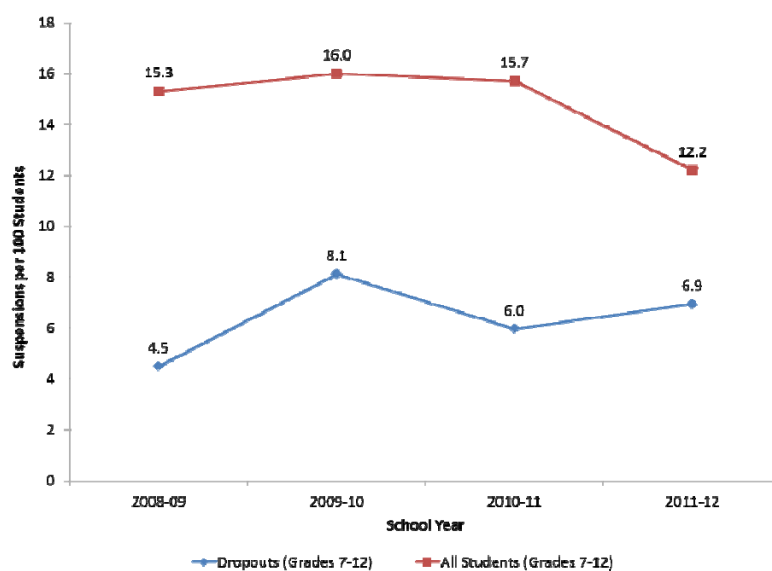


Figure 16. Suspension rates for dropouts and all students (Grades 7–12), 2008–09 through 2011–12.

Contrary to most educators' definitions of students who are at risk of dropping out, 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 were more than twice as likely to dropout as suspended students), while the ratio dropped to between 1.1:1 (in 2011–12) to 1.6:1 (in 2010–11).

Perhaps looking at the dropout rates for suspended students in the same year they are suspended is too soon to truly analyze the relationship between behavior and dropping out. The percentage of suspended students who dropped out of school the *following year* dropped slightly from 1.6 percent in 2008–09 to 1.3 percent in 2009–10 but then rose to 2.1 percent in 2010–11 (see Figure 17). These dropout rates for suspended students were only slightly higher than the overall district dropout rate until 2010–11. In that year, the dropout rate for suspended students is almost double the overall dropout rate for the district, signifying that in 2010–11 students with suspensions were at greater risk of dropping out the year after being suspended than students without suspensions.

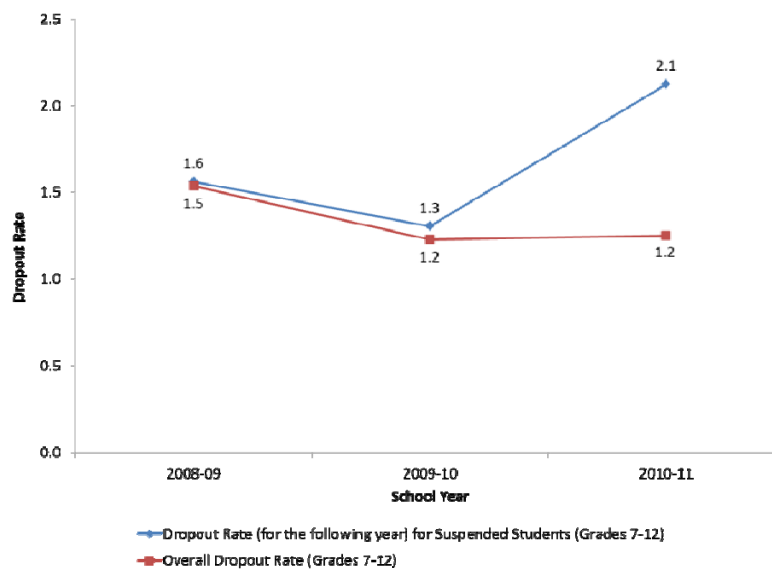


Figure 17. Following-year dropout rates for suspended students and all students (Grades 7-12), 2008–09 through 2010–11.

In-school suspensions. Until 2011–12, in-school suspension data for 2010–11 were drawn from the Zangle database of attendance data files. Starting in 2011–12, in-school suspension information was compiled from the same database as suspension data, mostly due to the fact that state reporting started requiring district in-school suspension data. So, caution must be made when analyzing in-school suspension rates over time. In prior years, in-school suspension data for positive attendance schools (e.g., Garfield, Twain), which do not allow in-school suspensions data, were not included. Some charter schools do not use the district's attendance database, so their in-school suspensions were not reported, as well. 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. As a result, in-school suspensions were probably underreported for the district as a whole until 2011–12.

