

# PROGRESS UPDATE ON DISCIPLINE AND SUSPENSION DATA

A Presentation to the Board on November 15, 2016



# BACKGROUND INFORMATION ON STUDENT SUSPENSION

# Definition of a Suspension

- U.S. Department of Education's Office of Civil Rights
  - *In-school suspension: ½ day or more*
  - *Out-of-school suspension: Full day or more for general education students and any time out of the classroom for students on an IEP*
- State of California
  - *In-school and out-of-school: Full day or more for general education students and any time out of the classroom for students on an IEP*
  - *Note: The State started collecting suspension data in 2011-12.*
- CORE
  - *Out-of-school suspension: Full day or more*

Note: The recent Public Counsel Report did not use any of the above definitions of a suspension and instead included all incidents resulting in time out of the classroom for all students.

# Suspensions and California Law

- CA Education Code Section 48900 (32 pages) outlines 20+ different reasons why a student may be suspended.
- A student may be suspended for acts committed on school grounds, while going to and coming from school, during lunch on or off campus or during, or while going to or coming from, a school-sponsored activity.

# Education Code 48900 on Suspensions

- According to Section 48910, a teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following.
- A pupil suspended from a class by a teacher shall not be placed in another regular class during the period of suspension.

# Education Code 48900 on Suspensions

- A pupil suspended from a school may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension.
  
- A principal must suspend and recommend for expulsion for 5 of the most severe offenses
  - *Possession of a firearm*
  - *Brandishing a knife (3 ½+” blade)*
  - *Possession of explosives (M80 or larger)*
  - *Sale of controlled substance*
  - *Attempting to commit or committing sexual assault*

# Education Code 48900 on Suspensions

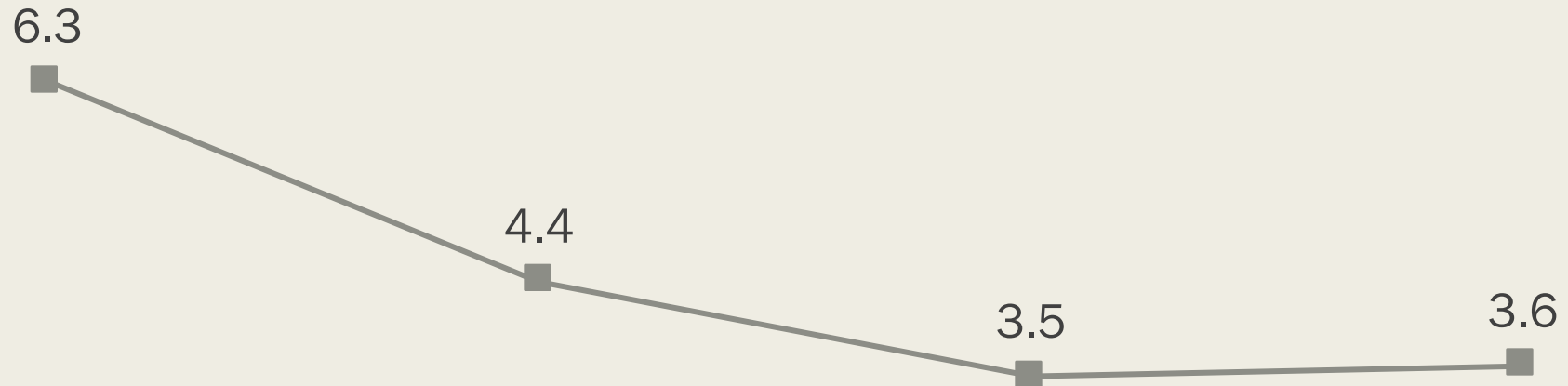
In certain circumstances, suspension shall be imposed only when other means of correction fail to bring about proper conduct. Other means of correction include, but are not limited to, the following:

- A conference with parent or guardian
- Case management and counseling
- Behavior plan
- Comprehensive psychosocial or psychoeducational assessment
- Program for teaching prosocial behavior or anger management
- Restorative justice program
- A positive behavior support approach with tiered interventions
- After-school programs that address specific behavioral issues
- Community service

