



STUDENT SUSPENSIONS AND EXPULSIONS: 2014–15

Issue/Concern

Suspending and 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, inequities between groups of students, and lost student time in the classroom. 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 2014–15.

Executive Summary

The district suspension rate continued its sharp five-year decline in 2014–15 to a mere 4.7 suspensions per 100 students, the lowest rate in 34 years of recordkeeping. This drop is seen across genders, race/ethnic groups, and grade levels. In step with the suspension rate, the expulsion rate also dropped to its lowest point in 22 years of recordkeeping to 0.07 expulsions per 100 students. The reasons behind these decreasing rates are multiple but may include districtwide efforts to prevent student misbehavior and assign alternative consequences, and ways of dealing with, student referrals. However, certain student groups that continue to show higher rates (e.g., students with disabilities, homeless students, foster students) still need targeted interventions.

Background

The district has monitored student suspensions for the last 33 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 Subse-

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,

quent 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 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 from 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.

Between 2005–06 and 2012–13, suspension data were retrieved from Zangle, a transactional information system for student information in place at all district schools by 2005–06. Starting in 2013–14, suspension data are retrieved from PowerSchool, which replaced Zangle that school year as the main student data source. In addition, expulsion data are collected directly from the Placement and Appeals Department, which maintains expulsion data for the district. All data analyses for 1987–88 through 2014–15 are based on corrected data.

Until 2011–12, in-school suspensions were determined using 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 (and starting in 2013–14, PowerSchool) 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, with the clean-up of in-school suspension data similar to that performed for out-of-school suspensions. Specifically, attendance data were used simply as verification that these consequences actually occurred and were recorded properly, rather than as the source of the in-school suspension counts. Caution should be used when comparing more recent in-school suspension rates to those prior to 2011–12.

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.

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

⁷ To see district reports on student discipline since 2005, go to <https://www.sandiegounified.org/reports>.

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, in 2014–15 there were 46 suspension appeals, 3 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 2014–15 district suspension rate (4.7 suspensions per 100 students) represented a drop of over 20 percent from the prior year and was the lowest recorded rate in 34 years of recordkeeping (see Figure 1). In fact, the district suspension rate has been on a general decline since a peak in 2006–07 of 11.2 suspensions per 100 students. There were 6,130 student suspensions during the 2014–15 school year, down from 7,744 in 2013–14. Multiple suspensions for individual students are included in these totals.

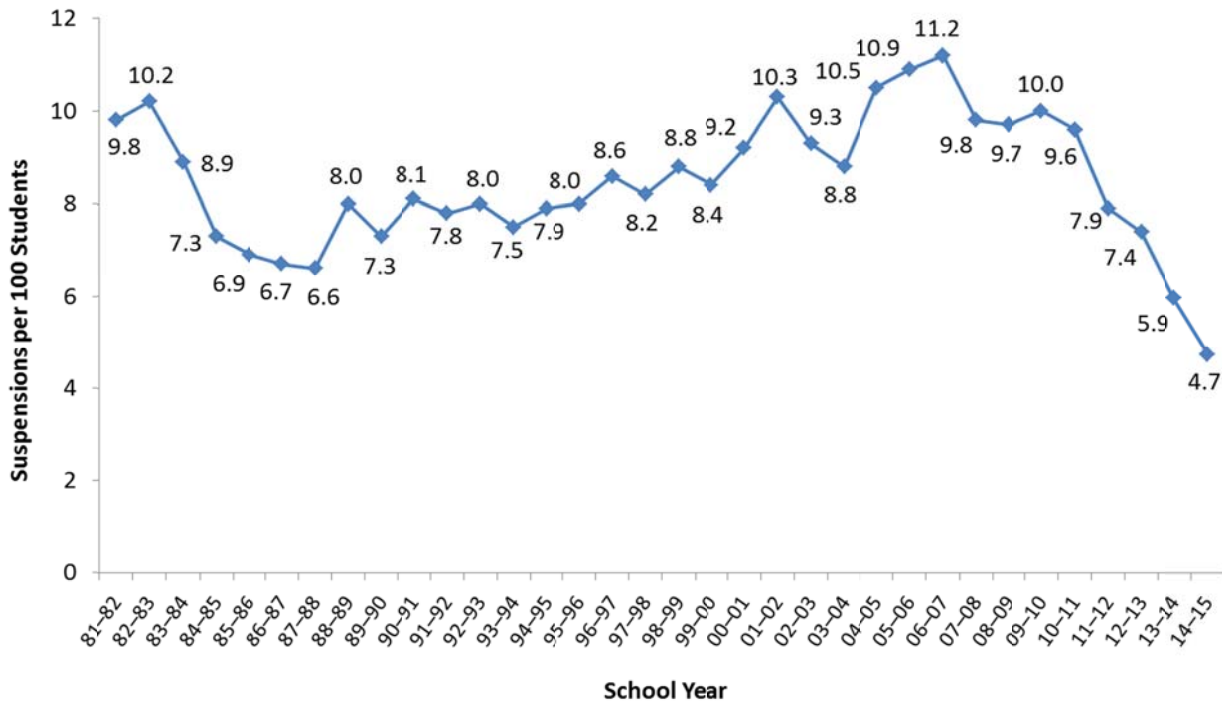


Figure 1. District suspension rates, 1981–82 through 2014–15.

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.

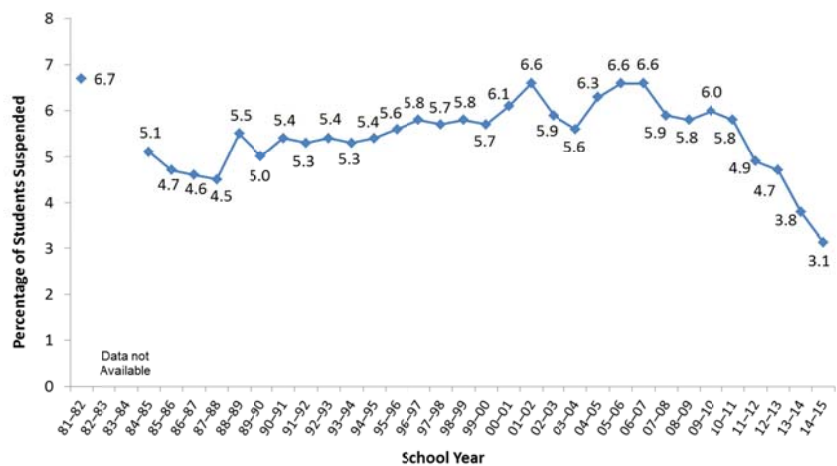


Figure 2. Percentage of district students suspended, 1981–82 to 2014–15.

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 about 50 percent higher than those for all other racial/ethnic groups. Following African American students (in declining order of suspension rates) were Hispanic, Pacific Islander, and Native American students. Multiracial and White students have had consistently lower suspension rates over the years, with Indochinese, Filipino, and Asian⁹ 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 their parents/guardians choose more than one race on their enrollment forms. For example, a student may have both “White” and “Indochinese” chosen and thus be considered multiracial. However, if “Hispanic” is selected along with another race, then the student is not considered multiracial but solely Hispanic. Parents/guardians of students already enrolled in the district prior to 2009–10 were given the opportunity to change their student’s racial category. Therefore, comparisons of racial-ethnic data with years prior to 2009–10 should take these changes into account. In the five years that students with multiple ethnicities have been reported, their suspension rates have been just higher than those for White students.

Figure 3 shows changes in suspension rates for each racial/ethnic group over time. Compared to 2013–14, rates dipped for all students. The rate for Native American students dropped the most in 2014–15, by 44 percent (from 7.6 to 4.2). Other racial/ethnic groups with large rate decreases included Pacific Islander students (by 42 percent) and Filipino students (by 30 percent).

Certain racial/ethnic groups are over-represented among students suspended, a repeated pattern over the years. While African American students comprised only 9 percent of the population in 2014–15, they represented 24 percent of suspensions. Hispanic students represented 47 percent of the student population and 54 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 their relatively small numbers in the district, suspension rates for these groups show considerable variability over time.

⁹ Students who are Asian Indian, Chinese, Japanese, or Korean are included in the Asian group. Students who are Cambodian, Hmong, Laotian, or Vietnamese are included in the Indochinese group. Students who are Guamanian, Hawaiian, or Samoan are included in the Pacific Islander group.

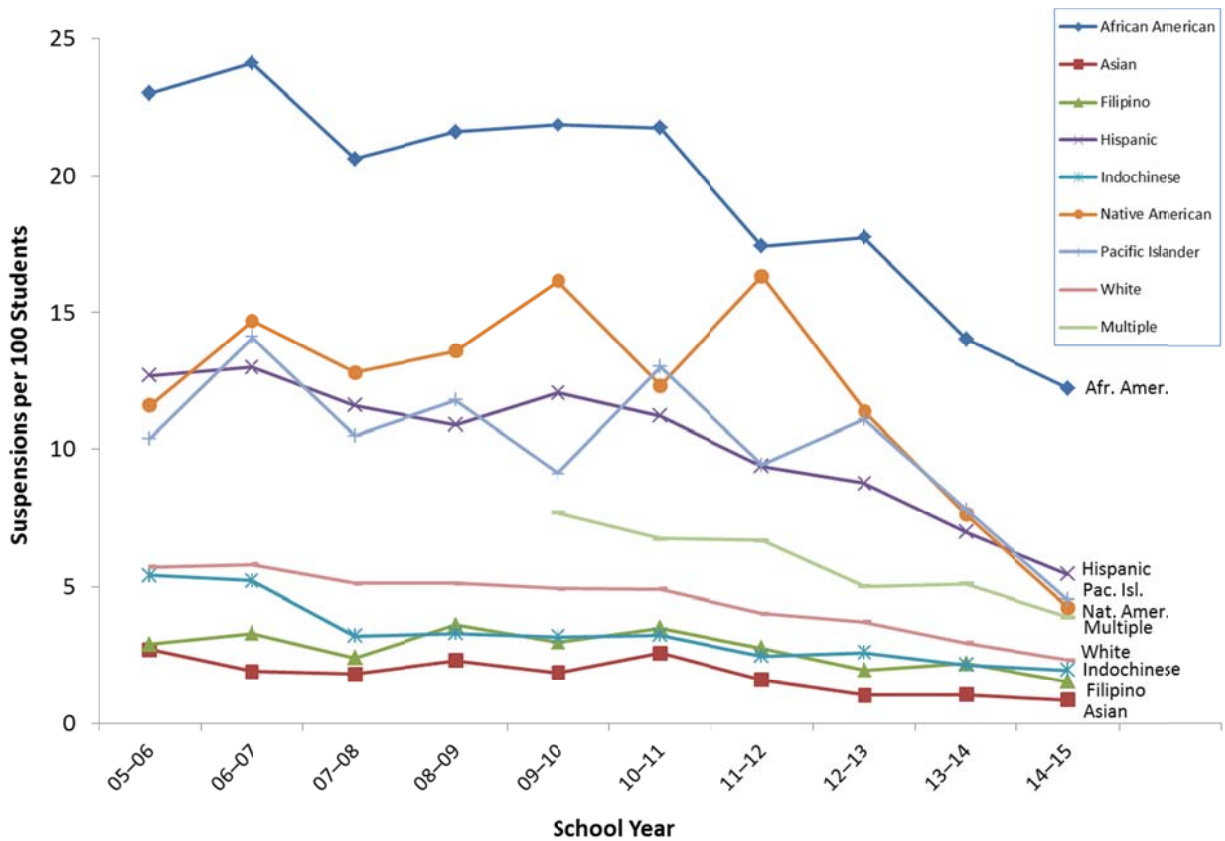


Figure 3. District suspension rates for major racial/ethnic groups, 2005–06 through 2014–15.

In 2014–15, the percentage of suspended students with more than one suspension fell slightly from 28.0 percent to 26.8 percent (see Table 1). The percentage decreased for all racial/ethnic groups except White, Indochinese, and Native American students. The largest decrease was for Pacific Islander students, whose percentage decreased by 74 percent, from 31.6 percent to 8.3 percent. Generally, the portion of suspended students suspended more than once in the school year has been decreasing in the last few years.

Table 1
Percentage of Suspended Students with More than One Suspension, 2005–06 through 2014–15

Year	District	Gender		Race/Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2012-13	29.5	22.7	32.0	35.2	10.3	13.8	29.5	24.1	30.8	27.4	23.3	30.7
2013-14	28.0	21.2	30.3	34.2	13.5	20.2	27.6	20.6	29.4	31.6	22.2	29.4
2014-15	26.8	22.6	28.1	33.4	10.0	12.2	26.0	21.4	30.0	8.3	26.2	23.3

"-" = 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: 1.69 for African American, 1.47 for Hispanic students, 1.45 for White, and 1.44 for multiracial, compared to 1.40 for Native American, 1.39 for Indochinese, 1.29 for Pacific Islander, 1.18 for Filipino, and 1.13 for Asian students. The districtwide average was 1.50 suspensions per suspended student.

Suspension rates by gender.

Figure 4 shows the differences in suspension rates between genders. Males continue to be suspended significantly more often than females. The ratio of male-to-female suspension rates in 2014–15 was about 3.4:1 (i.e., over 3 male suspensions for every female suspension). Over the last few years, while the absolute gap between males and females has decreased, the ratio of male-to-female suspensions has increased, i.e., female suspensions are decreasing faster than males, proportionately. As revealed in Table 1, males were also more likely to incur multiple suspensions than were females (28.1 percent versus 22.6 percent, respectively).