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 – some positive – 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. Having fewer staff members at school sites, due to recent budget cuts and layoffs, means fewer adults 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 and then again to 7.9 in 2011–12. 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 2011–12 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, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Adams		3.20	3.65	3.87	4.20	4.22
Alcott		1.29	0.00	3.38	6.90	7.45
Angier		2.20	1.36	2.24	0.22	0.86
Baker		5.36	5.13	5.91	7.89	6.15
Balboa		3.08	6.00	3.41	1.67	3.74
Barnard		5.17	1.09	2.46	3.64	3.40
Bay Park		1.33	0.00	0.42	2.40	2.27
Bayview Terrace		6.37	1.98	6.84	2.23	4.21
Benchley/Weinberger		1.14	1.13	0.75	1.11	1.36
Bird Rock		0.22	0.21	0.21	0.00	1.12
Birney		5.03	6.20	5.41	3.06	5.22
Boone		2.23	4.86	7.04	7.65	3.63
Burbank		4.26	3.42	8.04	2.24	7.30
Cabrillo		1.95	0.46	0.00	1.55	1.98
Cadman		2.07	2.27	5.42	6.00	0.70
Carson		3.61	0.80	6.96	1.64	1.89
Central		1.89	1.49	0.80	1.25	0.90
Chavez		0.92	0.00	1.72	0.00	0.15
Cherokee Point		2.09	5.23	1.44	3.19	1.35
Chesterton		0.75	1.78	1.58	1.75	2.31
Chollas/Mead		4.19	7.48	2.59	4.61	2.43
Clay		7.30	21.96	13.49	12.88	6.76
Crown Point		0.82	0.00	0.45	0.00	3.41
Cubberley		19.84	9.77	23.83	16.31	21.47
Curie		0.17	0.50	1.52	0.51	0.67
Dailard		1.14	0.92	0.36	0.55	0.00
Dana		6.88	8.02	6.30	5.34	2.32
Darnall	Y	2.60	3.85	4.48	3.00	2.73
Dewey		2.49	0.88	1.38	2.97	3.82
Dingeman		0.14	1.18	0.63	0.63	1.20
Doyle		0.50	3.93	3.57	2.48	2.68
Edison		6.76	1.55	4.64	9.67	4.04
Einstein Academy	Y	3.41	1.11	0.65	0.00	0.40
Emerson/Bandini		9.97	9.35	9.80	11.56	8.73
Encanto		8.33	6.31	4.22	1.30	2.53
Ericson		1.77	2.09	1.65	1.34	1.68
Euclid		0.67	0.31	0.00	3.95	9.64
Evangeline Roberts Institute	Y	—	—	—	—	0.00
Explorer	Y	0.00	0.00	0.00	0.00	0.00
Fay		3.16	1.54	4.31	2.73	2.70
Field		4.92	3.49	3.06	4.98	4.64
Fletcher		0.39	2.21	3.61	3.36	1.10
Florence		2.49	10.83	3.14	7.03	11.08
Foster		3.57	3.19	3.40	5.35	1.46
Franklin		12.24	18.51	21.32	20.88	13.03
Freese		4.25	2.99	2.54	2.70	2.23

Elementary School Student Suspension Rates by School, Continued

School	Charter	2007-08	2008-09	2009-10	2010-11	2011-12
Gage		1.00	5.48	1.32	4.47	3.92
Garfield Elementary		1.25	0.66	0.26	3.23	2.43
Green		1.20	0.00	0.86	0.39	0.60
Hage		0.14	0.26	1.50	2.85	1.32
Hamilton		0.15	0.31	0.49	1.03	0.00
Hancock		1.27	0.66	1.29	1.56	3.41
Hardy		3.94	0.00	0.54	0.00	0.77
Hawthorne		0.32	2.51	3.38	2.79	2.40
Hearst		1.52	0.00	0.63	1.37	0.00
Hickman		0.59	0.00	0.45	2.77	1.23
Holmes		1.36	0.82	4.47	3.62	2.29
Horton		12.48	5.59	3.41	4.65	4.41
Ibarra		0.51	5.25	1.49	3.30	1.12
Jefferson		5.21	1.29	3.56	3.99	4.24
Jerabek		0.00	0.13	0.27	1.01	1.08
Johnson		3.34	12.44	10.29	10.96	7.47
Jones		1.61	0.87	5.79	3.48	3.71
Joyner		2.86	6.20	1.39	3.83	3.25
Juarez		4.79	1.68	7.28	6.56	7.63
Kimbrough		1.86	1.28	0.71	0.92	0.38
King-Chavez Arts	Y	11.61	0.00	1.27	5.29	5.26
King-Chavez Athletic	Y	5.48	0.00	0.64	2.48	5.45
King-Chavez Primary	Y	1.19	2.65	3.99	4.39	3.91
Kumeyaay		1.32	0.65	1.27	0.00	3.46
La Jolla Elementary		0.36	0.00	1.00	0.32	0.16
Lafayette		6.37	0.00	2.53	3.01	4.07
Lee		1.15	4.19	2.07	1.15	0.95
Linda Vista		1.63	1.30	5.26	1.83	0.41
Lindbergh/Schweitzer		2.31	2.47	3.11	6.57	5.36
Loma Portal		1.13	2.43	0.49	0.74	1.17
Marshall Elementary		7.56	3.25	5.78	5.70	7.34
Marvin		0.00	0.00	0.00	0.30	0.88
Mason		0.90	0.86	1.52	2.32	2.22
McGill Academy	Y	4.17	7.35	2.31	0.00	0.00
McKinley		2.06	2.66	1.75	2.36	1.14
Miller		0.63	0.38	0.76	0.41	0.27
Miramar Ranch		0.44	0.85	0.00	0.53	0.15
Normal Heights		7.11	8.90	4.14	2.19	2.03
Nubia	Y	0.29	2.63	8.70	3.07	6.42
Nye		4.75	6.57	9.92	4.72	6.39
Oak Park		3.31	7.05	4.67	7.30	8.05
Ocean Beach		2.91	0.98	0.58	2.46	1.61
Pacific American Academy	Y	—	—	—	9.43	11.71
Pacific Beach Elementary		1.85	0.00	0.86	0.57	0.52
Paradise Hills		1.96	1.35	2.39	1.24	1.79
Parks		0.31	0.00	1.81	1.70	3.17

Elementary School Student Suspension Rates by School, Continued

School	Charter	2007-08	2008-09	2009-10	2010-11	2011-12
Penn		1.51	1.47	3.24	1.86	3.21
Perry		0.54	1.88	4.66	4.57	4.27
Porter		18.28	16.01	6.05	4.76	1.06
Rodriguez		3.10	3.88	13.16	10.99	15.62
Rolando Park		0.96	4.74	6.22	3.90	6.30
Ross		2.45	7.24	12.63	13.93	4.30
Rowan		2.75	0.00	2.41	0.37	4.02
Sandburg		0.89	0.46	0.43	0.28	0.82
Scripps		0.18	0.17	0.97	0.60	0.45
SD Global Vision Academy	Y	—	—	—	0.00	5.03
Sequoia		4.65	4.24	5.18	3.20	4.94
Sessions		10.78	4.77	3.45	2.26	0.48
Sherman		~	2.93	4.31	1.89	0.54
Silver Gate		0.44	0.84	0.00	0.19	0.00
Spreckels		0.41	1.43	3.08	2.02	1.67
Sunset View		0.99	0.24	0.00	0.00	0.70
Tierrasanta		9.22	8.47	4.06	2.62	1.42
Toler		0.37	1.04	2.77	3.75	0.78
Torrey Pines		0.50	0.71	0.23	0.00	0.00
Valencia Park		5.24	6.02	4.14	0.58	2.41
Vista Grande		1.07	0.00	1.00	0.26	1.00
Walker		4.19	4.18	3.70	3.13	3.55
Washington		0.00	2.35	3.50	4.44	4.22
Webster		1.80	2.33	5.22	6.46	7.71
Wegeforth		1.75	5.57	1.89	0.37	1.24
Whitman		2.58	2.27	3.57	2.54	4.25
Zamorano		3.22	2.22	1.43	3.29	2.32