# CUMULATIVE SUSPENSION RATE FOR THE PAST FOUR YEARS



# Cumulative Suspension Rate



2012-13

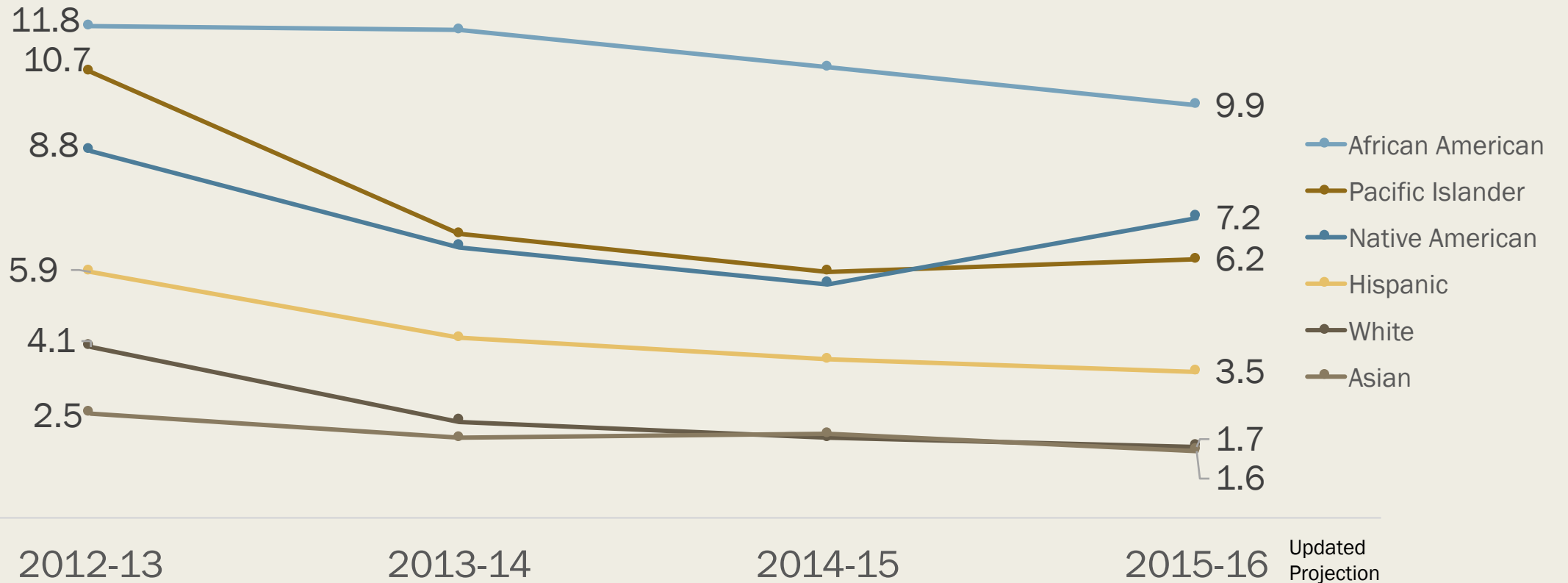
2013-14

2014-15

2015-16

Updated  
Projection

# Cumulative Suspension Rate by Ethnicity

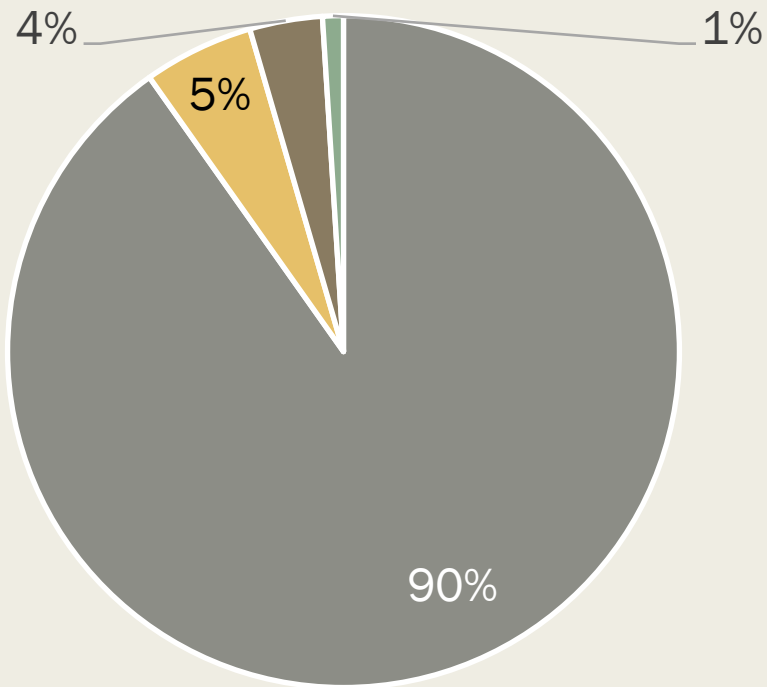


# AN IN-DEPTH LOOK AT 2015-16 DISCIPLINE AND SUSPENSION DATA

# 2015-16 Disciplinary Incidents

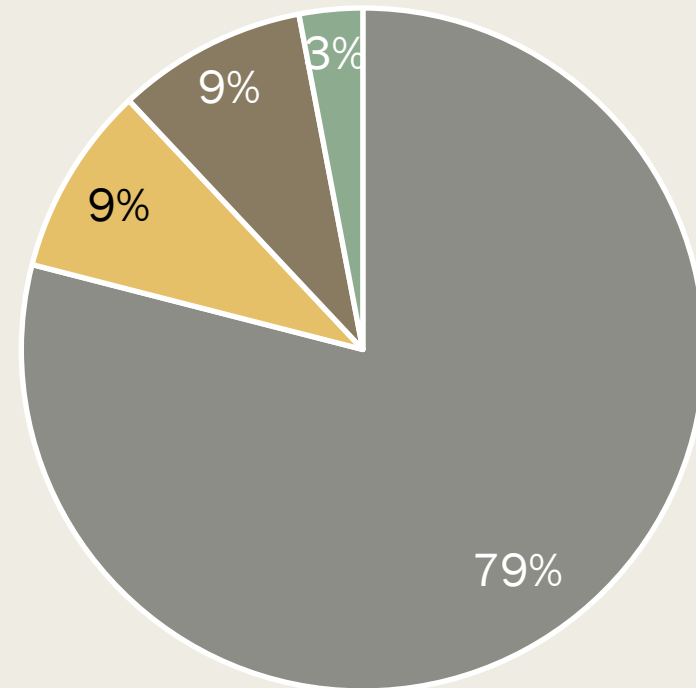
■ 0 Incidents ■ 1 Incident ■ 2-5 Incidents ■ 6+ Incidents

## All Students



90% of students had no disciplinary incidents in 2015-16. 95% had 1 incident or less.

## African American Students

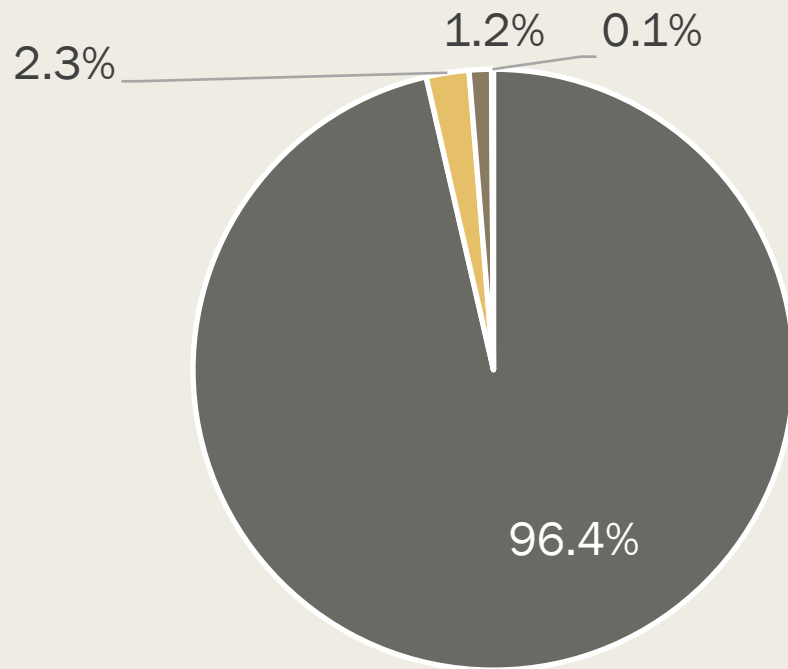


79% of African American students had no disciplinary incidents in 2015-16. 88% had 1 incident or less.