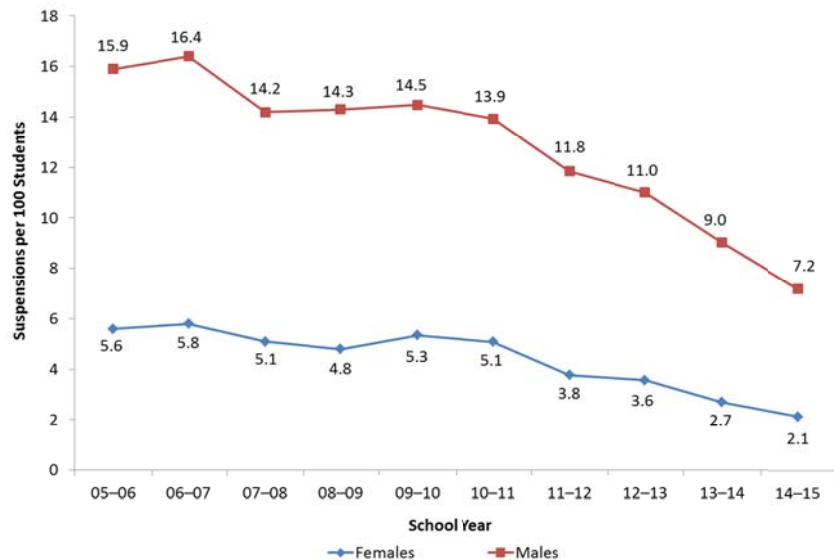


Figure 4. District suspension rates by gender, 2005–06 through 2014–15.

Asian, Filipino, Native American, Hispanic, 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 Pacific Islander, African American, and Indochinese students were lower (see Table 2).

Because all racial/ethnic groups exhibit gender differences, student group differences are more extreme. For example, the African American male rate of 17.7 suspensions per 100 students was the highest in the district in 2014–15 and far exceeds the 0.1 rate of Asian females, which was the lowest. Male-female differences in suspension rates also vary by grade level. In 2014–15, the highest male-female ratio was in grade 3 (13.0 male suspensions for every female suspension) and the lowest was in grade 10 (1.9 male suspensions for every female suspension).

Table 2
Suspension Rates by Racial/Ethnic Group and Gender, 2005–06 through 2014–15

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
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
2012-13	3.6	11.0	10.0	25.0	0.3	1.7	0.5	3.3	4.1	13.2	1.0	4.1	6.1	15.9	6.6	15.2	1.6	5.7	1.9	8.0
2013-14	2.7	9.0	7.7	20.0	0.2	1.8	0.6	3.6	3.1	10.7	0.7	3.5	3.6	11.7	5.3	10.2	1.1	4.6	2.1	8.0
2014-15	2.1	7.2	6.4	17.7	0.1	1.4	0.6	2.4	2.3	8.5	0.9	3.0	1.8	6.9	3.6	5.4	0.9	3.6	1.7	6.0

"-" = 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 2014–15, the suspension rate for grade 7 students was over eight times as high as that for kindergartners (see Figure 5). This pattern is consistent with data from previous years.

For the past 10 years, the suspension rate for grades 6–8 has been four to eight times that of grades K–5 (see Figure 6). Grade K–5 rates have hovered around 3.0 since 2002–03 and dropped

closer to 2.0 only this most recent year. 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, gradually falling each year thereafter to 5.0 in 2014–15. 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. The grade 6–8 rate settled in at 9.9 in 2014–15, the lowest rate it reached in at least the last 34 years.

Suspension rates by school, separated by school type (e.g., elementary, middle level), are listed in Appendix A.

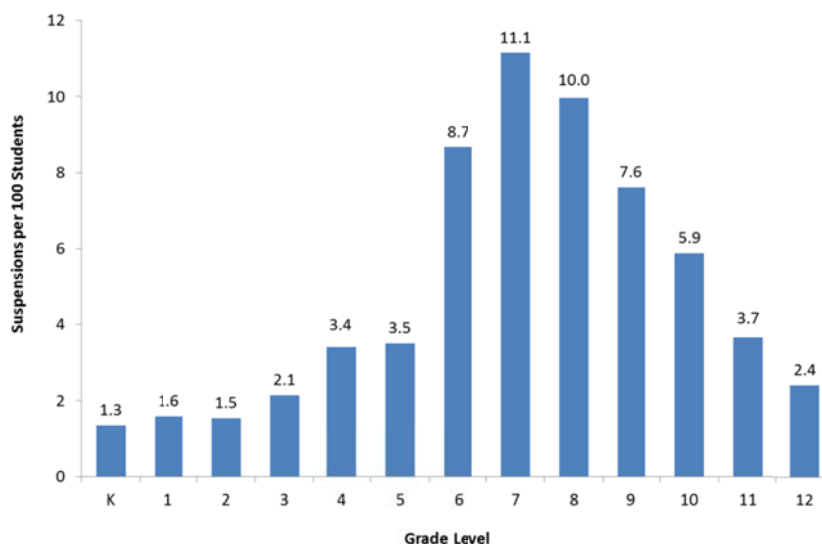


Figure 5. District suspension rates by grade level, 2014–15.

Racial/ethnic groups also vary in grade-level ratios, as shown in Table 3. The 2014–15 districtwide suspension rate for grade 7–12 students was 2.2 times that for K–6 students. Pacific Islander student suspension rates at the secondary level were almost six times as high as in elementary grades. The lowest ratio was shared for White and multiracial students, whose rate for secondary students was 1.8 times that for elementary students.

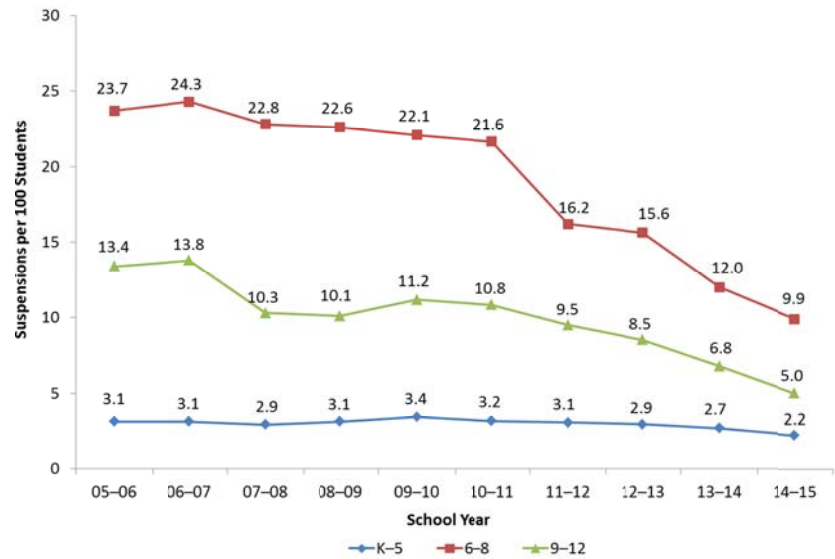


Figure 6. Suspension rates for elementary, middle level, and senior high students, 2005–06 through 2014–15.

Table 3
Suspensions per 100 Elementary and Secondary Students by Racial/Ethnic Group, 2005–06 through 2014–15

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
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
2012-13	4.2	11.3	12.6	23.5	0.4	2.0	1.3	2.5	4.4	14.3	1.7	3.4	9.2	13.2	5.1	16.9	2.2	5.6	3.1	8.9
2013-14	3.7	8.8	10.3	18.6	0.6	1.8	1.9	2.4	4.0	10.8	1.0	3.2	7.6	7.6	3.6	12.4	1.8	4.4	3.0	8.9
2014-15	3.1	6.8	8.8	16.6	0.4	1.5	1.0	2.0	3.3	8.2	0.7	3.2	2.7	6.1	1.4	8.0	1.7	3.1	3.0	5.5

"-" = 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 2014–15. 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 grades 7 and 8, and dropping steadily until grade 12, by which time the suspension rate is 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.¹⁰

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 2014–15 in grades 1–12 are below corresponding rates for 2005–06. In kindergarten, the rate in 2014–15 is slightly higher than nine years prior.

Table 4
Suspension Rate by Grade Level, 2005–06 through 2014–15

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2012-13	1.4	1.7	2.6	3.0	3.9	5.3	12.6	17.2	17.1	13.4	8.8	6.4	4.2
2013-14	1.3	1.8	2.2	2.8	3.8	4.5	10.3	12.9	12.8	11.1	6.7	4.8	3.7
2014-15	1.3	1.6	1.5	2.1	3.4	3.5	8.7	11.1	10.0	7.6	5.9	3.7	2.4

¹⁰ 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.¹¹ The two most common reasons for suspension remain assault/battery and disruption/defiance.¹² Over the past 10 years, these two reasons have accounted for 64.9 percent (an all-time low reached in 2013–14) to 73.7 percent (a high reached in 2004–05) of all suspensions. An all-time high was reached in 1987–88, with these two suspension reasons accounting for 81.4 percent 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 0.4 percent of all suspensions in 2014–15.

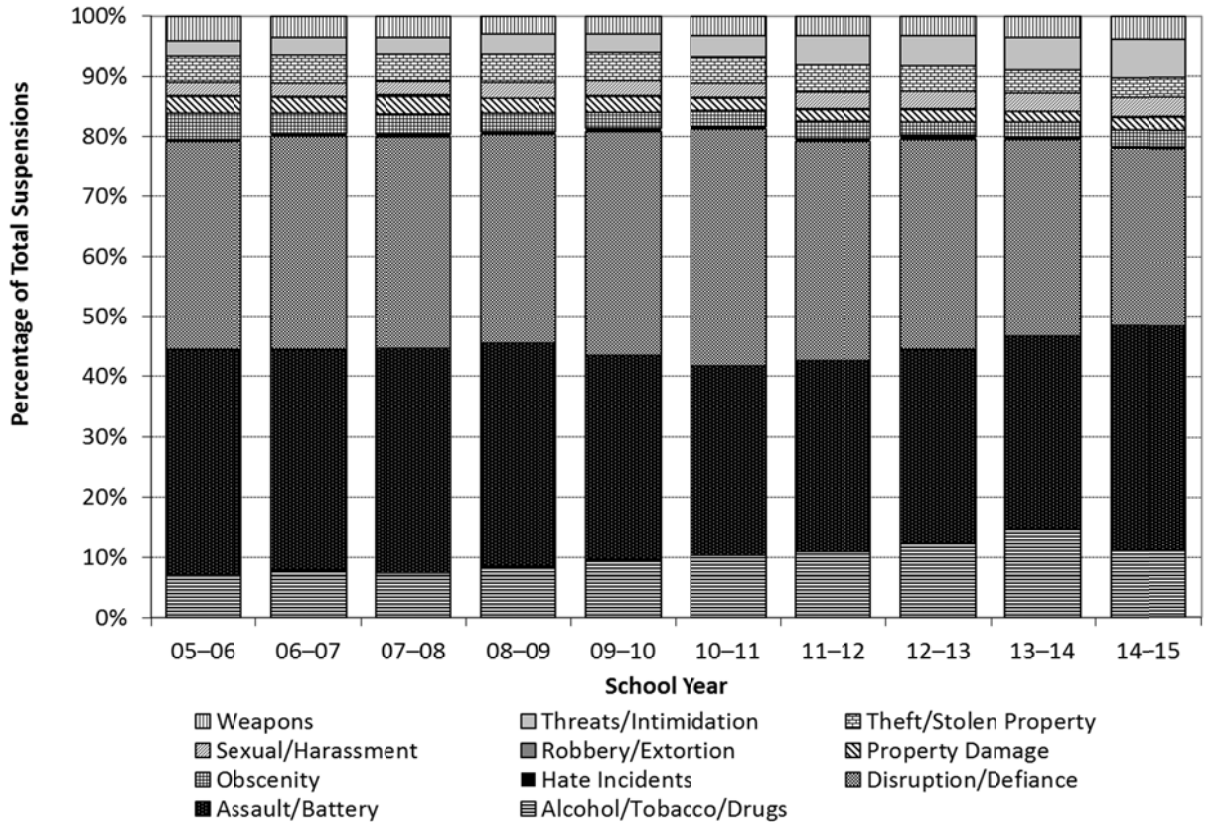


Figure 7. Suspensions by reason as a percentage of all suspensions, 2005–06 through 2014–15.

¹¹ In 2014–15, 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 relatively new category with between 0 to 16 instances occurring in each of the first 11 years, hazing is not included in this discussion.

¹² 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 or stayed the same in 2014–15. The rate for disruption/defiance showed the biggest decrease, dropping to an all-time low of 1.39. Assault/battery rates also dropped in 2014–15 to an all-time low of 1.77.

Table 5
Suspension Rates by Reason for Suspension, 2005–06 through 2014–15

Year	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidtn/ Harassmt	Weapon
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
2012-13	0.92	2.37	2.60	0.04	0.17	0.15	0.00	0.22	0.30	0.38	0.24
2013-14	0.87	1.91	1.94	0.02	0.16	0.11	0.00	0.18	0.23	0.31	0.21
2014-15	0.52	1.77	1.39	0.02	0.13	0.10	0.00	0.15	0.15	0.30	0.18

There has been a general downward trend in the suspension rate for sexual harassment in the last six years, from 0.25 in 2009–10 to 0.15 in 2014–15. The suspension rate for property damage has also 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 for district-managed schools, 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. In 2014–15, students were suspended for a total of 12,298 days, resulting in a monetary loss of approximately \$550,581 for the district.¹³

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 through 2014–15 with the typical pattern of males with higher average suspension lengths (2.03 days) than females (1.92 days).

Native American students had the shortest average lengths of suspensions in 5 of the last 10 years, Asian and multiracial students in 2 of the last 10 years, and Indochinese students in 1 of the last 10 years. Indochinese students had the longest average length of suspension for seven years, and Asian, Filipino, 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 14 suspensions in 2014–15 for Native American students, the lowest count among racial/ethnic groups.

¹³ In 2014–15, the ADA (Average Daily Attendance) value for each SDUSD student per day was \$44.77.