"—" School site was not yet open

"~" School site closed

Middle Level School Student Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Bell		46.06	59.35	54.42	49.81	46.41
Challenger		9.69	11.06	9.71	9.15	3.17
Clark		34.42	29.54	39.30	31.56	21.76
Correia		27.97	19.52	16.18	16.48	25.57
CPMA		9.35	18.14	14.30	11.92	12.93
De Portola		16.82	14.95	15.78	24.05	11.18
Einstein Middle	Y	8.07	11.48	3.42	7.04	7.00
Farb		41.22	48.24	20.88	24.18	13.01
High Tech Middle	Y	1.56	3.68	3.27	5.69	4.78
High Tech Middle Media Arts	Y	0.31	0.00	0.00	3.61	4.48
Innovation		—	35.11	23.53	17.39	17.68
King-Chavez Preparatory	Y	14.83	35.29	27.67	36.49	33.99
Lewis		16.41	10.08	11.77	12.05	6.93
Magnolia Science Academy	Y	14.86	8.03	15.81	4.85	8.74
Mann		~	13.44	21.32	27.93	18.34
Mann Expedition		97.53	~	~	~	~
Mann Exploration		33.86	~	~	~	~
Mann Expression		34.92	~	~	~	~
Marshall Middle		6.19	6.06	7.82	4.84	3.56
Marston		10.14	10.42	15.82	18.09	11.17
Memorial Preparatory		—	87.36	114.56	100.93	42.46
Millennial Tech		—	43.29	25.58	31.01	23.57
Montgomery		36.03	24.09	21.89	17.49	24.49
Muirlands		8.43	9.73	9.92	5.86	7.71
O'Farrell	Y	31.91	30.38	35.26	53.38	36.79
Pacific Beach Middle		36.10	35.97	33.88	37.39	24.40
Pershing		25.83	13.53	15.16	17.01	14.77
Roosevelt		44.90	24.50	31.98	27.42	20.07
Standley		13.82	22.67	19.27	21.33	12.26
Taft		32.01	39.10	30.69	38.56	15.44
Wangenheim		10.18	17.48	14.93	8.31	8.58
Wilson		22.69	20.33	12.54	17.51	7.21

"—" School site was not yet open

"~" School site closed

Senior High School Student Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Arroyo Paseo	Y	1.00	0.00	50.00	10.88	48.46
Clairemont		8.87	9.37	12.88	10.18	5.92
Coleman Tech	Y	—	—	—	42.86	15.48
Crawford CHAMPS		8.46	12.26	6.27	6.01	11.40
Crawford IDEA		12.94	11.47	12.08	11.86	26.54
Crawford Law & Business		13.95	22.22	27.09	23.91	13.85
Crawford Multimedia		17.81	18.66	22.83	18.55	10.75
Health Sciences	Y	0.00	0.00	2.02	0.00	1.51
Henry		9.36	11.29	8.71	7.01	5.49
High Tech High	Y	0.37	1.10	2.91	3.17	1.93
High Tech High International	Y	0.00	1.77	0.00	2.81	8.89
High Tech High Media Arts	Y	2.39	0.00	3.97	0.48	3.41
Hoover		17.76	15.77	16.27	18.36	19.94
Iftin High	Y	—	—	—	25.33	77.78
iHigh Virtual Academy		—	—	0.00	0.00	0.00
Kearny Construction Tech		15.35	15.19	22.29	18.74	24.02
Kearny Digital Media & Design		15.25	11.74	10.10	9.92	8.10
Kearny International Business		2.43	2.87	3.74	2.60	6.06
Kearny SCT		10.04	21.58	25.61	20.26	10.40
King-Chavez High	Y	—	—	12.02	27.19	13.73
La Jolla		11.23	14.29	11.13	16.08	12.02
Lincoln		9.71	12.76	19.39	16.63	13.37
Madison		17.83	17.73	22.87	24.17	18.77
Mira Mesa		10.40	5.48	6.07	7.26	6.16
Mission Bay		20.58	10.24	14.24	11.81	10.59
Morse		12.12	12.87	10.26	10.16	11.52
Point Loma		5.65	8.28	10.17	6.28	5.03
San Diego Business		12.91	12.13	13.89	10.19	13.58
San Diego Communication		10.43	21.19	7.77	13.84	14.81
San Diego Int'l Studies		9.24	4.88	1.45	3.02	1.71
San Diego LEADS		5.81	14.77	36.24	45.24	17.40
San Diego MVP Arts		16.60	6.57	22.04	29.57	7.81
San Diego Sci Tech		10.63	10.47	11.55	6.05	27.39
Scripps Ranch		9.05	8.90	5.86	7.21	10.37
SD Early/Middle College High		—	11.63	10.23	1.74	7.07
SD Metro Career & Tech		6.28	9.19	12.12	8.82	4.67
Serra		13.21	10.43	14.46	10.99	9.70
University City		11.19	11.24	8.48	8.32	6.99