# 2015-16 Suspensions

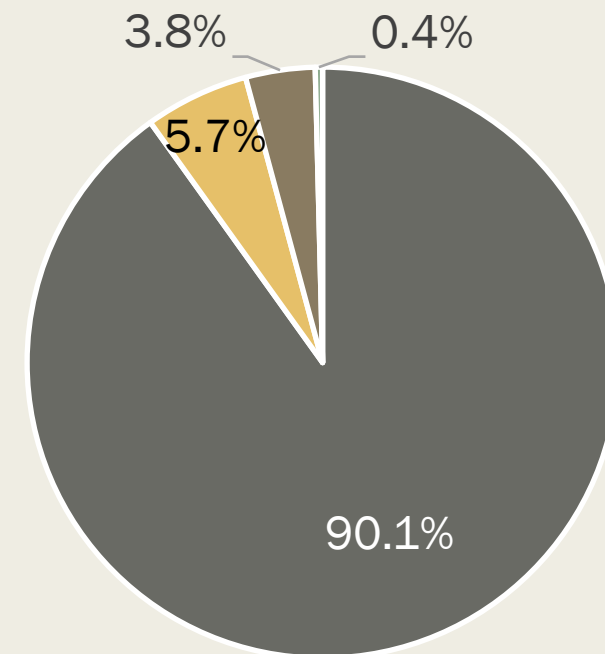
■ 0 Suspensions ■ 1 Suspension ■ 2-5 Suspensions ■ 6+ Suspensions

## All Students



96% of students had no suspensions in 2015-16.  
99% of all students had 1 suspension or less.

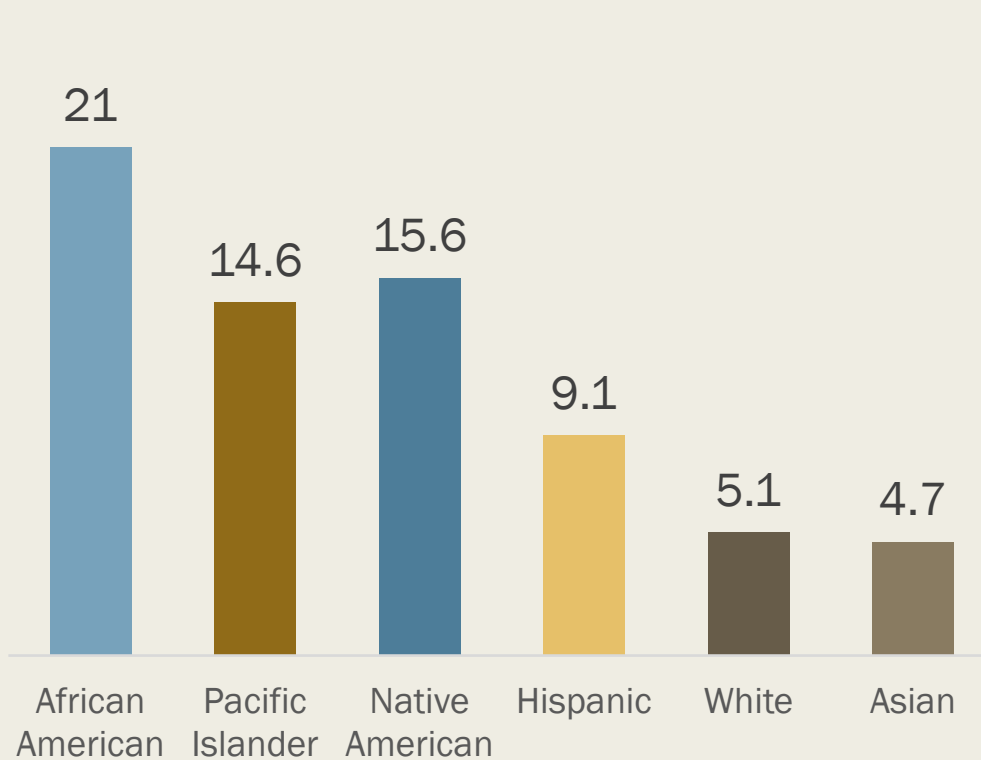
## African American Students



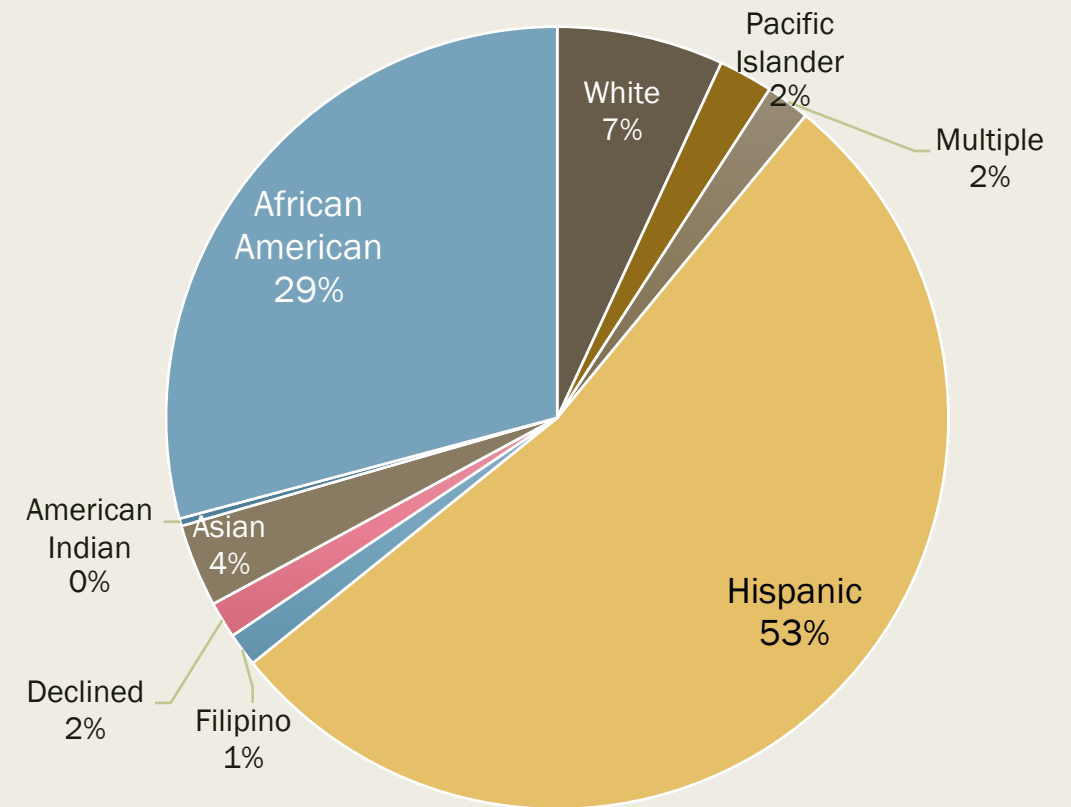
90% of African American students had no suspensions in 2015-16.  
96% of African American students had 1 suspension or less.