Table 6

Average Length of Suspension in Days by Gender and Racial/Ethnic Group, 2005–06 through 2014–15

Year	District	Gender		Race/Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2012-13	2.10	2.05	2.11	2.04	2.09	2.32	2.13	2.34	2.34	2.21	1.98	1.97
2013-14	2.10	2.03	2.12	2.08	2.09	2.08	2.13	1.87	2.12	2.16	2.01	2.10
2014-15	2.01	1.92	2.03	2.00	2.00	1.96	2.03	2.35	1.71	1.87	1.81	2.12

"-" = 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 1.55 days in 2014–15, climbing to an average of 1.81 in grades 3–6, and jumping to a 2.15 average in grades 7–12. The difference in highest (grade 9) and lowest (grades K and 2) average suspension length by grade level was less than a day (0.79) in 2014–15. 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, 2005–06 through 2014–15

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2012-13	1.61	1.77	1.64	1.73	1.82	1.81	2.04	2.07	2.18	2.30	2.34	2.19	2.17
2013-14	1.63	1.69	1.76	1.90	1.79	1.93	1.93	2.17	2.19	2.23	2.29	2.30	2.30
2014-15	1.51	1.62	1.51	1.68	1.60	1.71	1.97	2.02	2.14	2.30	2.27	2.11	2.04

Students with Disabilities.

Of the 6,130 suspensions in 2014–15, 1,788 (29.2 percent) involved students with disabilities (SWD).¹⁴ The suspension rate for SWD decreased 32 percent from the previous year, while the rate for students in general education decreased by 19 percent. SWD had a suspension rate of 11.9 suspensions per 100 students, over three times the 3.8 rate for students in general education (see Figure 8).

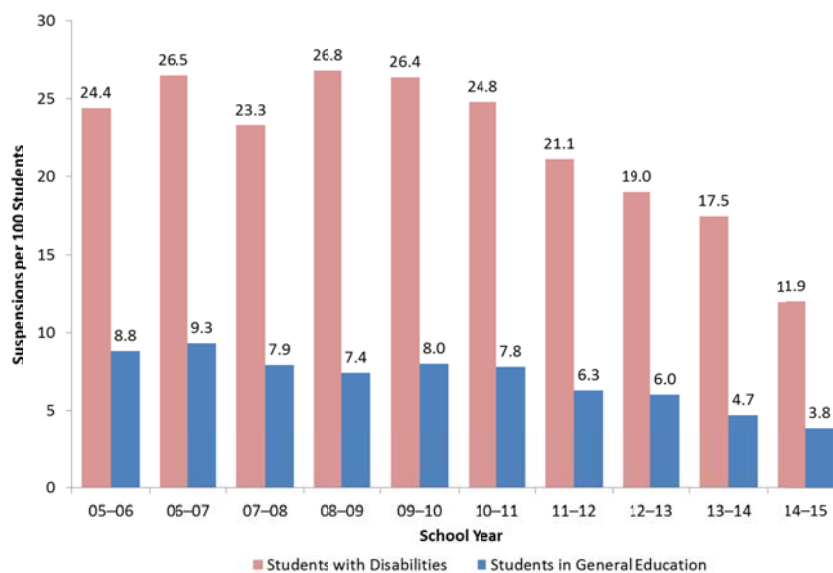


Figure 8. District suspension rates for students with disabilities and students in general education, 2005–06 through 2014–15.

The proportion of SWD suspensions accounted for by assault/battery (40.5 percent) was slightly higher than that for students in general education (36.2 percent). On the other hand, the proportion of SWD suspensions accounted for by alcohol/tobacco/drugs (7.1 percent) was lower than the corresponding proportion for students in general education (12.7 percent).

As in the district population, male students accounted for a disproportionate number of SWD suspensions—84.5 percent—while making up only 68.0 percent of all SWD. Similarly, African American students, making up 12.7 percent of SWD, accounted for 25.5 percent of SWD suspensions. By contrast, 21.5 percent of SWD were White, and they received 13.8 percent of SWD suspensions. The proportion of Hispanic SWD students in the district (52.8 percent) and the proportion of suspensions of Hispanic SWD students (52.3 percent) were about the same. The remaining students (Asian, Filipino, Indochinese, Native American, and Pacific Islander) together made up 14.3 percent of SWD and received only 5.6 percent of SWD suspensions.

¹⁴ 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.¹⁵ 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.

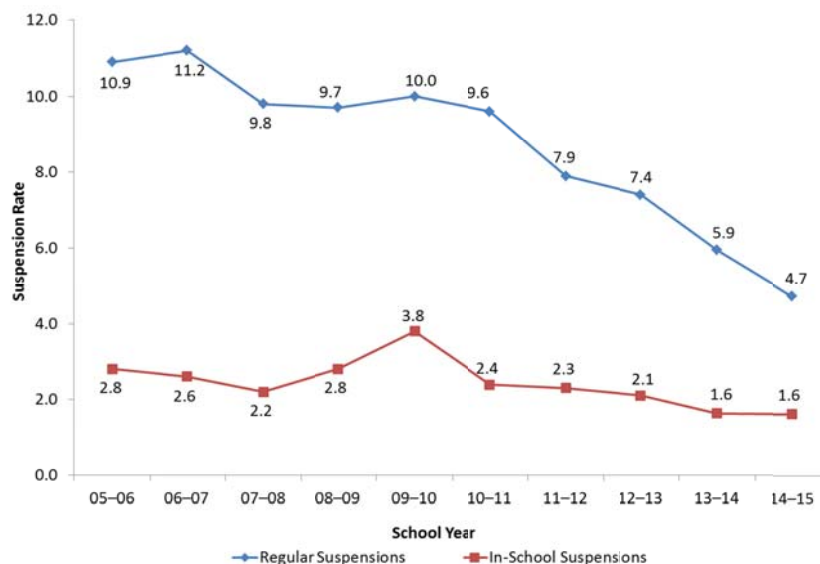


Figure 9. District suspension rates, regular and in-school, 2005–06 through 2014–15.

The in-school suspension rate dropped from a 10-year high of 3.8 suspensions per 100 students in 2009–10 to 2.4 in 2010–11, followed by four years of gradual decline through 2014–15 (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).¹⁶

Similar to the pattern for regular suspensions, in-school suspension rates in 2014–15 peaked in the middle level grades (see Table 8). The rates decreased from the previous year for grades 8, 9, 11, and 12, increased for grades K, 1, 2, 3, 4, 5, 6, 7, and 10. The largest decrease was for grade 9, where the rate was 60 percent lower in 2014–15 than in the prior year. The largest increase was for kindergarten, where the rate was 505 percent higher in 2014–15 than in the prior year, which appeared to be a 10-year anomaly with a rate of 0.05.

¹⁵ 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.

¹⁶ 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 (i.e., negative attendance).

Table 8
In-School Suspension Rates by Grade Level, 2005–06 through 2014–15

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2012-13	0.21	0.31	0.58	1.06	1.16	1.76	4.95	6.84	6.37	2.00	1.14	0.98	0.59
2013-14	0.05	0.32	0.67	0.80	1.16	1.11	1.56	3.82	5.17	3.63	0.91	0.97	1.52
2014-15	0.31	0.55	0.70	1.17	1.38	1.37	3.91	4.06	3.63	1.47	1.46	0.77	0.76

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 2 to 12 in the last 16 years. One school has had over 100 in-school suspensions for 8 of the last 16 years, 2 schools for 7 years, and 2 schools for 5 years. These few schools each year have accounted for 11.1 to 68.0 percent of all district in-school suspensions. The single school with the most in-school suspensions—a title held by 8 different schools over the last 16 years—has accounted for anywhere from 6.3 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 consequence 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 2.3 to 3.7 times that for females. 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 also 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 on 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, 2005–06 through 2014–15

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2012-13	2.09	1.08	3.05	5.16	0.33	0.93	2.42	0.65	2.22	4.47	0.91	1.83
2013-14	1.63	0.84	2.39	4.04	0.47	0.44	1.81	0.47	1.22	0.81	0.97	1.62
2014-15	1.62	0.68	2.50	3.30	0.47	0.71	1.88	0.47	2.42	1.75	1.04	1.39

"-" = 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 infrac-

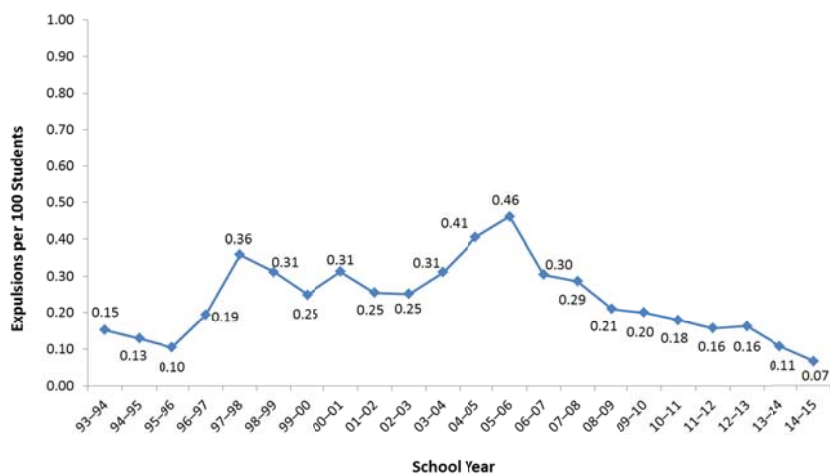


Figure 10. District expulsion rates by year, 1993–94 through 2014–15.

tion 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 2014–15, the district expulsion rate was 0.07 expulsions per 100 students, the lowest rate in 22 years or reporting (see Figure 10). Appendix C lists the expulsion rates by school for the past five years. Males represented 85.9 percent of the 85 district expulsions. The male expulsion rate in 2014–15 was five-and-one-half times that for females (see Table 10). As with suspensions, African American and Hispanic students’ expulsion rates have usually exceeded the district rate. Asian, Filipino, Indochinese, Pacific Islander, and White students had expulsion rates below the district rate in 2014–15. The expulsion rate for Native American students was above the district rate in 2014–15, 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 2014–15

(from 0.27 to 0.00), while Indochinese and Native American students were the only groups to witness increases.

Table 10
Expulsion Rates by Racial/Ethnic Group and Gender, 2005–06 through 2014–15

Year	District	Gender		Race/ Ethnicity								
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White	Multiracial
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
2012-13	0.16	0.04	0.28	0.33	0.05	0.03	0.21	0.12	0.28	0.36	0.07	0.06
2013-14	0.11	0.02	0.19	0.18	0.02	0.02	0.15	0.02	0.00	0.27	0.04	0.09
2014-15	0.07	0.02	0.11	0.13	0.00	0.00	0.08	0.05	0.30	0.00	0.02	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 17 of the last 21 years, and twice each in grades 7 and 9. During those 21 years, grade 8 students received one-fifth to one-third of the district expulsions each year.

The expulsion rate for SWD (0.20 percent) was four times higher than that for students in general education (0.05). 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.

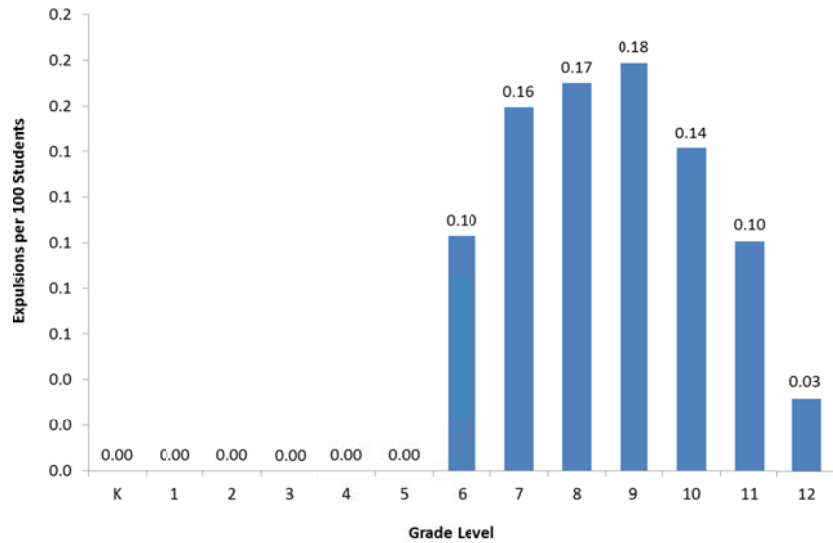


Figure 11. District expulsion rate by grade level, 2014–15.

Discussion

Overall suspension rates. On the outset, it appears that transitioning to a new student data system produced a sharp decline in the reporting of discipline data, possibly due to inaccurate and/or incomplete data entry. However, noticing this striking decline near the end of the 2013–14 school year, the Research and Reporting Department polled every school to ensure that all discipline data had been completely and accurately entered into the database. While there were schools that needed to catch up with their data entry, which they eventually did by the end of the school year, others proclaimed that interventions and other factors influenced their schools' rates that year. For example, a couple of schools noted that their prior year's high offenders were no longer at their schools. Other schools commented on their application of schoolwide behavior plans, anti-bullying programs, and other behavioral strategies. So, the large decrease in suspensions and the implementation of PowerSchool during the same school year is merely coincidental.

The further decline in 2014–15 seemed to be due to similar factors. In the spring of 2015, schools again were polled about their low suspension counts for the year. Again, schools responded that they needed to catch up with data entry, but they also provided reasons for their lower numbers. Examples of school responses include:

- “We have had a significant reduction in incidents due to our hard work around building culture and relationships with students.”
- “We were extremely strict on discipline last year and put systems in place to improve student behavior...looks like it paid off.”
- “We have focused a great deal on pro-active student engagement and alternative approaches to discipline.”
- “I’m glad that someone is noticing our reduced numbers. We’ve really been trying hard to incorporate restorative practices whenever appropriate.”
- “We have been focusing on our positive behavior support this year.”
- “I believe that the difference in numbers is due to a change in how we deal with incidents and is a reflection of the work of the team.”

In addition, as a consequence of a new district zero tolerance policy starting in the 2014–15 school year, certain types of behaviors no longer required a suspension; San Diego Unified went from 16 to 5 behaviors that required a suspension and recommendation for expulsion.