"—" School site was not yet open

Atypical School Student Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
America's Finest	Y	—	—	—	—	0.00
Audubon		6.86	5.10 *	9.93 **	10.00	19.48
Bethune		6.68	9.55 *	11.06 **	9.67	7.53
Carver		15.38	17.54	5.00	5.68	2.36
Fulton		1.72	14.02 *	14.79 **	21.66	2.27
Golden Hill		3.57	9.94 *	8.78 **	4.39	12.12
Gompers Preparatory	Y	—	—	26.45	19.64	13.63 ***
Grant		0.75 *	4.89 **	5.80	1.68	0.50
Holly Drive	Y	18.39	43.84	38.10	26.06	26.32
Iftin	Y	6.16 *	5.45 **	6.55	6.47	8.22
Innovations Academy	Y	—	13.13	0.67	2.45	2.33
Keiller	Y	21.18	26.67	15.95	37.22	36.43
King-Chavez	Y	0.74	1.52	5.63	9.40	7.10
KIPP Adelante	Y	4.69	5.38	18.90	18.31	7.99
Knox		32.05 *	58.70 **	32.70	13.70	41.16 ****
Language Academy		0.85	3.44	3.70	1.63	2.30
Learning Choice	Y	0.00	0.00	0.00	0.00	0.27
Logan		1.80	3.57 *	10.75 **	11.77	18.34
Longfellow		2.04	3.07	4.34	15.02	9.87
Mt. Everest		0.00	0.38	0.00	0.68	0.00
Muir		9.69	10.98	16.32	6.17	6.74
Museum	Y	3.80	0.69	0.62	1.18	0.50 *
Old Town Academy	Y	—	—	—	—	0.00
Perkins		6.77	11.21 *	16.70 **	13.07	7.84
Preuss	Y	0.26	1.72	4.78	5.01	4.65
San Diego Cooperative	Y	6.63	1.34	2.88	1.86	3.29
SCPA		7.25	11.47	8.34	9.67	6.58
Tubman Village	Y	5.77	11.47	10.67	14.18	11.04
Urban Discovery	Y	0.00	0.00	1.02 *	1.95 **	2.66

"—" School site was not yet open

* School became a Grade K–7 site

** School became a Grade K–8 site

*** School became a Grade 6-12 site from Grade 9-10

**** School became a Grade 5-8 site

Alternative School Student Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
ALBA		320.55	253.23	413.51	434.29	408.33
Audeo	Y	0.00	0.00	0.00	0.00	0.17
Charter School of San Diego	Y	0.05	0.00	0.06	0.30	0.05
Garfield High		9.15	6.53	8.73	13.42	10.42
Home and Hospital		0.00	0.00	0.00	0.00	0.00
LCI*		29.07	32.60	46.24	23.60	8.04
Riley/New Dawn*		147.37	173.91	335.59	95.45	85.03
TRACE*		0.00	0.17	0.00	0.00	0.00
TRACE Seniors*		0.00	0.00	0.00	0.00	0.00
Twain		1.53	1.40	3.18	1.19	0.98
Whittier*		4.76	0.00	0.00	0.00	20.41

* Special Education site/program

Appendix B: In-School Suspension Rates by School

Elementary School In-School Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Adams		0.80	0.84	0.00	0.30	0.90
Alcott		0.00	0.00	0.00	4.31	4.26
Angier		6.11	2.26	0.45	3.66	0.86
Baker		1.24	0.00	1.23	3.59	0.00
Balboa		0.15	0.81	0.17	0.00	0.17
Barnard		1.15	0.00	0.00	0.00	0.38
Bay Park		0.00	1.04	0.21	0.00	0.00
Bayview Terrace		0.00	0.00	0.00	0.89	4.21
Benchley/Weinberger		0.00	0.19	0.00	0.00	0.39
Bird Rock		0.00	0.00	0.00	0.00	0.56
Birney		0.30	0.54	0.49	1.09	0.20
Boone		2.97	5.56	8.67	5.16	0.69
Burbank		1.99	3.95	3.75	0.00	4.28
Cabrillo		0.49	1.85	0.00	0.00	0.00
Cadman		0.00	0.00	2.41	0.67	0.70
Carson		0.00	0.00	0.00	0.55	1.13
Central		0.47	0.87	2.52	0.14	0.13
Chavez		1.29	0.00	0.16	0.00	0.00
Cherokee Point		0.00	1.09	0.21	1.39	0.00
Chesterton		2.08	1.58	0.00	0.00	0.00
Chollas/Mead		0.13	1.23	0.49	0.41	0.00
Clay		2.22	6.67	1.19	0.76	1.69
Crown Point		0.82	1.69	0.00	0.76	0.00
Cubberley		1.19	0.00	11.06	10.73	6.28
Curie		0.17	0.33	1.01	0.34	0.00
Dailard		0.19	0.18	0.55	0.73	0.68
Dana		0.12	0.00	0.00	0.00	0.00
Darnall	Y	4.82	8.08	4.48	4.77	2.55
Dewey		0.68	0.00	0.69	0.23	0.95
Dingeman		0.00	0.26	0.00	0.13	0.96
Doyle		0.00	0.12	0.41	0.00	2.94
Edison		1.61	0.46	0.66	1.00	1.01
Einstein Academy	Y	0.24	0.00	0.43	0.00	0.00
Emerson/Bandini		2.36	1.10	2.41	1.09	0.00
Encanto		6.87	7.21	1.14	1.30	0.51
Ericson		1.09	0.83	0.41	0.53	0.90
Euclid		0.33	0.31	0.31	1.52	1.24
Evangeline Roberts Institute	Y	NA	NA	NA	NA	0.00
Explorer	Y	NA	NA	NA	NA	0.00
Fay		4.43	8.18	6.39	5.32	0.43
Field		2.77	3.17	0.00	1.78	0.00
Fletcher		1.56	0.00	0.72	0.37	0.00
Florence		1.78	0.00	0.00	1.92	0.00
Foster		0.00	0.00	0.00	0.00	0.00
Franklin		1.40	5.69	8.53	0.00	1.15
Freese		0.39	0.00	0.85	0.22	0.00