# 2015-16 Discipline Incidents by Ethnicity

## Cumulative Discipline Incident Rate

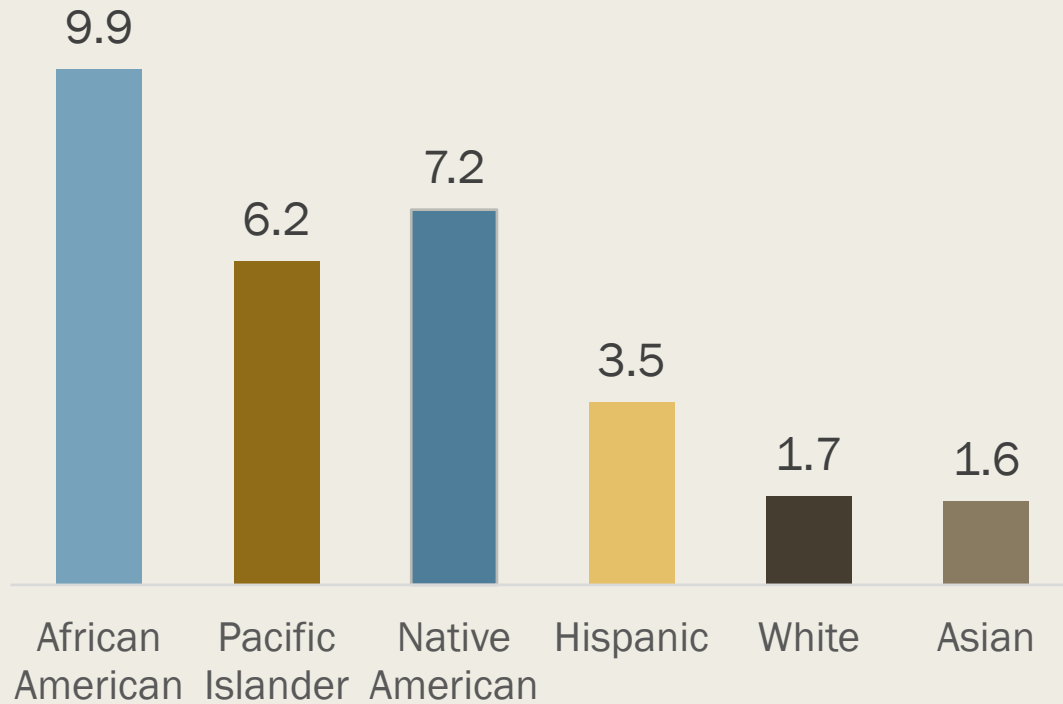


## Percent of All Discipline Incidents

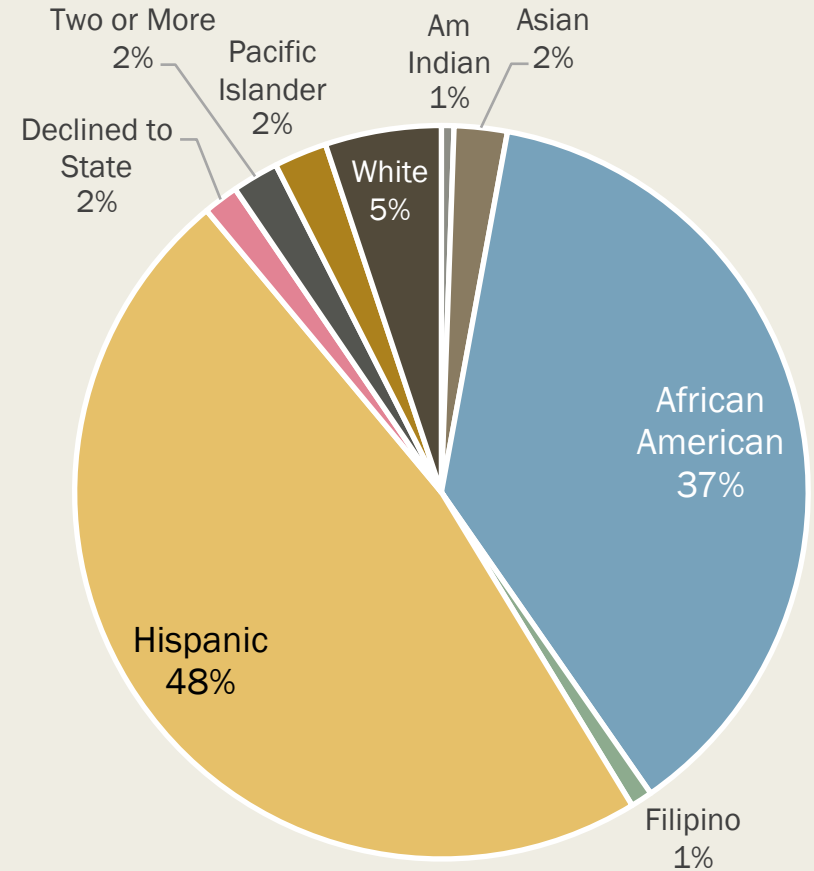