In fact, declining suspension rates over the past few years is not unique to San Diego Unified. The state as a whole also experienced decreases in suspensions, including the state's largest school district, Los Angeles Unified (Figure 12). State-produced rates (computed by dividing the number of students suspended by the cumulative student enrollment) dropped overall in the past three years for the three largest school districts (although Long Beach Unified saw an uptick in 2012–13 before dropping down to the statewide rate in 2013–14). District-level data are not available before 2011–12, since these data stem from CALPADS, which first required discipline data reporting in that school year. Among other major policy shifts, LAUSD's Board of Education banned suspensions for defiance in 2012–13, and the state recently followed their lead by limiting suspensions and expulsions for disruptive behavior in certain grades (Assembly Bill

420, signed in 2014). This new law could be a large factor in the recent drop of out-of-school suspensions statewide.

The 2014–15 school year was not the first time SDUSD schools tried to reduce student misbehavior. There have been multiple efforts to cut 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.

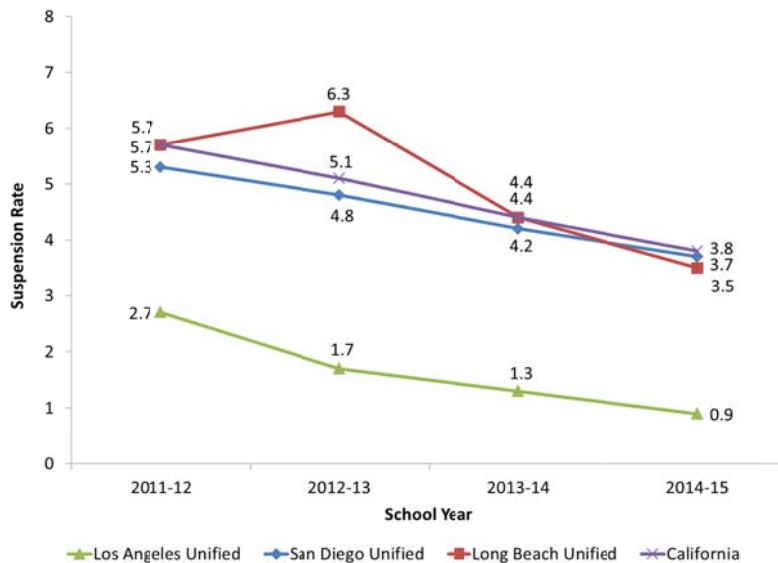


Figure 12. Suspension Rates for California, LAUSD, SDUSD, and LBUSD 2011–12 to 2014–15.

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 73 PBIS schools continued to drop during each of the next five years (from 13.3 in 2010–11 to 6.1 in 2014–15), 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, as evidenced by 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 an adequate amount of time.

Suspension rates by racial/ethnic group. There remain consistently large differences in suspension rates among racial/ethnic groups. For example, African American students are suspended at rates higher than other students, a situation 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 expla-

nation focuses on the ethnic composition of the administration or teaching staff, but this hypothesis was not supported by a recent study.¹⁷ 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 2014–15 suspension rates for individual reasons by racial/ethnic group, gender, and grade level, respectively; Figures 13 to 15 show suspensions for individual reason *as a proportion of all suspensions* for each of those groups.

Table 11 shows that African American students had the highest suspension rates in 2014–15 in all but five categories: alcohol/tobacco/drugs, hate incidents, robbery/extortion, theft/stolen property, and weapons. These categories were led by Native American students (alcohol/tobacco/drugs), Filipino students (hate incidents), and Pacific Islander students (theft/stolen property and weapons); all racial/ethnic groups had a 0.00 rate for robbery/extortion.

Table 11
Suspension Rates by Reason and Racial/Ethnic Group, 2014–15

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.	0.69	5.25	4.01	0.02	0.39	0.20	0.00	0.46	0.35	0.63	0.23
Asian	0.12	0.31	0.12	0.00	0.05	0.00	0.00	0.05	0.07	0.07	0.02
Filipino	0.19	0.73	0.30	0.03	0.02	0.00	0.00	0.06	0.03	0.08	0.09
Hispanic	0.72	1.81	1.63	0.02	0.15	0.14	0.00	0.18	0.19	0.37	0.24
Indochin.	0.28	0.65	0.50	0.00	0.07	0.05	0.00	0.03	0.07	0.13	0.17
Nat. Am.	0.91	1.52	1.52	0.00	0.00	0.00	0.00	0.00	0.30	0.00	0.00
Pac. Isl.	0.44	1.31	1.31	0.00	0.15	0.00	0.00	0.15	0.44	0.44	0.29
White	0.29	0.96	0.59	0.01	0.04	0.04	0.00	0.08	0.06	0.14	0.10
Multi.	0.36	1.77	0.98	0.01	0.10	0.07	0.00	0.06	0.10	0.25	0.18

When offenses by reason for each group are viewed in proportion to all offenses for the group (see Figure 13), certain aspects stand out. Native American students had the highest proportion of alcohol/tobacco/drug and disruption/defiance offenses. Filipino students had the highest proportion of assault/battery offenses and hate incidents. Asian students had the highest proportion of obscenity offenses and sexual harassment offenses. Indochinese students had the highest proportion of property damage (shared with Hispanic students) and weapons offenses. Pacific Is-

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

lander students had the highest proportion of theft/stolen property and threats/intimidation of fences.

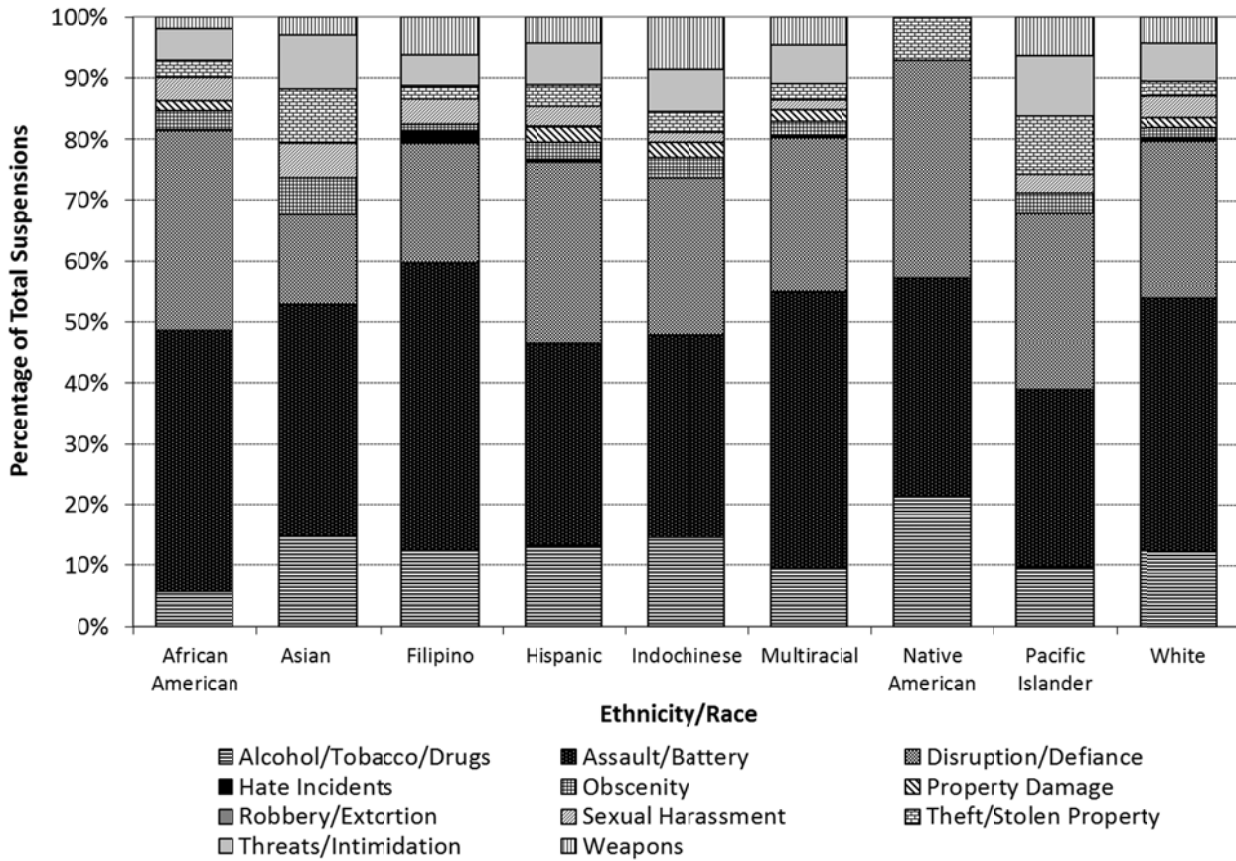


Figure 13. Suspensions by reason as a proportion of all suspensions by racial/ethnic group, 2014–15.

Males were more likely than females to be suspended for all reasons except alcohol/tobacco/drugs and robbery/extortion, the latter of which they were tied at 0.00 (see Table 12). The male-to-female ratio in suspension rate by reason ranged from 0.9 to 1 for alcohol/tobacco/drugs incidents to 16.3 to 1 for sexual harassment offenses.

Table 12
Suspension Rates by Reason and Gender, 2014–15

Gender	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidn/ Harassmt	Weapons
Female	0.34	0.78	0.62	0.00	0.07	0.02	0.00	0.02	0.07	0.15	0.03
Male	0.32	2.70	2.12	0.03	0.19	0.18	0.00	0.28	0.23	0.43	0.32

There are sizable variations in the differences between the genders, which are reflected in Figure 14, showing the *proportionate* frequency of suspensions for types of offense for females and males. Noteworthy are the greater degrees to which male suspensions involve assault/battery,

weapons, property damage, sexual harassment, and hate incidents, and females’ higher involvement in offenses involving alcohol/tobacco/drugs, threats/intimidation, theft/stolen property, and obscenity.

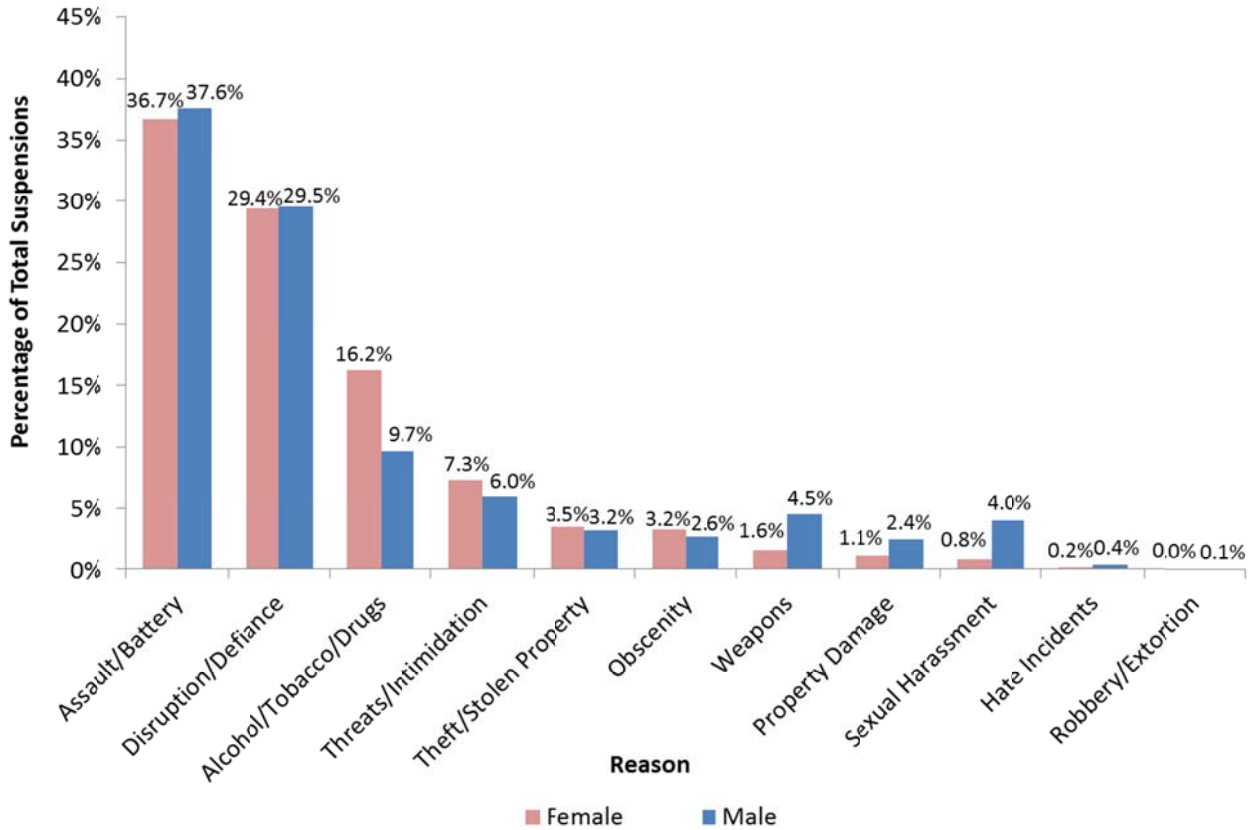


Figure 14. Suspensions by reason as a proportion of all suspensions by gender, 2014–15.

In 2014–15, suspension rates for six types of offenses peaked in grade 7: assault/battery, disruption/defiance, hate incidents, theft/stolen property, and weapons (see Table 13). Offenses that peaked in grade 8 were obscenity and threats/intimidation/harassment and in grade 6, property damage and sexual harassment. Rates for alcohol/tobacco/drugs peaked in grade 10, while robbery/extortion peak rates were shared among grades 7, 8, and 11 at 0.01.