Elementary School In-School Suspension Rates by School, Continued

School	Charter	2007-08	2008-09	2009-10	2010-11	2011-12
Gage		4.42	1.75	0.44	1.41	1.04
Garfield Elementary		0.50	0.00	0.51	0.00	0.00
Green		0.48	0.00	1.51	0.00	0.00
Hage		0.00	0.13	0.41	0.41	0.29
Hamilton		0.00	0.00	0.00	0.00	0.00
Hancock		0.00	0.27	0.00	2.48	6.27
Hardy		0.56	0.00	0.00	0.80	0.00
Hawthorne		0.97	2.19	0.31	0.56	0.00
Hearst		0.00	0.00	0.42	0.39	0.00
Hickman		1.77	0.30	0.30	0.00	0.15
Holmes		0.00	0.00	0.00	0.00	0.00
Horton		2.77	0.72	0.00	2.97	2.39
Ibarra		0.00	1.75	0.00	0.00	0.00
Jefferson		14.11	2.26	5.48	0.00	0.91
Jerabek		0.00	0.00	0.13	0.29	0.00
Johnson		5.85	2.63	0.78	1.89	1.01
Jones		0.32	0.00	0.00	0.00	0.29
Joyner		0.00	0.00	0.00	0.00	0.00
Juarez		0.00	0.34	0.77	0.77	0.85
Kimbrough		0.87	0.64	1.23	0.00	0.00
King-Chavez Arts	Y	NA	NA	0.64	2.94	1.75
King-Chavez Athletics	Y	NA	NA	3.21	1.86	0.00
King-Chavez Primary	Y	NA	NA	0.00	0.00	0.00
Kumeyaay		0.00	0.00	0.00	0.00	2.64
La Jolla Elementary		0.36	0.00	0.00	0.16	0.00
Lafayette		9.42	0.62	4.43	2.68	3.73
Lee		1.39	0.00	0.23	0.00	0.95
Linda Vista		0.36	0.19	0.00	0.00	0.00
Lindbergh/Schweitzer		0.17	0.00	0.16	0.00	0.36
Loma Portal		1.69	0.27	0.00	0.25	0.00
Marshall Elementary		0.53	1.08	0.00	0.57	0.18
Marvin		0.00	0.00	0.00	0.00	0.00
Mason		0.26	0.49	1.14	1.81	0.62
McGill Academy	Y	0.00	0.00	0.00	0.00	0.00
McKinley		2.84	0.00	0.25	0.00	0.00
Miller		0.51	1.15	1.27	0.14	0.82
Miramar Ranch		1.31	0.71	0.00	0.00	0.00
Normal Heights		5.21	0.00	0.64	0.94	0.00
Nubia	Y	0.00	0.33	0.00	0.00	0.00
Nye		0.51	0.17	2.69	3.88	1.55
Oak Park		0.00	0.25	0.14	1.14	2.42
Ocean Beach		0.00	0.00	0.00	0.25	0.23
Pacific American Academy	Y	—	—	—	0.00	4.50
Pacific Beach Elementary		0.31	0.00	0.58	0.29	0.26
Paradise Hills		0.00	0.27	0.90	0.00	1.08
Parks		0.00	1.61	0.11	0.45	1.59

Elementary School In-School Suspension Rates by School, Continued

School	Charter	2007-08	2008-09	2009-10	2010-11	2011-12
Penn		0.00	0.00	1.30	0.00	0.23
Perry		0.54	0.54	0.55	1.78	0.25
Porter		13.05	9.45	1.84	2.51	0.48
Rodriguez		1.03	3.45	3.54	1.92	2.04
Rolando Park		1.92	6.64	0.96	1.95	1.26
Ross		2.18	1.29	0.79	0.82	0.00
Rowan		0.69	0.35	0.00	0.00	0.80
Sandburg		0.00	0.00	0.14	0.14	0.00
Scripps		0.00	0.00	0.00	0.15	0.00
SD Global Vision Academy	Y	—	—	—	3.23	3.35
Sequoia		5.98	7.77	2.39	4.40	4.18
Sessions		0.25	0.25	0.25	0.00	0.00
Sherman		~	1.22	0.00	0.00	0.71
Silver Gate		0.00	0.21	0.20	0.19	0.00
Spreckels		0.14	0.13	0.49	0.24	0.39
Sunset View		0.00	0.00	0.00	0.00	0.00
Tierrasanta		0.00	2.21	0.00	0.00	0.00
Toler		0.37	0.00	0.00	0.00	0.00
Torrey Pines		0.25	0.24	0.00	0.00	0.00
Valencia Park		0.16	0.69	0.18	0.19	0.34
Vista Grande		0.00	0.00	0.25	0.26	2.24
Walker		0.00	0.00	0.00	0.00	0.00
Washington		0.00	2.35	0.00	1.71	0.00
Webster		0.20	0.00	1.09	0.00	3.14
Wegeforth		0.00	0.00	0.75	0.00	0.41
Whitman		0.00	0.00	1.19	2.86	0.00
Zamorano		3.14	2.70	2.18	1.39	0.97

"—" School site was not yet open

"~" School site closed

"NA" Data are not available

Middle Level School In-School Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Bell		10.13	20.92	2.70	0.09	0.10
Challenger		7.93	10.53	13.28	6.60	9.24
Clark		7.67	12.18	7.24	0.53	2.03
Correia		0.11	2.67	1.69	0.11	8.72
CPMA		0.00	0.64	0.71	4.48	7.68
De Portola		0.91	4.42	6.08	3.71	1.02
Einstein Middle	Y	0.00	2.05	2.28	0.00	0.33
Farb		2.99	2.48	1.10	1.86	1.01
High Tech Middle	Y	NA	NA	NA	NA	0.00
High Tech Middle Media Arts	Y	NA	NA	NA	NA	0.00
Innovation		—	16.28	8.04	3.59	7.93
King-Chavez Preparatory	Y	NA	NA	62.82	49.86	18.82
Lewis		1.53	1.21	3.47	0.28	1.53
Magnolia Science Academy	Y	NA	NA	NA	NA	0.00
Mann		~	13.64	1.88	10.64	2.56
Mann Expedition		0.82	~	~	~	~
Mann Exploration		18.11	~	~	~	~
Mann Expression		8.38	~	~	~	~
Marshall Middle		0.00	0.48	0.59	0.27	0.20
Marston		3.01	6.00	8.98	9.54	8.71
Memorial Preparatory		—	12.64	23.46	22.35	13.97
Millenial Tech		—	20.78	6.22	11.43	6.25
Montgomery		1.94	5.80	27.16	1.57	10.98
Muirlands		3.89	2.78	6.77	0.66	1.47
O'Farrell	Y	25.22	31.71	37.15	64.38	55.79
Pacific Beach Middle		1.28	0.85	0.30	0.00	0.00
Pershing		0.21	0.21	0.45	0.34	0.13
Roosevelt		1.54	2.57	5.93	1.89	1.38
Standley		8.08	11.63	21.74	4.10	10.93
Taft		16.14	3.43	9.90	4.80	6.62
Wangenheim		7.96	6.29	8.25	4.93	8.18
Wilson		3.72	22.28	5.79	7.18	7.38