# 2015-16 Suspensions by Ethnicity

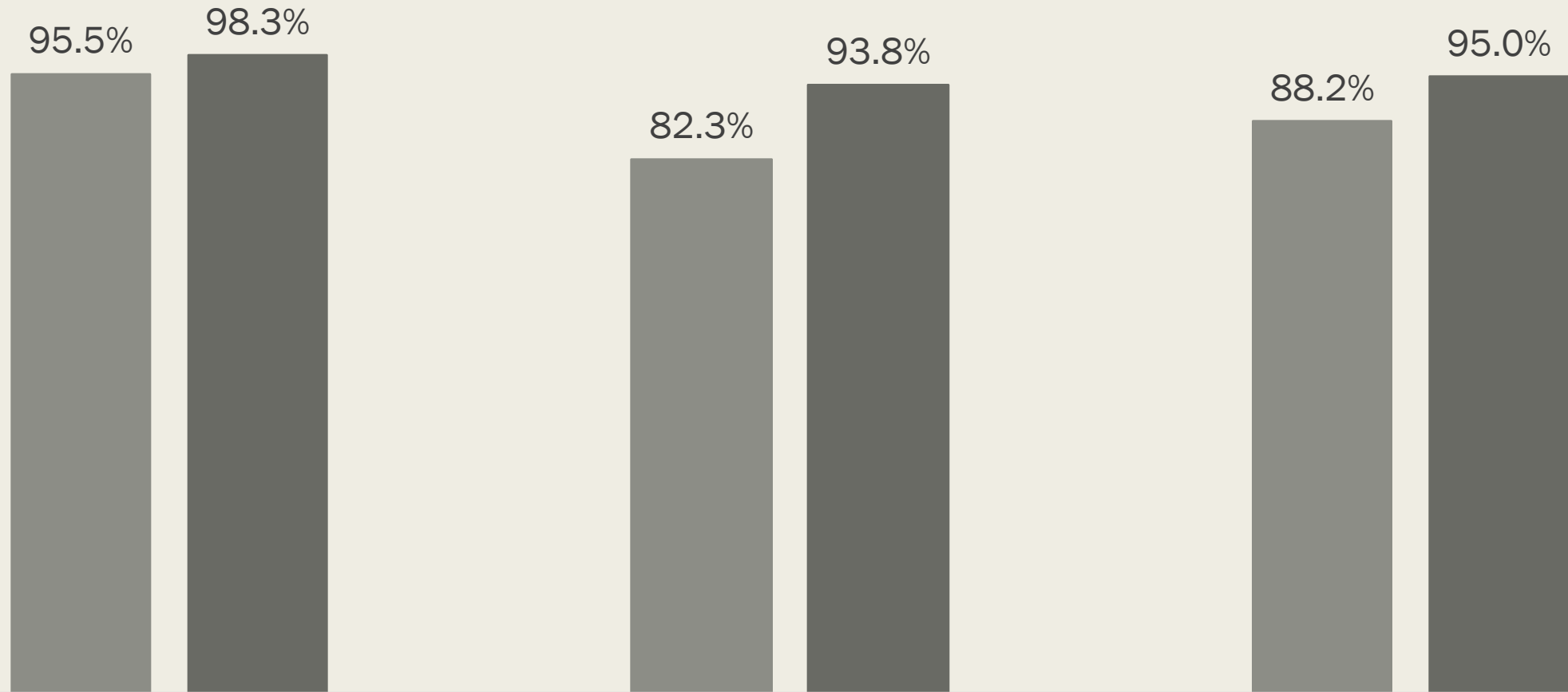
## Cumulative Suspension Rate



## Percent of All Suspensions



# 2015-16 Students Without Incident or Suspension



Elementary