Table 13
Suspension Rates by Reason and Grade Level, 2014–15

Grade Level	Alcohol/ Tobacco/ Drugs	Assault/ Battery	Disruption/ Defiance	Hate Incidents	Obscenity	Property Damage	Robbery/ Extortion	Sexual Harassmt	Theft/ Stolen Property	Threats/ Intimidtn/ Harassmt	Weapons
K	0.00	0.85	0.41	0.00	0.03	0.03	0.00	0.00	0.02	0.00	0.02
1	0.00	1.09	0.34	0.00	0.05	0.03	0.00	0.02	0.02	0.01	0.04
2	0.00	0.88	0.45	0.00	0.05	0.02	0.00	0.00	0.03	0.03	0.09
3	0.00	1.21	0.47	0.00	0.07	0.06	0.00	0.02	0.11	0.09	0.12
4	0.03	1.48	1.06	0.00	0.04	0.09	0.00	0.18	0.13	0.25	0.16
5	0.10	1.43	0.88	0.01	0.07	0.08	0.00	0.17	0.11	0.40	0.24
6	0.24	3.78	2.21	0.05	0.31	0.23	0.00	0.47	0.32	0.67	0.38
7	0.80	4.10	3.60	0.06	0.27	0.20	0.01	0.44	0.41	0.73	0.52
8	0.98	2.99	3.39	0.04	0.37	0.22	0.01	0.34	0.40	0.89	0.33
9	1.51	2.32	2.39	0.01	0.22	0.14	0.00	0.21	0.17	0.40	0.24
10	1.56	1.54	1.68	0.02	0.15	0.13	0.00	0.08	0.23	0.33	0.17
11	1.26	1.06	0.95	0.01	0.10	0.06	0.01	0.04	0.02	0.08	0.07
12	0.63	0.58	0.74	0.01	0.02	0.07	0.00	0.11	0.07	0.09	0.07

The increasing relative frequency of alcohol/tobacco/drugs and the decreasing prominence of assault/battery at higher grade levels are quite striking (see Figure 15). The peak relative frequencies of alcohol/tobacco/drug offenses occurred in grade 11, while assault/battery peaked in grade 1. The relative frequencies of weapons rose through the early elementary school years, peaking in grade 5. Similarly, the relative frequencies of sexual harassment rose through the elementary school years, peaked in grade 6, and generally declined through high school until an uptick in grade 12.

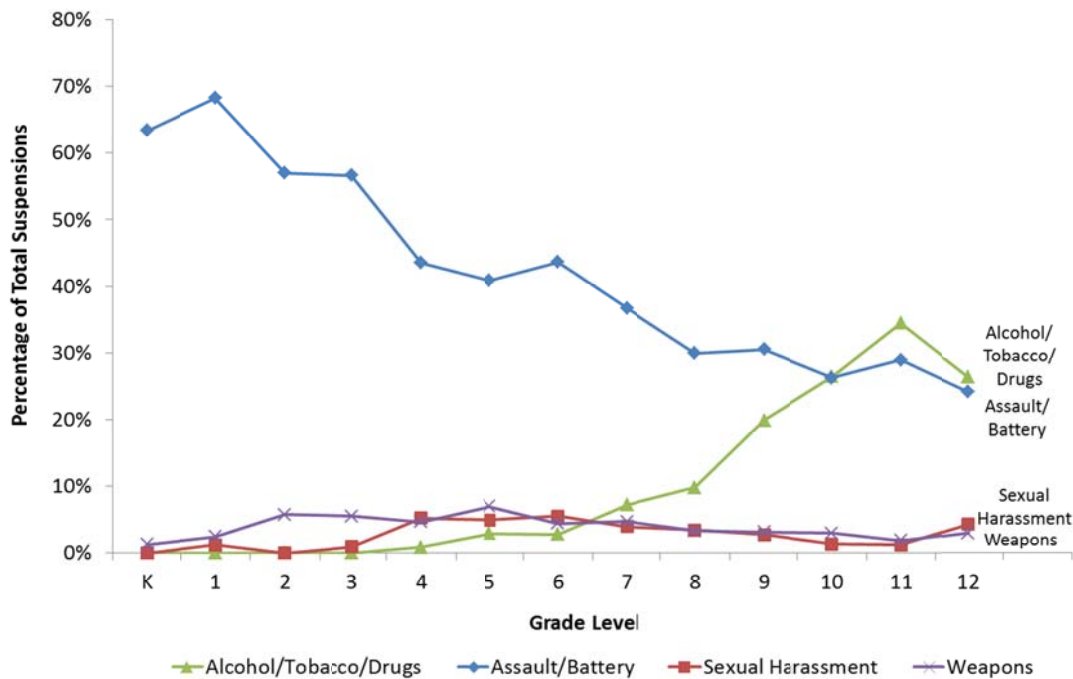


Figure 15. Suspensions by selected reason as a proportion of all suspensions by grade level, 2014–15.

Average suspension lengths. There is a fairly consistent interaction between the suspension rate and the average length of suspension; in 13 of the past 19 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 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 SWD rate in 2008–09 increased by 15 percent, while the rate for students in general education decreased by 6 percent. In 2009–10, the pattern switched, with the suspension rates for students in general education increasing by 8 percent and the SWD rate decreasing by 1 percent. In the next five years, both rates decreased each year, with the most dramatic decrease occurring in 2014–15 for SWD (by 32 percent) and in 2013–14 for students in general education (by 22 percent). It appears that interventions and alternatives to suspensions need to be examined again for SWD.

Homeless, Foster, and Military-Family Students. Additional student groups may need to be targeted for extra services because of their tendency to get suspended. Two of these groups are homeless students and foster students. In 2014–15, homeless students (N=5,830) were suspended at over twice the rate (11.0) of students who were not homeless (4.4; see Figure 16). A much larger gap was seen for foster students (N=512), whose suspension rate (45.1) was almost 10 times that for students who are not foster children (4.6). Students who were both homeless and foster during the same school year (N=119) fared the worst, with a suspension rate (71.4) 15 times that for students who were not both homeless and foster (4.7).

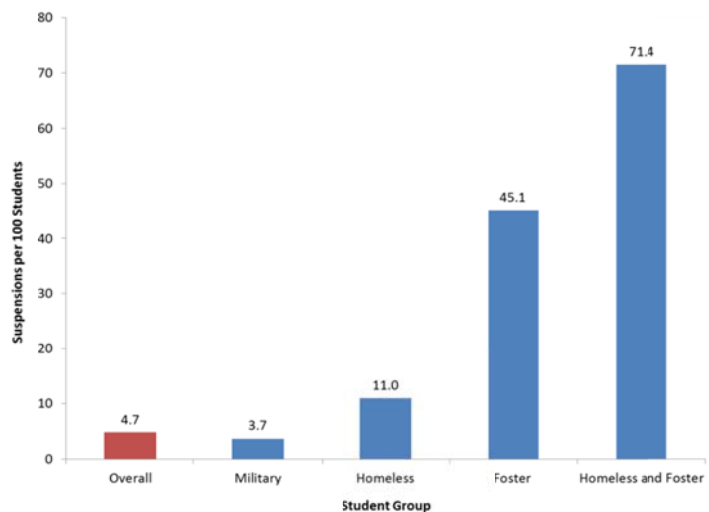


Figure 16. Suspension rates by student homeless, foster, and military status, 2014–15.

A group of students who do not appear to need additional services for behavior intervention is students from military families (i.e., students who have at least one parent active in the military). In 2014–15, the suspension rate for this group of students (3.7) was lower than that for students who are not from a military family (4.8). This difference might be a function of the student’s grade level and the tendency for parents to accurately fill out the military field on the enrollment form as students continue on in school. In the district as a whole, the number of military-family students in 2014–15 peaked at 1,361 in kindergarten and reached its nadir of 431 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 kindergarten, and grades 2, 6, and 12.

Parent Education Level. Students who were suspended were more likely to have parents whose highest education level was graduating from high school (29 percent) or who didn’t graduate from high school (21 percent) compared to the student population as a whole (17 percent and 12 percent, respectively). They were less likely to have parents who graduated from college (15 percent) or with a graduate degree (8 percent) than the entire student population (20 percent and 16 percent, respectively). This difference illustrates another risk factor for student behavior that teachers and administrators should be aware of.

Income Level. Related to parent educational level is the student’s household income level. The 2014–15 suspension rate was higher for students in low income households (6.5) than for students not in low income households (2.1), a pattern consistently seen in the prior four years. The term “low income” is used starting in 2014–15 because this was the first year that income data was collected from all district students, as opposed to students only at non-Provision 2 schools¹⁸ before that year. In 2014–15, the data were analyzed both ways (including students at Provision 2 schools as “meal eligible” versus only including students who actually qualified as “low income”) as the “transition year,” and the suspension rates for “low income” students and “meal eligible” students came out essentially the same at 6.5, compared to students who were not low income (2.1).

Charter Schools. The 2014–15 suspension rate for charter schools (6.1) was higher than the corresponding rate for district-managed schools (4.5). The charter school expulsion rate (0.07) matched that for district-managed schools. These figures may be explained by a variety of factors.

First, charter schools have become more popular over the years (enrollment share increasing in the district from 1.5 percent in 1993–94 to 15.9 percent in 2014–15), 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.

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

¹⁸ A school becomes Provision 2 based largely on the percentage of students certified eligible for free and reduced-price lunch during the annual application process. When the percentage becomes substantial (typically above 80 percent), Food Services initiates a “base year” during which applications are still accepted, but free lunches are provided to all students.

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 between 292 and 505 suspensions over the last six years. During each of these six years, the rest of the charter schools had between 0 and 174 suspensions each. O'Farrell accounted for between 23.2 percent and 33.0 percent of all charter school suspensions in the past six years, 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. In 2012–13, O'Farrell's rate dropped just slightly (to 36.4) while the rest of the charters increased slightly (to 7.2). In 2013–14 and 2014–15, the rates for both O'Farrell and the rest of the charters declined.

Despite O'Farrell's high suspension rates in the middle grade levels (grade 6 through 9), overall charter school grade-level suspension rates were higher than the respective district-managed rates in grades 3 through 8 and 10. The rest of the grade levels in charter schools displayed lower or equal suspension rates than those at district-managed schools.

SWD status could be a factor in the difference between charter and district-managed schools. Unlike the rates in recent school years, the suspension rate for SWD at charter schools (13.2) was higher in 2014–15 than for SWD at district-managed schools (11.7). Ethnicity also seemed to have an effect on the suspension rate difference between charter and district-managed schools. While the rates were lower at charter schools compared to district-managed schools for Native American, and White students, the rates were higher for the rest of the racial/ethnic groups at charter schools. In addition, the proportion of charter school enrollment is higher for secondary grade levels than for elementary, which could also adversely impact the overall charter rate in comparison to the district-managed rate since older students are generally more likely to be suspended than younger students.

Looking at the suspension rates another way, the overall charter school rate may be slightly lower than expected based on their students' grade levels, race/ethnicity, and gender. Further analysis is necessary to make this type of comparison.

Repeat Offenders. In 2014–15, 15 students (0.01 percent of the student population) were suspended 10 or more times, resulting in 162 total suspensions among them (2.64 percent of the total number of suspensions). These students were suspended at a rate over 200 times that of other students. Most (60 percent) were in middle school, all but one (93 percent) were male, over half (53 percent) were Hispanic, and almost half (44 percent) of their suspensions were for disruption/defiance. They were suspended for a total of 394 days, missing an average of over a month of school each, resulting in a loss of over \$17,600 for the district in ADA reimbursement. Two of these 15 students were also expelled during the 2014–15 school year. Targeting these students

and providing other sorts of interventions and consequences may benefit the students' academic careers and the district's finances.

In-school suspensions. Until 2011–12, in-school suspension data were drawn from attendance information in Zangle. Starting in 2011–12, in-school suspension information was compiled from the same database as suspension data, mostly because state reporting started requiring district in-school suspension data. Caution must be taken when analyzing in-school suspension rates over time. In prior years, in-school suspension data for positive attendance schools (e.g., Garfield, Twain) were not included. Some charter schools do not use the district's attendance database, so their in-school suspensions were also not reported. 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 then record high 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. The Placement and Appeals Department attributes the 2014–15 drop in expulsions to the new zero tolerance policy, which lowered the number of behaviors that required a recommendation for expulsion from 16 to 5. Administrators could still recommend a student for expulsion for other behaviors, but it is optional instead of mandatory.

Recommendations

Reducing the number of student behaviors that lead to being suspended will increase classroom instruction time for students, a benefit both to students and schools. Getting suspended from school can be seen as a reward by some students (they get free days off from school), so it would be preferable to use consequences other than out-of-school suspensions for their behaviors, including in-school suspension, detention, community service, and restorative justice (i.e., repairing the harm caused by the student's behavior). The district has used these alternative consequences for years, and their use appears to reduce the suspension rate.

In addition, and even more importantly, schools should provide interventions to prevent errant behaviors before they even begin. The district has encouraged school site staff to implement varying levels of interventions, depending on the severity of the infraction. These interventions range from simply changing the student's immediate environment (e.g., changing seats) to addressing specific behaviors that the student needs to work on (e.g., implementing a behavioral intervention plan). Interventions could also be schoolwide as opposed to student-specific. Schools can determine certain "hot spots" for negative student behavior and make appropriate

changes to the environment to discourage these behaviors, such as providing more supervision in a stairwell where students tended to get in trouble during passing period. To address behavioral issues in highly mobile populations, such as homeless and foster students, schools can be encouraged to assign student “buddies” to new students, someone who will help them navigate the surroundings and culture of their new school. Currently, the district’s Youth in Transition Office assigns mentors and case managers for youth in these higher-risk populations who check in and connect with the youth to provide proactive support.

Therefore, it is recommended that the district continue and expand its use of alternative consequences and behavioral interventions to further reduce negative student behavior. It is anticipated that this will continue to reduce the suspension rate, increase the funding schools receive for ADA, and provide schools with the means to extend these services to future students.