"—" School site was not yet open

"~" School site closed

"NA" Data are not available

Senior High School In-School Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Arroyo Paseo	Y	NA	NA	NA	NA	2.31
Clairemont		0.85	0.07	35.33	0.43	3.08
Coleman Tech	Y	—	—	—	21.43	2.38
Crawford CHAMPS		2.05	3.00	0.52	0.55	0.88
Crawford IDEA		2.03	1.60	18.73	0.32	0.31
Crawford Law & Business		0.00	0.00	2.01	0.72	1.15
Crawford Multimedia		0.00	1.74	1.84	0.58	0.00
Health Sciences	Y	NA	NA	NA	NA	0.00
Henry		0.16	0.45	0.36	0.04	0.48
High Tech High	Y	NA	NA	NA	NA	0.00
High Tech High International	Y	NA	NA	NA	NA	0.00
High Tech High Media Arts	Y	NA	NA	NA	NA	0.00
Hoover		0.89	3.13	2.13	3.88	2.13
Iftin High	Y	—	—	—	2.67	2.22
iHigh Virtual Academy		—	—	0.00	0.00	3.45
Kearny Construction Tech		0.00	0.63	2.34	4.14	2.94
Kearny Digital Media & Design		0.67	17.40	0.00	0.00	0.00
Kearny International Business		0.00	0.00	0.00	0.00	0.00
Kearny SCT		1.79	20.79	15.04	2.61	4.73
King-Chavez High	Y	—	—	60.10	6.65	4.72
La Jolla High		0.18	0.73	1.19	0.00	0.13
Lincoln		0.74	1.31	3.01	0.05	0.31
Madison		0.08	0.08	0.00	0.00	0.00
Mira Mesa		0.19	4.31	4.85	2.71	4.28
Mission Bay		0.17	0.12	0.00	0.00	0.14
Morse		2.19	1.30	2.31	0.00	0.00
Point Loma		6.49	3.05	4.68	4.24	2.11
San Diego Business		0.00	2.02	0.00	1.27	16.38
San Diego Communication		0.25	0.00	0.00	2.20	0.00
San Diego Int'l Studies		0.00	0.00	0.36	0.36	0.00
San Diego LEADS		3.21	4.36	15.45	1.27	3.19
San Diego MVP Arts		13.77	13.35	3.95	0.21	1.30
San Diego Sci Tech		0.20	0.00	0.18	0.00	0.00
Scripps Ranch		0.35	0.77	1.55	0.00	0.04
SD Early/Middle College High		—	0.00	0.00	0.00	0.00
SD Metro Career & Tech		0.00	0.00	0.00	0.00	0.00
Serra		0.19	0.62	2.11	0.34	0.15
University City		0.00	0.05	0.00	0.59	0.27

"—" School site was not yet open

* School was grades 9 and 10 only

"NA" Data are not available

Atypical School In-School Suspension Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
America's Finest	Y	—	—	—	—	0.00
Audubon		3.71	2.72 *	3.90 **	1.58	1.74
Bethune		0.00	0.16 *	0.00 **	1.24	1.45
Carver		5.98	13.68	3.93	6.62	0.00
Fulton		0.43	5.49 *	11.92 **	12.59	0.00
Golden Hill		0.67	1.27 *	2.29 **	7.44	9.29
Gompers Preparatory	Y	—	—	16.12	3.61	0.43 ***
Grant		3.19 *	3.26 **	1.45	0.34	0.17
Holly Drive		0.00	0.00	0.00	0.00	0.00
Iftin		3.42 *	0.50 **	0.00	0.00	1.06
Innovations Academy		—	0.00	3.33	0.00	0.00
Keiller	Y	36.26	53.33	124.14	47.89	65.08
King-Chavez		NA	NA	1.32	0.00	0.00
KIPP Adelante		0.00	0.00	1.37	8.74	1.93
Knox		0.00 *	0.16 **	0.15	0.31	0.51 ****
Language Academy		0.85	1.47	0.58	0.98	0.31
Learning Choice		NA	NA	NA	NA	0.00
Logan		1.14	0.89 *	0.32 **	5.81	3.35
Longfellow		0.29	0.15	2.75	2.84	8.27
Muir		2.81	3.26	2.11	5.40	0.54
Museum	Y	0.00	0.00	0.00	0.00	0.50 *
Old Town Academy	Y	—	—	—	—	0.00
Perkins		2.48	2.37 *	17.46 **	10.89	8.04
Preuss	Y	NA	NA	NA	NA	5.51
San Diego Cooperative	Y	3.45	2.68	1.57	0.23	2.63
SCPA		0.20	0.28	0.49	0.00	0.00
Tubman Village	Y	1.54	0.76	28.85	44.00	29.10
Urban Discovery	Y	0.00	0.00	0.00 *	0.00 **	0.00

"—" School site was not yet open

* School became a Grade K–7 site

** School became a Grade K–8 site

*** School became a Grade 6-12 site from Grade 9-10

*** School became a Grade 5-8 site

"NA" Data are not available

NOTE: Mt. Everest is not included because this site does not have in-school suspensions.