Middle School

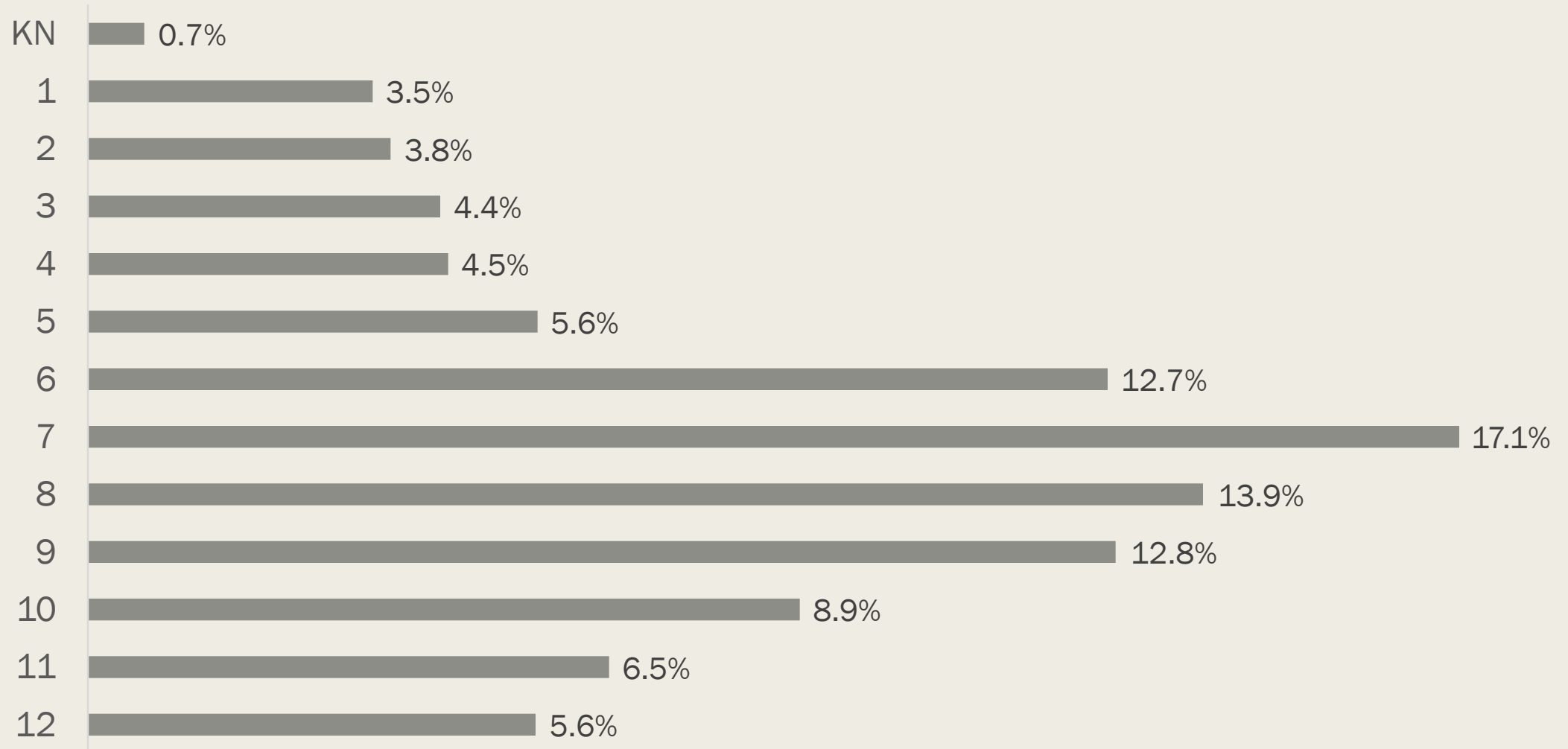
High School

■ Percent of Students with No Discipline Incidents

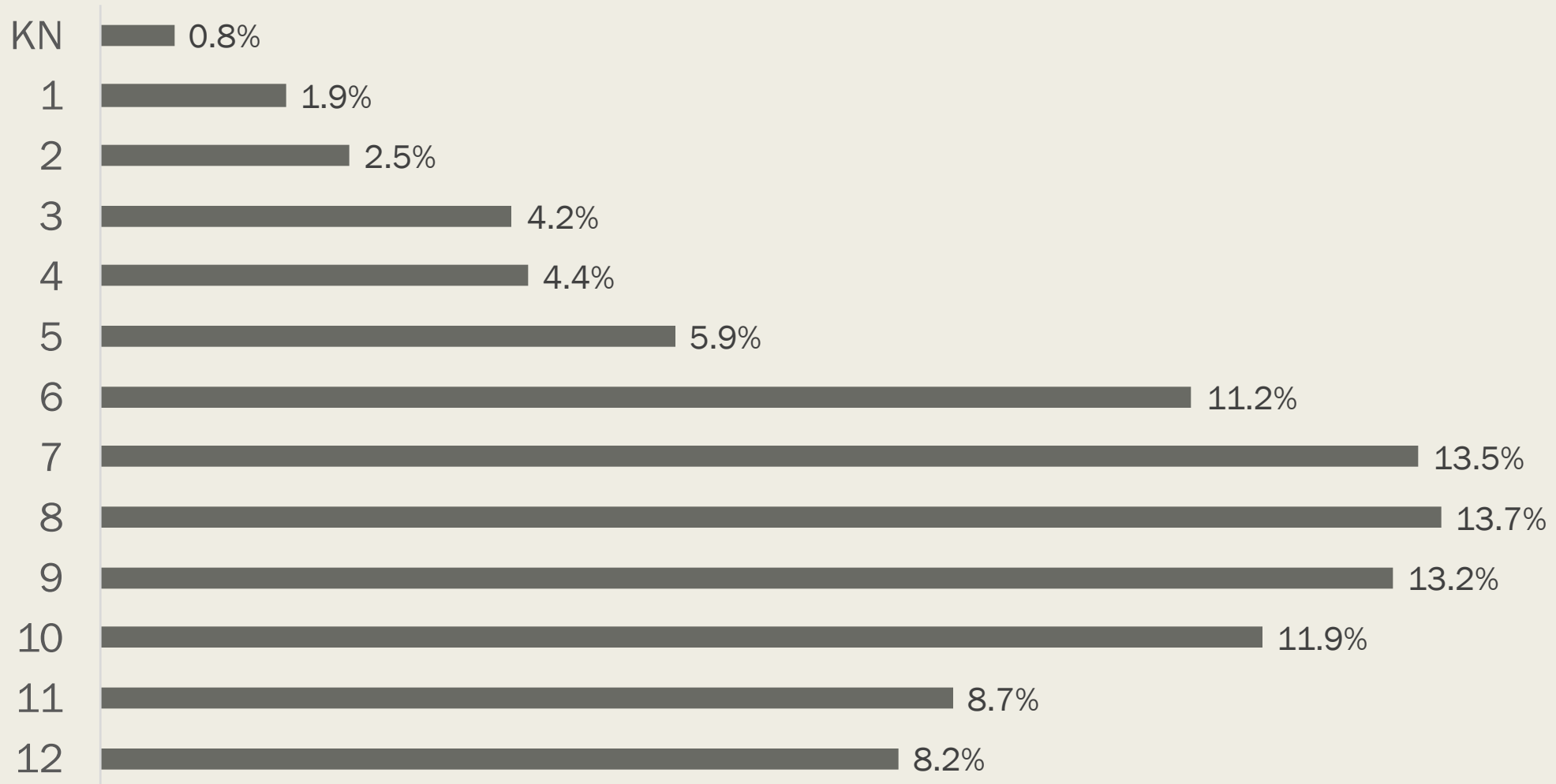
■ Percent of Students with No Suspensions