Conclusion

After a three-year increase, the district suspension rate decreased from a 34-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. Although, these recent drops were followed by an increase in 2009–10 to 10.0 suspensions per 100 students, the rate has continued its gradual decline over the next five years. The causes of any change may be multiple and difficult to determine from year to year. It appears that the suspension rate decreased in 2014–15 partly because of a trend by schools to use alternative disciplinary actions. Gender and race/ethnicity of students continue to play a role in 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, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Adams		4.20	4.22	1.12	1.44	1.82
Alcott		6.90	7.45	0.00	4.17	3.70
Angier		0.22	0.86	0.71	0.35	0.35
Baker		7.89	6.15	3.64	4.18	3.70
Balboa		1.67	3.74	1.28	0.90	1.47
Barnard		3.64	3.40	0.70	0.81	0.00
Bay Park		2.40	2.27	0.69	2.03	0.46
Benchley/Weinberger		1.11	1.36	1.99	0.55	0.54
Bird Rock		0.00	1.12	0.00	0.56	0.38
Birney		3.06	5.22	8.32	5.48	8.85
Boone		7.65	3.63	3.42	2.15	4.21
Burbank		2.24	7.30	8.01	0.26	1.75
Cabrillo		1.55	1.98	3.46	0.00	1.53
Cadman		6.00	0.70	1.85	1.73	3.28
Carson		1.64	1.89	2.29	1.93	2.53
Carver		5.68	2.36	6.49	1.72	8.00
Central		1.25	0.90	1.23	5.07	1.15
Chavez		0.00	0.15	0.18	3.25	0.61
Cherokee Point		3.19	1.35	0.21	0.39	0.00
Chesterton		1.75	2.31	2.00	3.90	3.09
Chollas/Mead		4.61	2.43	2.12	2.80	0.16
Clay		12.88	6.76	2.70	4.55	2.83
Crown Point		0.00	3.41	1.46	3.06	1.76
Cubberley		16.31	21.47	11.60	12.44	5.45
Curie		0.51	0.67	0.69	0.18	0.18
Dailard		0.55	0.00	1.03	0.54	1.12
Dana		5.34	2.32	2.31	4.29	2.44
Dewey		2.97	3.82	1.79	2.51	1.13
Dingeman		0.63	1.20	2.22	1.18	0.60
Doyle		2.48	2.68	2.29	1.97	1.11
Edison		9.67	4.04	8.45	4.27	2.26
Einstein Academy	Y	0.00	0.40	0.19	0.19	0.16
Elevate	Y	—	—	—	—	1.82
Emerson/Bandini		11.56	8.73	8.51	9.50	3.07
Empower	Y	—	—	—	—	10.29
Encanto		1.30	2.53	3.92	1.85	0.99
Ericson		1.34	1.68	2.72	0.13	0.41
Euclid		3.95	9.64	6.77	7.30	5.60
Evangeline Roberts Institute	Y	—	0.00	6.45	3.53	3.66
Fay		2.73	2.70	2.79	3.75	1.24
Field		4.98	4.64	6.25	2.77	4.27
Fletcher		3.36	1.10	1.56	1.19	1.23
Florence		7.03	11.08	3.62	6.19	5.34
Foster		5.35	1.46	5.05	1.34	1.36
Franklin		20.88	13.03	12.70	4.40	4.88
Freese		2.70	2.23	4.81	6.08	3.73

Elementary School Student Suspension Rates by School, Continued

School	Charter	2010-11	2011-12	2012-13	2013-14	2014-15
Gage		4.47	3.92	2.51	0.48	1.09
Garfield Elementary		3.23	2.43	4.01	6.71	9.03
Green		0.39	0.60	0.00	0.39	0.97
Hage		2.85	1.32	0.60	0.95	0.16
Hamilton		1.03	0.00	0.70	2.93	2.10
Hancock		1.56	3.41	2.43	1.09	1.96
Hardy		0.00	0.77	0.48	2.33	1.96
Hawthorne		2.79	2.40	5.72	2.36	4.39
Hearst		1.37	0.00	0.00	0.38	0.00
Hickman		2.77	1.23	1.88	0.64	1.72
High Tech Elementary Explorer	Y	0.00	0.00	0.00	3.90	4.00
Holmes		3.62	2.29	1.13	0.57	1.34
Horton		4.65	4.41	2.48	1.29	1.26
Ibarra		3.30	1.12	0.39	2.82	1.54
Jefferson		3.99	4.24	0.91	1.13	1.92
Jerabek		1.01	1.08	0.30	0.59	0.15
Johnson		10.96	7.47	6.83	6.36	12.90
Jones		3.48	3.71	4.48	1.98	4.41
Joyner		3.83	3.25	2.16	0.72	2.22
Juarez		6.56	7.63	9.05	3.98	1.45
Kavod	Y	—	—	—	0.00	2.17
Kimbrough		0.92	0.38	1.47	0.65	1.55
King-Chavez Arts	Y	5.29	5.26	2.82	0.00	0.00
King-Chavez Athletic	Y	2.48	5.45	1.73	0.00	0.00
King-Chavez Primary	Y	4.39	3.91	7.54	0.00	0.00
Kumeyaay		0.00	3.46	0.93	0.41	0.64
La Jolla Elementary		0.32	0.16	0.00	0.65	0.00
Lafayette		3.01	4.07	3.86	5.65	2.63
Lee		1.15	0.95	1.94	1.94	2.87
Linda Vista		1.83	0.41	1.80	1.27	2.75
Lindbergh/Schweitzer		6.57	5.36	4.54	4.38	1.37
Loma Portal		0.74	1.17	1.42	1.62	0.92
Marshall Elementary		5.70	7.34	0.38	0.78	0.38
Marvin		0.30	0.88	0.00	0.25	0.25
Mason		2.32	2.22	1.76	1.61	1.58
McGill Academy	Y	0.00	0.00	0.00	0.00	0.00
McKinley		2.36	1.14	3.41	2.82	1.58
Miller		0.41	0.27	1.06	0.82	0.14
Miramar Ranch		0.53	0.15	0.28	0.54	0.00
Normal Heights		2.19	2.03	1.89	2.10	0.32
Nye		4.72	6.39	1.32	1.98	4.57
Oak Park		7.30	8.05	5.97	2.30	2.06
Ocean Beach		2.46	1.61	1.61	0.84	1.23
Pacific Beach Elementary		0.57	0.52	1.27	4.50	4.31
Paradise Hills		1.24	1.79	4.78	0.99	2.34
Parks		1.70	3.17	0.54	2.05	2.64

Elementary School Student Suspension Rates by School, Continued

School	Charter	2010-11	2011-12	2012-13	2013-14	2014-15
Penn		1.86	3.21	1.42	2.36	3.13
Perry		4.57	4.27	4.51	3.78	2.29
Porter		4.76	1.06	3.61	3.18	1.22
Rodriguez		10.99	15.62	12.62	7.17	10.80
Rolando Park		3.90	6.30	1.78	1.69	1.30
Ross		13.93	4.30	9.12	7.74	15.29
Rowan		0.37	4.02	1.96	1.85	0.86
San Diego Cooperative 2	Y	—	—	—	0.00	0.64
Sandburg		0.28	0.82	0.26	1.23	0.13
Scripps		0.60	0.45	1.27	1.69	1.20
SD Global Vision Academy	Y	0.00	5.03	9.33	1.00	2.19
Sequoia		3.20	4.94	4.47	4.08	7.34
Sessions		2.26	0.48	1.44	1.24	0.41
Sherman		1.89	0.54	0.00	2.00	0.59
Silver Gate		0.19	0.00	0.37	0.00	0.00
Spreckels		2.02	1.67	1.06	1.31	0.50
Sunset View		0.00	0.70	0.22	0.00	0.00
Tierrasanta		2.62	1.42	0.83	2.15	0.85
Toler		3.75	0.78	0.81	0.38	1.20
Torrey Pines		0.00	0.00	0.21	0.55	0.18
Valencia Park		0.58	2.41	6.96	1.27	1.74
Vista Grande		0.26	1.00	2.43	2.95	0.68
Walker		3.13	3.55	2.99	6.21	1.11
Washington		4.44	4.22	5.76	7.67	6.08
Webster		6.46	7.71	12.72	5.64	6.99
Wegeforth		0.37	1.24	0.84	7.21	18.69
Whitman		2.54	4.25	1.99	2.38	1.89
Zamorano		3.29	2.32	1.63	2.47	1.67

"—" School site was not yet open

Middle Level School Student Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Bell		49.81	46.41	34.10	33.23	26.64
Challenger		9.15	3.17	3.96	2.98	3.64
City Heights Prep	Y	—	—	21.74	15.38	32.46
Clark		31.56	21.76	14.59	13.26	16.12
Correia		16.48	25.57	10.50	3.00	2.39
CPMA		11.92	12.93	14.36	8.60	10.33
De Portola		24.05	11.18	6.78	6.49	3.72
Einstein Middle	Y	7.04	7.00	5.02	1.71	2.10
Farb		24.18	13.01	18.23	8.42	12.16
Health Sciences Middle	Y	—	—	—	2.34	0.00
High Tech Middle	Y	5.69	4.78	7.87	2.10	6.21
High Tech Middle Media Arts	Y	3.61	4.48	3.60	2.19	15.61
Innovation		17.39	17.68	12.35	8.49	8.99
King-Chavez Preparatory	Y	36.49	33.99	23.33	12.29	17.75
Knox		13.70	41.16 *	50.00 **	32.20	19.31
Lewis		12.05	6.93	8.29	8.36	6.05
Magnolia Science Academy	Y	4.85	8.74	8.36	3.10	0.54
Mann		27.93	18.34	30.51	23.25	26.45
Marshall Middle		4.84	3.56	5.25	2.52	1.18
Marston		18.09	11.17	7.23	5.27	7.85
Memorial Preparatory		100.93	42.46	38.40	17.03	7.26
Millennial Tech		31.01	23.57	37.56	55.88	22.70
Montgomery		17.49	24.49	15.64	15.20	19.16
Muirlands		5.86	7.71	3.88	5.08	4.36
Pacific Beach Middle		37.39	24.40	19.65	13.66	7.92
Pershing		17.01	14.77	12.66	9.26	8.84
Roosevelt		27.42	20.07	25.46	17.59	11.97
SD Global Vision Middle	Y	—	—	21.43	1.69	1.16
Standley		21.33	12.26	10.72	6.69	4.20
Taft		38.56	15.44	18.74	15.40	11.25
Wangenheim		8.31	8.58	4.88	4.82	6.69
Wilson		17.51	7.21	15.42	14.42	8.21

"—" School site was not yet open

* School became a Grade 5-8 site

** School became a Grade 6-8 site

Senior High School Student Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Arroyo Paseo	Y	10.88	48.46	44.53	51.77	60.00
Clairemont		10.18	5.92	7.41	6.22	2.81
Coleman Tech	Y	42.86	15.48	19.26	28.24	21.72
Crawford		—	—	12.81	11.70	6.29
Crawford CHAMPS		6.01	11.40	~	~	~
Crawford IDEA		11.86	26.54	~	~	~
Crawford Law & Business		23.91	13.85	~	~	~
Crawford Multimedia		18.55	10.75	~	~	~
e3 Civic High	Y	—	—	—	5.19	4.66
Health Sciences	Y	0.00	1.51	1.62	0.37	0.00
Henry		7.01	5.49	4.51	4.57	4.35
High Tech High	Y	3.17	1.93	0.87	2.69	2.03
High Tech High International	Y	2.81	8.89	2.21	3.98	2.24
High Tech High Media Arts	Y	0.48	3.41	4.83	1.96	3.00
Hoover		18.36	19.94	19.74	15.44	3.47
iHigh Virtual Academy		0.00	0.00	0.00	0.00	0.00
Kearny Digital Media & Design		9.92	8.10	6.09	7.55	7.27
Kearny Eng, Innov & Design		18.74	24.02	15.83	12.42	5.90
Kearny International Business		2.60	6.06	3.46	3.68	3.04
Kearny SCT		20.26	10.40	9.65	9.12	6.09
King-Chavez High	Y	27.19	13.73	25.13	20.28	12.21
La Jolla		16.08	12.02	7.78	4.05	1.95
Lincoln		16.63	13.37	13.93	12.46	15.50
Madison		24.17	18.77	13.27	9.46	8.87
Mira Mesa		7.26	6.16	5.01	3.92	2.61
Mission Bay		11.81	10.59	11.53	6.72	7.27
Morse		10.16	11.52	7.70	5.30	5.86
Point Loma		6.28	5.03	5.52	5.46	3.40
San Diego Business		10.19	13.58	18.31	19.63	13.94
San Diego Communication		13.84	14.81	~	~	~
San Diego Int'l Studies		3.02	1.71	5.67	2.30	0.96
San Diego LEADS		45.24	17.40	15.33	~	~
San Diego MVP Arts		29.57	7.81	22.65	20.22	11.20
San Diego Sci Tech		6.05	27.39	16.54	11.50	7.58
Scripps Ranch		7.21	10.37	3.65	1.64	2.55
SD Early/Middle College High		1.74	7.07	1.43	10.49	6.36
SD Metro Career & Tech		8.82	4.67	7.22	2.67	0.00
Serra		10.99	9.70	7.78	7.18	3.12
University City		8.32	6.99	6.32	4.02	4.61

"—" School site was not yet open

"~" School site closed

Atypical School Student Suspension Rates by School, 2009–10 through 2013–14

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
America's Finest	Y	—	0.00	3.38	3.59	2.35
Audubon		10.00	19.48	21.07	21.66	8.30
Bethune		9.67	7.53	3.79	6.40	3.55
Darnall	Y	3.00	2.73	13.10	8.80	3.60
Epiphany Prep	Y	—	—	—	35.24	16.14
Fulton		21.66	2.27	2.77	12.41	7.89
Golden Hill		4.39	12.12	15.50	10.84	8.53
Gompers Preparatory	Y	19.64	13.63 ***	11.75	9.79	6.47
Grant		1.68	0.50	1.38	1.91	1.95
Holly Drive	Y	26.06	26.32	30.66	19.59	23.84
Iftin	Y	6.47	8.22	7.59	2.59	4.83
Innovations Academy	Y	2.45	2.33	1.51	0.30	0.00
Keiller	Y	37.22	36.43	21.11	17.75	11.07
King-Chavez	Y	9.40	7.10	19.43	2.76	16.62
KIPP Adelante	Y	18.31	7.99	10.64	24.36	22.88
Language Academy		1.63	2.30	2.79	1.57	0.19
Laurel Preparatory	Y	—	—	—	0.00	0.00
Learning Choice	Y	0.00	0.27	0.16	0.11	0.00
Logan		11.77	18.34	12.23	7.60	7.69
Longfellow		15.02	9.87	7.99	7.21	5.41
Mt. Everest		0.68	0.00	0.00	0.00	0.35
Muir		6.17	6.74	6.43	6.25	3.24
Museum	Y	1.18	0.50 *	0.42 **	0.87	1.29
O'Farrell	Y	53.38	36.79	36.41	25.24	20.05
Old Town Academy	Y	—	0.00	5.31	0.00	0.00
Perkins		13.07	7.84	13.30	1.12	2.96
Preuss	Y	5.01	4.65	1.69	3.80	3.78
San Diego Cooperative	Y	1.86	3.29	1.33	0.65	0.22
SCPA		9.67	6.58	5.04	1.88	1.67
Tubman Village	Y	14.18	11.04	9.84	3.13	11.29
Urban Discovery	Y	1.95	2.66	2.29	7.95	4.86