Alternative School In-School Suspension Rates by School, 2007–08 through 2011–12

School	2007–08	2008–09	2009–10	2010–11	2011–12
Garfield High	NA	NA	NA	NA	0.00
Riley/New Dawn*	103.95	69.57	5.08	4.55	9.09
Twain	NA	NA	NA	NA	28.85
Whittier	0.00	0.00	0.00	0.00	2.04

* Special Education site/program

"NA" Data are not available

NOTE: Schools that do not have in-school suspensions are also excluded: ALBA, Audeo, Charter School of San Diego, Home and Hospital, LCI, TRACE, and TRACE Seniors.

Appendix C: Expulsion Rates by School

Elementary School Expulsion Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Adams		0.00	0.00	0.00	12.00	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	0.17	0.00
Barnard		0.00	0.00	0.00	0.00	0.00
Bay Park		0.00	0.00	0.00	0.00	0.00
Bayview Terrace		0.00	0.00	0.00	1.00	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	0.26	0.00	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	1.00	0.00
Central		0.00	0.00	0.00	2.00	0.00
Chavez		0.18	0.00	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		0.00	0.25	0.00	0.00	0.13
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		0.12	0.12	0.12	0.00	0.00
Darnall	Y	0.00	0.00	0.00	1.00	0.18
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		0.16	0.00	0.00	0.00	0.00
Einstein	Y	0.00	0.00	0.00	0.00	0.00
Emerson/Bandini		0.00	0.00	0.00	0.31	0.15
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
Evangeline Roberts Institute	Y	—	—	—	—	0.00
Explorer	Y	0.00	0.00	0.00	0.00	0.00
Fay		0.16	0.00	0.00	0.00	0.00
Field		0.31	0.00	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		0.24	0.00	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

Elementary School Expulsion Rates by School, Continued

School		2007-08	2008-09	2009-10	2010-11	2011-12
Gage		0.00	0.00	0.00	0.00	0.00
Garfield Elementary		0.00	0.00	0.00	0.00	0.00
Green		0.00	0.00	0.00	0.00	0.00
Hage		0.00	0.00	0.00	0.00	0.00
Hamilton		0.00	0.00	0.00	0.00	0.00
Hancock		0.00	0.00	0.00	0.00	0.00
Hardy		0.00	0.00	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	0.15	0.00
Holmes		0.00	0.00	0.00	0.00	0.00
Horton		0.35	0.36	0.00	0.37	0.00
Ibarra		0.00	0.00	0.00	0.00	0.00
Jefferson		0.00	0.00	0.00	0.00	0.00
Jerabek		0.00	0.00	0.00	0.00	0.00
Johnson		0.00	0.00	0.00	0.00	0.00
Jones		0.00	0.00	0.00	0.00	0.00
Joyner		0.18	0.00	0.00	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	Y	0.00	0.00	0.00	0.00	0.00
King-Chavez Athletic	Y	0.00	0.00	0.00	0.00	0.00
King-Chavez Primary	Y	0.00	0.00	0.00	1.00	0.00
Kumeyaay		0.00	0.00	0.00	0.00	0.00
La Jolla Elementary		0.00	0.00	0.00	0.00	0.00
Lafayette		0.00	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		0.00	0.00	0.00	0.00	0.18
Loma Portal		0.00	0.00	0.00	0.00	0.00
Marshall Elementary		0.00	0.18	0.00	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	Y	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	0.14	0.00
Miramar Ranch		0.00	0.00	0.00	0.00	0.00
Normal Heights		0.00	0.00	0.32	0.00	0.00
Nubia	Y	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	Y	—	—	—	0.00	0.00
Pacific Beach Elementary		0.00	0.00	0.00	0.00	0.00
Paradise Hills		0.00	0.00	0.00	0.00	0.00
Parks		0.00	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School		2007-08	2008-09	2009-10	2010-11	2011-12
Penn		0.00	0.00	0.00	0.00	0.00
Perry		0.00	0.00	0.00	0.00	0.00
Porter		0.13	0.13	0.00	0.25	0.00
Rodriguez		0.00	0.00	0.00	0.00	0.17
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 Academy	Y	—	—	—	0.00	0.00
Sequoia		0.00	0.00	0.00	0.00	0.00
Sessions		0.00	0.00	0.00	0.00	0.00
Sherman		~	0.00	0.00	0.00	0.00
Silver Gate		0.00	0.00	0.00	0.00	0.00
Spreckels		0.00	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	0.18	0.00	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		0.16	0.00	0.00	0.00	0.00

"—" School site was not yet open

"~" School site closed

Middle Level School Expulsion Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Bell		1.38	1.03	0.28	0.38	0.80
Challenger		0.26	0.00	0.18	0.26	0.19
Clark		1.98	1.27	1.83	0.80	1.15
Correia		0.54	0.24	0.00	0.00	0.72
CPMA		0.17	0.11	0.10	0.48	0.29
De Portola		0.61	0.79	0.39	0.40	0.41
Einstein Middle	Y	0.00	0.00	0.00	0.00	0.00
Farb		1.04	2.09	0.82	0.43	0.34
High Tech Middle	Y	0.00	0.00	0.00	0.00	0.00
High Tech Middle Media Arts	Y	0.00	0.00	0.00	0.00	0.00
Innovation		—	1.27	1.18	0.19	0.61
King-Chavez Preparatory	Y	0.00	0.00	0.00	0.00	0.00
Lewis		0.00	0.00	0.09	0.28	0.00
Magnolia Science Academy	Y	0.00	0.00	0.00	0.00	0.00
Mann		~	0.51	1.30	0.97	0.51
Mann Expedition		1.92	~	~	~	~
Mann Exploration		1.05	~	~	~	~
Mann Expression		1.40	~	~	~	~
Marshall Middle		0.14	0.00	0.59	0.27	0.07
Marston		0.46	0.59	0.90	1.10	0.74
Memorial Preparatory		—	1.92	1.29	1.12	1.49
Millenial Tech		—	1.30	0.46	0.78	0.36
Montgomery		0.97	1.27	0.21	0.22	0.00
Muirlands		0.19	0.28	0.00	0.38	0.28
O'Farrell	Y	0.62	0.55	0.24	1.27	1.20
Pacific Beach Middle		1.02	0.71	0.59	0.43	0.15
Pershing		0.73	1.29	0.67	0.34	0.13
Roosevelt		2.68	0.82	0.74	1.13	0.58
Standley		0.60	0.44	1.04	0.29	0.10
Taft		1.64	1.94	0.66	1.12	0.55
Wangenheim		0.54	0.16	0.26	0.09	0.70
Wilson		1.41	1.25	0.80	0.35	0.53