# 2015-16 Percent of All Incidents by Grade Level

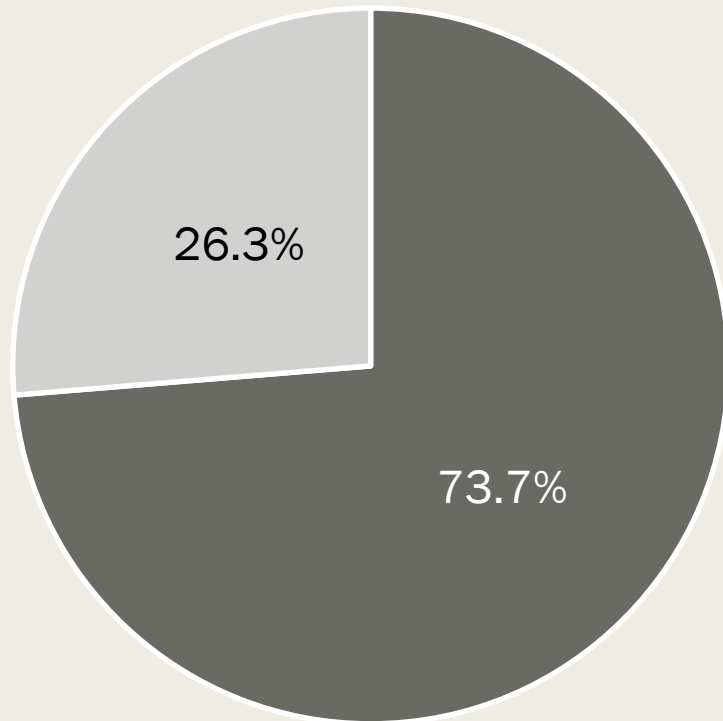


# 2015-16 Percent of All Suspension by Grade Level



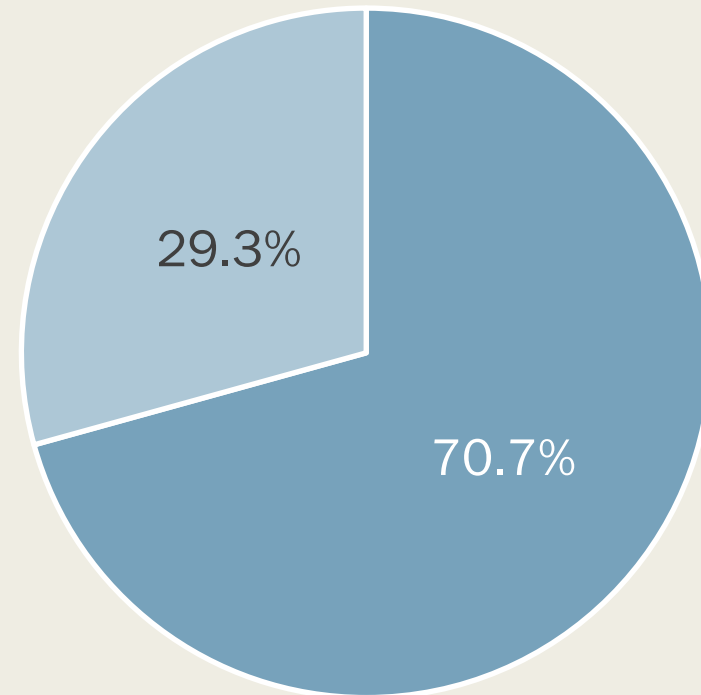
# 2015-16 Suspensions by Gender

All Students



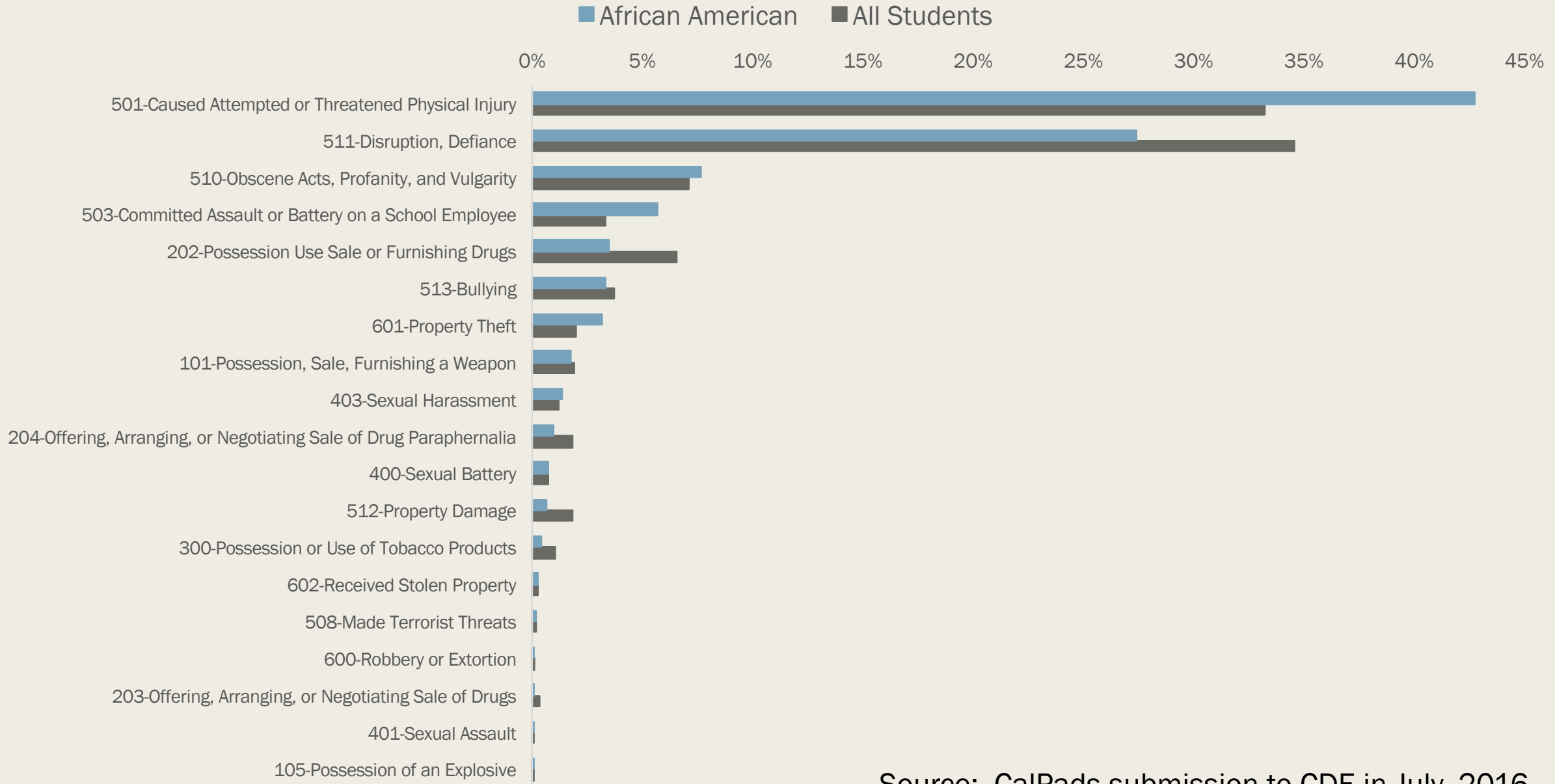