"—" 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

Alternative School Student Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
ALBA		434.29	408.33	403.85	230.30	316.67
Audeo	Y	0.00	0.17	0.00	0.14	0.00
Charter School of San Diego	Y	0.30	0.05	0.09	0.14	0.09
Garfield High		13.42	10.42	12.40	10.43	6.67
Home and Hospital		0.00	0.00	3.09	0.00	8.14
Riley/New Dawn*		95.45	85.03	100.62	92.67	44.91
TRACE*		0.00	0.00	0.00	0.55	0.00
TRACE Seniors*		0.00	0.00	0.00	0.00	0.00
Twain		1.19	0.98	4.21	0.00	0.93
Whittier*		0.00	20.41	25.00	15.56	26.83

* Special Education site/program

"~" School site closed

Appendix B: In-School Suspension Rates by School

Elementary School In-School Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Adams		0.30	0.90	0.00	0.00	1.22
Alcott		4.31	4.26	2.04	1.04	0.53
Angier		3.66	0.86	2.14	2.47	1.57
Baker		3.59	0.00	0.00	0.22	0.00
Balboa		0.00	0.17	0.00	0.00	0.00
Barnard		0.00	0.38	0.00	0.00	0.00
Bay Park		0.00	0.00	0.00	0.00	0.46
Benchley/Weinberger		0.00	0.39	0.00	0.00	0.18
Bird Rock		0.00	0.56	0.00	0.19	0.19
Birney		1.09	0.20	0.00	0.00	2.12
Boone		5.16	0.69	1.26	0.18	0.19
Burbank		0.00	4.28	4.61	0.53	0.75
Cabrillo		0.00	0.00	0.00	0.00	1.53
Cadman		0.67	0.70	0.00	0.00	1.09
Carson		0.55	1.13	0.57	0.39	0.00
Carver		6.62	0.00	0.00	0.00	0.00
Central		0.14	0.13	0.37	2.92	0.13
Chavez		0.00	0.00	0.00	0.43	0.61
Cherokee Point		1.39	0.00	0.00	0.00	0.42
Chesterton		0.00	0.00	0.00	0.00	0.00
Chollas/Mead		0.41	0.00	0.14	0.00	0.16
Clay		0.76	1.69	3.04	0.70	0.31
Crown Point		0.76	0.00	0.00	0.00	0.00
Cubberley		10.73	6.28	3.31	8.29	0.00
Curie		0.34	0.00	0.00	0.53	0.18
Dailard		0.73	0.68	0.34	1.08	1.31
Dana		0.00	0.00	0.00	0.00	0.12
Dewey		0.23	0.95	2.04	2.51	0.56
Dingeman		0.13	0.96	0.00	0.00	0.00
Doyle		0.00	2.94	0.00	0.46	0.45
Edison		1.00	1.01	1.69	0.00	0.17
Einstein Academy	Y	0.00	0.00	0.38	0.00	0.00
Elevate	Y	—	—	—	—	0.61
Emerson/Bandini		1.09	0.00	0.00	0.00	1.54
Empower	Y	—	—	—	—	22.06
Encanto		1.30	0.51	1.12	0.41	0.40
Ericson		0.53	0.90	0.91	0.40	0.00
Euclid		1.52	1.24	0.00	0.00	0.37
Evangeline Roberts Institute	Y	NA	0.00	2.42	0.00	0.00
Fay		5.32	0.43	3.63	1.44	1.24
Field		1.78	0.00	2.94	0.69	0.36
Fletcher		0.37	0.00	0.00	1.19	0.41
Florence		1.92	0.00	0.33	0.00	0.38
Foster		0.00	0.00	0.27	0.00	0.00
Franklin		0.00	1.15	6.97	4.80	0.70
Freese		0.22	0.00	6.42	6.69	0.68

Elementary School In-School Suspension Rates by School, Continued

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Gage		1.41	1.04	1.67	2.17	1.09
Garfield Elementary		0.00	0.00	0.00	0.00	0.00
Green		0.00	0.00	0.00	0.00	0.00
Hage		0.41	0.29	0.45	0.16	1.43
Hamilton		0.00	0.00	0.17	0.73	1.53
Hancock		2.48	6.27	4.56	1.09	1.21
Hardy		0.80	0.00	0.00	0.00	0.00
Hawthorne		0.56	0.00	0.30	0.34	0.34
Hearst		0.39	0.00	0.00	0.00	0.00
Hickman		0.00	0.15	0.16	0.00	0.17
High Tech Elementary Explorer	Y	NA	0.00	0.00	0.00	2.00
Holmes		0.00	0.00	0.00	0.00	0.00
Horton		2.97	2.39	3.83	0.64	2.09
Ibarra		0.00	0.00	0.39	0.38	0.00
Jefferson		0.00	0.91	0.00	0.28	4.38
Jerabek		0.29	0.00	0.00	0.29	0.77
Johnson		1.89	1.01	0.88	1.48	0.24
Jones		0.00	0.29	0.84	0.00	0.00
Joyner		0.00	0.00	0.00	0.00	3.33
Juarez		0.77	0.85	1.90	0.88	0.00
Kavod	Y	—	—	—	0.00	0.00
Kimbrough		0.00	0.00	0.63	0.22	0.22
King-Chavez Arts	Y	2.94	1.75	0.56	0.00	0.00
King-Chavez Athletics	Y	1.86	0.00	0.58	0.00	0.00
King-Chavez Primary	Y	0.00	0.00	0.84	0.00	0.00
Kumeyaay		0.00	2.64	0.74	0.00	0.42
La Jolla Elementary		0.16	0.00	0.00	0.16	0.00
Lafayette		2.68	3.73	5.61	1.06	0.75
Lee		0.00	0.95	0.73	1.11	4.02
Linda Vista		0.00	0.00	0.20	0.00	0.00
Lindbergh/Schweitzer		0.00	0.36	1.81	0.53	0.00
Loma Portal		0.25	0.00	0.24	0.00	0.23
Marshall Elementary		0.57	0.18	0.19	0.00	0.57
Marvin		0.00	0.00	0.00	0.25	0.25
Mason		1.81	0.62	1.05	0.12	0.00
McGill Academy	Y	0.00	0.00	0.66	0.00	0.00
McKinley		0.00	0.00	0.00	0.38	0.53
Miller		0.14	0.82	0.15	0.00	0.00
Miramar Ranch		0.00	0.00	0.00	0.00	0.00
Normal Heights		0.94	0.00	0.00	0.30	0.00
Nye		3.88	1.55	0.76	0.18	1.71
Oak Park		1.14	2.42	3.07	1.42	1.12
Ocean Beach		0.25	0.23	0.00	0.00	0.00
Pacific Beach Elementary		0.29	0.26	0.25	0.00	0.00
Paradise Hills		0.00	1.08	0.00	0.00	0.33
Parks		0.45	1.59	1.83	0.54	1.52

Elementary School In-School Suspension Rates by School, Continued

School	Charter	2010-11	2011-12	2012-13	2013-14	2014-15
Penn		0.00	0.23	0.24	2.12	1.04
Perry		1.78	0.25	0.25	1.33	0.46
Porter		2.51	0.48	2.16	1.72	1.32
Rodriguez		1.92	2.04	0.83	4.56	6.31
Rolando Park		1.95	1.26	0.44	0.00	0.87
Ross		0.82	0.00	0.30	0.30	0.00
Rowan		0.00	0.80	0.39	0.00	4.72
San Diego Cooperative 2	Y	—	—	—	0.00	0.00
Sandburg		0.14	0.00	0.13	0.27	0.00
Scripps		0.15	0.00	0.56	0.91	0.67
SD Global Vision Academy	Y	3.23	3.35	9.33	0.00	0.00
Sequoia		4.40	4.18	5.69	4.49	7.72
Sessions		0.00	0.00	0.00	1.45	1.02
Sherman		0.00	0.71	0.00	0.46	0.00
Silver Gate		0.19	0.00	0.18	0.17	0.00
Spreckels		0.24	0.39	0.66	0.00	0.17
Sunset View		0.00	0.00	0.00	0.00	0.00
Tierrasanta		0.00	0.00	0.00	0.00	0.00
Toler		0.00	0.00	0.00	0.00	0.80
Torrey Pines		0.00	0.00	0.00	0.00	0.18
Valencia Park		0.19	0.34	0.39	0.00	0.00
Vista Grande		0.26	2.24	1.33	0.68	0.23
Walker		0.00	0.00	0.00	0.00	0.00
Washington		1.71	0.00	0.00	1.92	0.00
Webster		0.00	3.14	3.76	10.97	16.11
Wegeforth		0.00	0.41	0.42	1.92	0.93
Whitman		2.86	0.00	0.66	0.34	0.00
Zamorano		1.39	0.97	0.39	0.08	0.08

"—" School site was not yet open

"NA" Data are not available

Middle Level School In-School Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Bell		0.09	0.10	0.10	1.18	0.22
Challenger		6.60	9.24	2.80	3.66	0.91
City Heights Prep	Y	—	—	0.00	3.08	4.39
Clark		0.53	2.03	2.02	2.54	1.74
Correia		0.11	8.72	2.30	1.37	1.07
CPMA		4.48	7.68	7.64	6.48	5.76
De Portola		3.71	1.02	1.03	6.18	7.64
Einstein Middle	Y	0.00	0.33	0.63	0.00	0.00
Farb		1.86	1.01	0.90	5.47	0.69
Health Sciences Middle	Y	—	—	—	0.00	0.00
High Tech Middle	Y	NA	0.00	0.00	0.00	2.48
High Tech Middle Media Arts	Y	NA	0.00	0.00	0.00	2.23
Innovation		3.59	7.93	4.86	6.16	3.92
King-Chavez Preparatory	Y	49.86	18.82	7.78	7.54	8.17
Knox		0.31	0.51 *	14.11 **	0.00	1.03
Lewis		0.28	1.53	1.04	2.92	6.14
Magnolia Science Academy	Y	NA	0.00	0.00	2.54	4.04
Mann		10.64	2.56	4.99	6.17	1.84
Marshall Middle		0.27	0.20	0.13	0.07	0.00
Marston		9.54	8.71	5.94	8.43	7.58
Memorial Preparatory		22.35	13.97	24.20	15.52	9.69
Millennial Tech		11.43	6.25	12.52	0.00	0.21
Montgomery		1.57	10.98	9.69	5.75	14.74
Muirlands		0.66	1.47	2.13	1.49	3.78
Pacific Beach Middle		0.00	0.00	0.31	0.00	0.52
Pershing		0.34	0.13	2.74	1.46	0.86
Roosevelt		1.89	1.38	1.40	1.55	3.23
SD Global Vision Middle	Y	—	—	30.95	0.00	0.00
Standley		4.10	10.93	10.42	12.32	9.51
Taft		4.80	6.62	12.42	41.91	26.79
Wangenheim		4.93	8.18	12.09	5.03	5.15
Wilson		7.18	7.38	10.65	6.81	1.45

"—" School site was not yet open

* School became a Grade 5-8 site

** School became a Grade 6-8 site

"NA" Data are not available

Senior High School In-School Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Arroyo Paseo	Y	NA	2.31	0.00	0.71	2.14
Clairemont		0.43	3.08	3.95	1.08	0.66
Coleman Tech	Y	21.43	2.38	0.00	9.41	12.67
Crawford		—	—	0.08	0.79	0.26
Crawford CHAMPS		0.55	0.88	~	~	~
Crawford IDEA		0.32	0.31	~	~	~
Crawford Law & Business		0.72	1.15	~	~	~
Crawford Multimedia		0.58	0.00	~	~	~
e3 Civic High	Y	—	—	—	1.85	2.62
Health Sciences	Y	NA	0.00	0.00	0.00	0.00
Henry		0.04	0.48	0.24	0.12	0.45
High Tech High	Y	NA	0.00	0.00	0.00	0.34
High Tech High International	Y	NA	0.00	0.00	0.00	0.25
High Tech High Media Arts	Y	NA	0.00	0.00	0.00	1.25
Hoover		3.88	2.13	0.75	0.25	1.09
iHigh Virtual Academy		0.00	3.45	0.00	0.00	0.00
Kearny Digital Media & Design		0.00	0.00	2.71	0.00	0.00
Kearny Eng, Innov & Design		4.14	2.94	9.17	0.00	2.48
Kearny International Business		0.00	0.00	0.00	0.00	0.00
Kearny SCT		2.61	4.73	6.43	5.29	3.19
King-Chavez High	Y	6.65	4.72	1.95	0.53	0.00
La Jolla High		0.00	0.13	0.32	1.09	1.39
Lincoln		0.05	0.31	0.06	0.06	0.00
Madison		0.00	0.00	0.00	0.08	0.00
Mira Mesa		2.71	4.28	2.95	0.46	2.16
Mission Bay		0.00	0.14	0.81	1.09	2.00
Morse		0.00	0.00	0.05	0.00	0.00
Point Loma		4.24	2.11	0.10	0.68	0.53
San Diego Business		1.27	16.38	0.23	0.29	0.61
San Diego Communication		2.20	0.00	~	~	~
San Diego Int'l Studies		0.36	0.00	0.26	0.00	0.36
San Diego LEADS		1.27	3.19	0.24	~	~
San Diego MVP Arts		0.21	1.30	0.45	0.54	1.09
San Diego Sci Tech		0.00	0.00	0.47	0.00	0.53
Scripps Ranch		0.00	0.04	0.00	0.00	0.00
SD Early/Middle College High		0.00	0.00	1.43	4.90	0.91
SD Metro Career &Tech		0.00	0.00	0.00	0.00	0.00
Serra		0.34	0.15	0.93	0.70	0.56
University City		0.59	0.27	1.74	5.60	3.75