"—" School site was not yet open

"~" School site closed

Senior High School Expulsion Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
Arroyo Paseo	Y	0.00	0.00	0.00	0.00	0.00
Clairemont		0.00	0.00	0.28	0.58	0.00
Coleman Tech	Y	—	—	—	0.00	0.00
Crawford CHAMPS		0.51	0.00	0.00	0.27	0.00
Crawford IDEA		0.00	0.27	0.00	0.00	0.00
Crawford Law & Business		0.29	0.00	1.00	0.72	0.00
Crawford Multimedia		0.51	0.50	0.00	0.00	0.00
Health Sciences	Y	0.00	0.00	0.00	0.00	0.00
Henry		0.49	0.61	0.57	0.44	0.20
High Tech High	Y	0.00	0.00	0.00	0.00	0.00
High Tech High International	Y	0.00	0.00	0.00	0.00	0.00
High Tech High Media Arts	Y	0.00	0.00	0.00	0.00	0.00
Hoover		0.85	0.58	0.51	0.58	0.89
Iftin High	Y	—	—	—	2.67	0.00
iHigh Virtual Academy		—	—	0.00	0.00	0.00
Kearny Construction Tech		0.43	0.42	0.00	0.22	0.74
Kearny Digital Media & Design		0.00	0.21	0.00	0.00	0.00
Kearny International Business		0.00	0.00	0.44	0.00	0.22
Kearny SCT		0.45	0.40	0.20	0.22	0.24
King-Chavez High	Y	—	—	0.00	0.60	0.43
La Jolla High		0.12	0.06	0.06	0.00	0.00
Lincoln		0.35	0.30	0.65	0.35	0.26
Madison		0.64	0.49	0.48	0.55	0.85
Mira Mesa		0.62	0.26	0.23	0.19	0.19
Mission Bay		1.05	0.18	0.62	0.69	0.28
Morse		0.33	0.37	0.30	0.09	0.15
Point Loma		0.30	0.29	0.28	0.24	0.15
San Diego Business		0.61	0.22	0.21	0.42	0.43
San Diego Communication		0.00	0.56	0.00	0.31	1.06
San Diego Int'l Studies		0.20	0.19	0.00	0.00	0.00
San Diego LEADS		0.20	0.00	0.00	1.27	0.25
San Diego MVP Arts		0.40	0.21	0.21	0.00	0.65
San Diego Sci Tech		0.39	0.56	0.18	0.38	0.00
Scripps Ranch		0.22	0.26	0.13	0.08	0.04
SD Early/Middle College High		—	2.33	0.00	0.00	0.00
SD Metro Career & Tech		0.52	0.00	0.00	0.00	0.00
Serra		0.86	0.48	0.38	0.29	0.55
University City		0.53	0.11	0.22	0.37	0.22

"—" School site was not yet open

Atypical School Expulsion Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
America's Finest	Y	—	—	—	—	0.00
Audubon		0.00	0.00 *	0.18 **	0.00	0.35
Bethune		0.00	0.00 *	0.30 **	0.14	0.13
Carver		0.00	0.00	0.00	0.32	0.00
Fulton		0.00	0.00 *	0.00 **	0.00	0.00
Golden Hill		0.00	0.00 *	0.00 **	0.19	0.40
Gompers Preparatory	Y	—	—	0.00	0.56	0.11 ***
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	0.00
Keiller	Y	0.38	0.39	0.43	0.99	0.75
King-Chavez		0.00	0.00	0.00	0.00	0.32
KIPP Adelante		0.00	0.00	0.00	0.00	0.00
Knox		0.00 *	0.16 **	0.15	0.00	0.76 ****
Language Academy		0.00	0.12	0.00	0.00	0.00
Learning Choice		0.00	0.00	0.00	0.00	0.00
Logan		0.00	0.00 *	0.00 **	0.16	0.00
Longfellow		0.00	0.00	0.00	0.00	0.00
Mt. Everest		0.00	0.00	0.00	0.00	0.00
Muir		0.31	0.30	0.00	0.00	0.00 *
Museum	Y	0.00	0.00	0.00	0.00	0.00
Old Town Academy	Y	—	—	—	—	0.00
Perkins		0.00	0.43 *	0.00 **	0.00	0.00
Preuss	Y	0.00	0.00	0.00	0.73	0.24
San Diego Cooperative	Y	0.00	0.00	0.00	0.00	0.44
SCPA		0.27	0.21	0.00	0.07	0.00
Tubman Village	Y	0.00	0.00	0.00	0.00	0.00
Urban Discovery	Y	0.00	0.00	0.00 *	0.00 **	0.00

"—" School site was not yet open

* School became a Grade K–7 site

** School became a Grade K–8 site

*** School became a Grade 6-12 site from Grade 9-10

*** School became a Grade 5-8 site

Alternative School Expulsion Rates by School, 2007–08 through 2011–12

School	Charter	2007–08	2008–09	2009–10	2010–11	2011–12
ALBA		0.00	0.00	32.43	0.00	0.00
Audeo	Y	0.00	0.00	0.00	0.00	0.17
Charter School of San Diego	Y	0.00	0.00	0.00	0.10	0.00
Garfield High		0.46	0.00	0.00	0.00	0.00
Home and Hospital		0.00	0.00	0.00	0.00	0.00
LCI		0.39	0.44	0.00	0.00	0.00
Riley/New Dawn*		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		0.26	0.28	0.00	0.60	0.00
Whittier		0.00	0.00	0.00	0.00	0.00

* Special Education site/program

Appendix D: Definitions

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

* Combined suspension category used in this report.