"—" School site was not yet open

"~" School site closed

"NA" Data are not available

Atypical School In-School Suspension Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
America's Finest	Y	—	0.00	0.00	0.00	0.00
Audubon		1.58	1.74	2.07	6.68	1.97
Bethune		1.24	1.45	0.56	0.15	2.94
Darnall	Y	4.77	2.55	1.70	2.82	5.32
Epiphany Prep	Y	—	—	—	0.88	0.00
Fulton		12.59	0.00	0.00	0.48	0.00
Golden Hill		7.44	9.29	1.45	2.65	0.00
Gompers Preparatory	Y	3.61	0.43 ***	0.21	0.19	1.14
Grant		0.34	0.17	0.00	1.32	0.84
Holly Drive	Y	0.00	0.00	0.00	0.00	0.00
Iftin	Y	0.00	1.06	1.52	0.00	0.00
Innovations Academy	Y	0.00	0.00	0.00	0.00	0.00
Keiller	Y	47.89	65.08	25.61	17.18	18.45
King-Chavez	Y	0.00	0.00	0.00	0.92	5.54
KIPP Adelante	Y	8.74	1.93	0.00	0.00	6.50
Language Academy		0.98	0.31	0.40	0.88	0.10
Laurel Prep	Y	—	—	—	0.00	0.00
Learning Choice	Y	NA	0.00	0.00	0.00	0.00
Logan		5.81	3.35	1.73	1.37	3.30
Longfellow		2.84	8.27	3.30	8.31	5.65
Muir		5.40	0.54	1.46	3.87	3.82
Museum	Y	0.00	0.50 *	0.00 **	0.00	0.00
O'Farrell	Y	64.38	55.79	43.13	0.16	0.00
Old Town Academy	Y	—	0.00	0.41	0.00	0.80
Perkins		10.89	8.04	5.79	1.12	0.00
Preuss	Y	NA	5.51	0.12	0.00	1.18
San Diego Cooperative	Y	0.23	2.63	0.88	0.22	0.00
SCPA		0.00	0.00	0.00	0.08	0.15
Tubman Village	Y	44.00	29.10	20.63	14.32	4.13
Urban Discovery	Y	0.00	0.00	0.65	1.22	0.29

"—" 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

"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, 2010–11 through 2014–15

School	2010–11	2011–12	2012–13	2013–14	2014–15
ALBA	0.00	0.00	0.00	0.00	4.17
Audeo	NA	NA	NA	NA	0.26
Garfield High	NA	0.00	0.39	0.00	0.00
Home and Hospital	NA	NA	NA	NA	2.33
Riley/New Dawn*	4.55	9.09	18.01	30.67	38.32
Twain	NA	28.85	37.55	45.25	45.79
Whittier	0.00	2.04	0.00	2.22	0.00

* Special Education site/program

"NA" Data are not available

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

Appendix C: Expulsion Rates by School

Elementary School Expulsion Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Adams		12.00	0.00	0.00	0.00	0.00
Alcott		0.00	0.00	0.00	0.00	0.00
Angier		0.00	0.00	0.00	0.00	0.00
Baker		0.00	0.00	0.00	0.00	0.00
Balboa		0.17	0.00	0.00	0.18	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
Benchley/Weinberger		0.00	0.00	0.00	0.00	0.00
Bird Rock		0.00	0.00	0.00	0.00	0.00
Birney		0.00	0.00	0.00	0.00	0.00
Boone		0.00	0.00	0.00	0.00	0.00
Burbank		0.00	0.00	0.24	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		1.00	0.00	0.00	0.00	0.00
Carver		0.32	0.00	0.00	0.00	0.00
Central		2.00	0.00	0.00	0.00	0.00
Chavez		0.00	0.00	0.00	0.22	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	0.13	0.00	0.00	0.00
Clay		0.00	0.00	0.00	0.00	0.00
Crown Point		0.00	0.00	0.00	0.00	0.00
Cubberley		0.00	0.00	0.00	0.00	0.00
Curie		0.00	0.00	0.00	0.00	0.00
Dailard		0.00	0.00	0.00	0.00	0.00
Dana		0.00	0.00	0.12	0.00	0.00
Dewey		0.00	0.00	0.00	0.00	0.00
Dingeman		0.00	0.00	0.00	0.00	0.00
Doyle		0.00	0.00	0.00	0.00	0.00
Edison		0.00	0.00	0.00	0.00	0.00
Einstein	Y	0.00	0.00	0.00	0.00	0.00
Elevate	Y	—	—	—	—	0.00
Emerson/Bandini		0.31	0.15	0.17	0.17	0.00
Empower	Y	—	—	—	—	0.00
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	0.00	0.00	0.00
Fay		0.00	0.00	0.00	0.00	0.00
Field		0.00	0.00	0.37	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		0.00	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		2010-11	2011-12	2012-13	2013-14	2014-15
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		0.15	0.00	0.00	0.00	0.00
High Tech Elementary Explorer	Y	0.00	0.00	0.00	0.00	0.00
Holmes		0.00	0.00	0.00	0.00	0.00
Horton		0.37	0.00	0.00	0.00	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	0.21	0.00
Jones		0.00	0.00	0.00	0.00	0.00
Joyner		0.00	0.00	0.00	0.00	0.00
Juarez		0.00	0.00	0.00	0.00	0.00
Kavod	Y	—	—	—	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	1.00	0.00	0.00	0.00	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	0.18	0.18	0.00	0.00
Loma Portal		0.00	0.00	0.00	0.00	0.00
Marshall Elementary		0.00	0.00	0.00	0.00	0.00
Marvin		0.00	0.00	0.00	0.00	0.00
Mason		0.00	0.00	0.12	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		0.14	0.00	0.00	0.00	0.00
Miramar Ranch		0.00	0.00	0.00	0.00	0.00
Normal Heights		0.00	0.00	0.00	0.00	0.00
Nye		0.00	0.00	0.00	0.00	0.00
Oak Park		0.00	0.00	0.00	0.00	0.00
Ocean Beach		0.00	0.00	0.00	0.00	0.00
Pacific Beach 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		2010-11	2011-12	2012-13	2013-14	2014-15
Penn		0.00	0.00	0.00	0.00	0.00
Perry		0.00	0.00	0.00	0.00	0.00
Porter		0.25	0.00	0.00	0.00	0.00
Rodriguez		0.00	0.17	0.00	0.00	0.00
Rolando Park		0.00	0.00	0.00	0.00	0.00
Ross		0.00	0.00	0.00	0.00	0.00
Rowan		0.00	0.00	0.00	0.00	0.00
San Diego Cooperative 2	Y	—	—	—	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	0.00	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	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	0.00	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	0.31	0.00
Wegeforth		0.00	0.00	0.00	0.48	0.00
Whitman		0.00	0.00	0.00	0.00	0.00
Zamorano		0.00	0.00	0.00	0.00	0.00

"—" School site was not yet open

Middle Level School Expulsion Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Bell		0.38	0.80	0.63	0.43	0.33
Challenger		0.26	0.19	0.19	0.00	0.00
City Heights Prep	Y	—	—	2.17	0.00	1.75
Clark		0.80	1.15	0.83	0.28	0.19
Correia		0.00	0.72	0.26	0.50	0.12
CPMA		0.48	0.29	0.52	0.32	0.43
De Portola		0.40	0.41	0.41	0.00	0.00
Einstein Middle	Y	0.00	0.00	0.63	0.00	0.00
Farb		0.43	0.34	0.36	0.42	0.23
Health Sciences Middle	Y	—	—	—	0.00	0.00
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		0.19	0.61	0.40	0.21	0.46
King-Chavez Preparatory	Y	0.00	0.00	0.56	0.00	0.00
Knox		0.00	0.76 *	1.01 **	0.51	0.34
Lewis		0.28	0.00	0.28	0.19	0.00
Magnolia Science Academy	Y	0.00	0.00	0.00	0.28	0.00
Mann		0.97	0.51	0.98	0.47	0.13
Marshall Middle		0.27	0.07	0.07	0.07	0.00
Marston		1.10	0.74	0.00	0.26	0.00
Memorial Preparatory		1.12	1.49	0.80	0.86	0.48
Millennial Tech		0.78	0.36	0.49	0.18	0.21
Montgomery		0.22	0.00	0.00	0.00	0.00
Muirlands		0.38	0.28	0.19	0.10	0.19
Pacific Beach Middle		0.43	0.15	1.10	0.53	0.00
Pershing		0.34	0.13	0.26	0.13	0.14
Roosevelt		1.13	0.58	0.32	0.22	0.10
SD Global Vision Middle	Y	—	—	0.00	0.00	0.00
Standley		0.29	0.10	0.49	0.38	0.00
Taft		1.12	0.55	0.41	0.39	0.41
Wangenheim		0.09	0.70	0.11	0.00	0.11
Wilson		0.35	0.53	0.32	0.79	0.00

"—" School site was not yet open

* School became a Grade 5-8 site

** School became a Grade 6-8 site

Senior High School Expulsion Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
Arroyo Paseo	Y	0.00	0.00	0.00	0.00	0.00
Clairemont		0.58	0.00	0.00	0.00	0.09
Coleman Tech	Y	0.00	0.00	2.96	0.00	0.00
Crawford		—	—	0.33	0.17	0.17
Crawford CHAMPS		0.27	0.00	~	~	~
Crawford IDEA		0.00	0.00	~	~	~
Crawford Law & Business		0.72	0.00	~	~	~
Crawford Multimedia		0.00	0.00	~	~	~
e3 Civic	Y	—	—	—	0.37	0.29
Health Sciences	Y	0.00	0.00	0.00	0.00	0.00
Henry		0.44	0.20	0.32	0.24	0.04
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		0.58	0.89	0.65	0.55	0.15
iHigh Virtual Academy		0.00	0.00	0.00	0.00	0.00
Kearny Digital Media & Design		0.00	0.00	0.00	0.00	0.00
Kearny Eng, Innov & Design		0.22	0.74	0.83	0.00	0.31
Kearny International Business		0.00	0.22	0.23	0.00	0.00
Kearny SCT		0.22	0.24	0.00	0.88	0.29
King-Chavez High	Y	0.60	0.43	0.18	0.00	0.00
La Jolla High		0.00	0.00	0.00	0.00	0.06
Lincoln		0.35	0.26	0.56	0.00	0.26
Madison		0.55	0.85	0.25	0.33	0.26
Mira Mesa		0.19	0.19	0.19	0.15	0.08
Mission Bay		0.69	0.28	0.40	0.25	0.09
Morse		0.09	0.15	0.15	0.16	0.06
Point Loma		0.24	0.15	0.15	0.16	0.11
San Diego Business		0.42	0.43	0.92	0.43	0.77
San Diego Communication		0.31	1.06	~	~	~
San Diego Int'l Studies		0.00	0.00	1.03	0.00	0.00
San Diego LEADS		1.27	0.25	0.97	~	~
San Diego MVP Arts		0.00	0.65	0.22	0.81	0.55
San Diego Sci Tech		0.38	0.00	0.47	0.50	0.00
Scripps Ranch		0.08	0.04	0.04	0.05	0.13
SD Early/Middle College High		0.00	0.00	0.00	0.00	0.00
SD Metro Career & Tech		0.00	0.00	0.00	0.00	0.00
Serra		0.29	0.55	0.21	0.38	0.11
University City		0.37	0.22	0.22	0.23	0.23

"—" School site was not yet open

"~" School site closed

Atypical School Expulsion Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
America's Finest	Y	—	0.00	0.00	0.00	0.00
Audubon		0.00	0.35	0.00	0.40	0.00
Bethune		0.14	0.13	0.00	0.15	0.00
Darnall	Y	1.00	0.18	0.17	0.33	0.16
Epiphany Prep	Y	—	—	—	0.88	0.39
Fulton		0.00	0.00	0.00	0.00	0.00
Golden Hill		0.19	0.40	0.21	0.00	0.00
Gompers Preparatory	Y	0.56	0.11 ***	0.31	0.00	0.00
Grant		0.00	0.00	0.00	0.00	0.00
Holly Drive	Y	0.00	0.00	0.00	0.00	0.00
Iftin	Y	0.00	0.00	0.00	0.00	0.00
Innovations Academy	Y	0.00	0.00	0.00	0.00	0.00
Keiller	Y	0.99	0.75	1.02	0.00	0.78
King-Chavez	Y	0.00	0.32	0.32	0.31	0.00
KIPP Adelante	Y	0.00	0.00	0.00	0.00	0.28
Language Academy		0.00	0.00	0.00	0.00	0.00
Laurel Prep	Y	—	—	—	0.00	0.00
Learning Choice	Y	0.00	0.00	0.00	0.11	0.00
Logan		0.16	0.00	0.00	0.30	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		0.00	0.00	0.00	0.00	0.00
Museum	Y	0.00	0.00 *	0.00 **	0.00	0.00
O'Farrell	Y	1.27	1.20	0.83	0.24	0.00
Old Town Academy	Y	—	0.00	0.00	0.00	0.00
Perkins		0.00	0.00	0.43	0.00	0.85
Preuss	Y	0.73	0.24	0.00	0.59	0.47
San Diego Cooperative	Y	0.00	0.44	0.44	0.00	0.00
SCPA		0.07	0.00	0.07	0.00	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

Alternative School Expulsion Rates by School, 2010–11 through 2014–15

School	Charter	2010–11	2011–12	2012–13	2013–14	2014–15
ALBA		0.00	0.00	0.00	27.27	8.33
Audeo	Y	0.00	0.17	0.00	0.00	0.00
Charter School of San Diego	Y	0.10	0.00	0.05	0.10	0.00
Garfield High		0.00	0.00	0.00	0.00	0.00
Home and Hospital		0.00	0.00	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		0.60	0.00	0.38	0.00	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.