■ Male ■ Female

African American Students



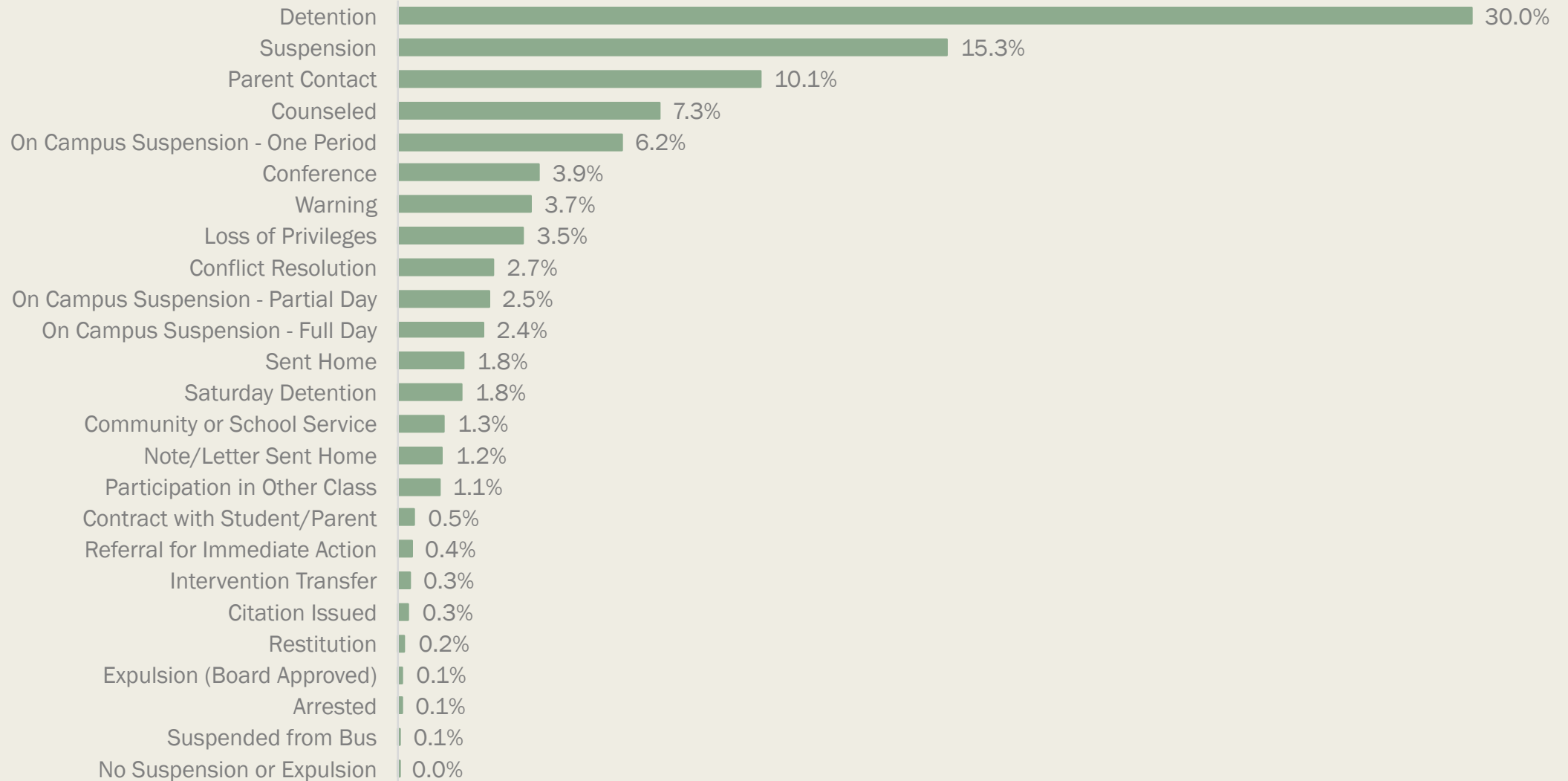
■ Male ■ Female

# 2015-16 Percent of Each Disciplinary Incident by Type

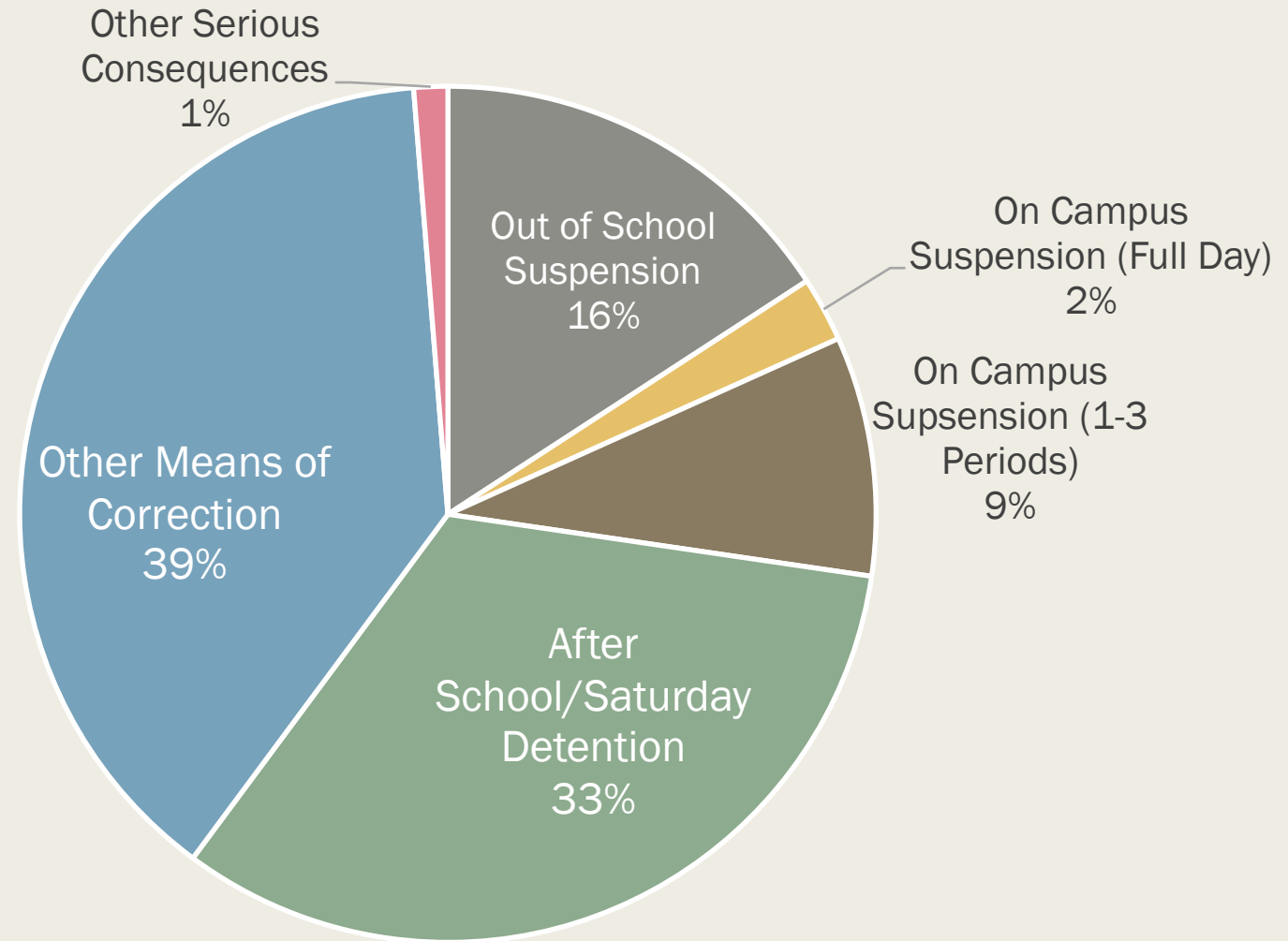


Source: CalPads submission to CDE in July, 2016

# 2015-16 Responses to Discipline

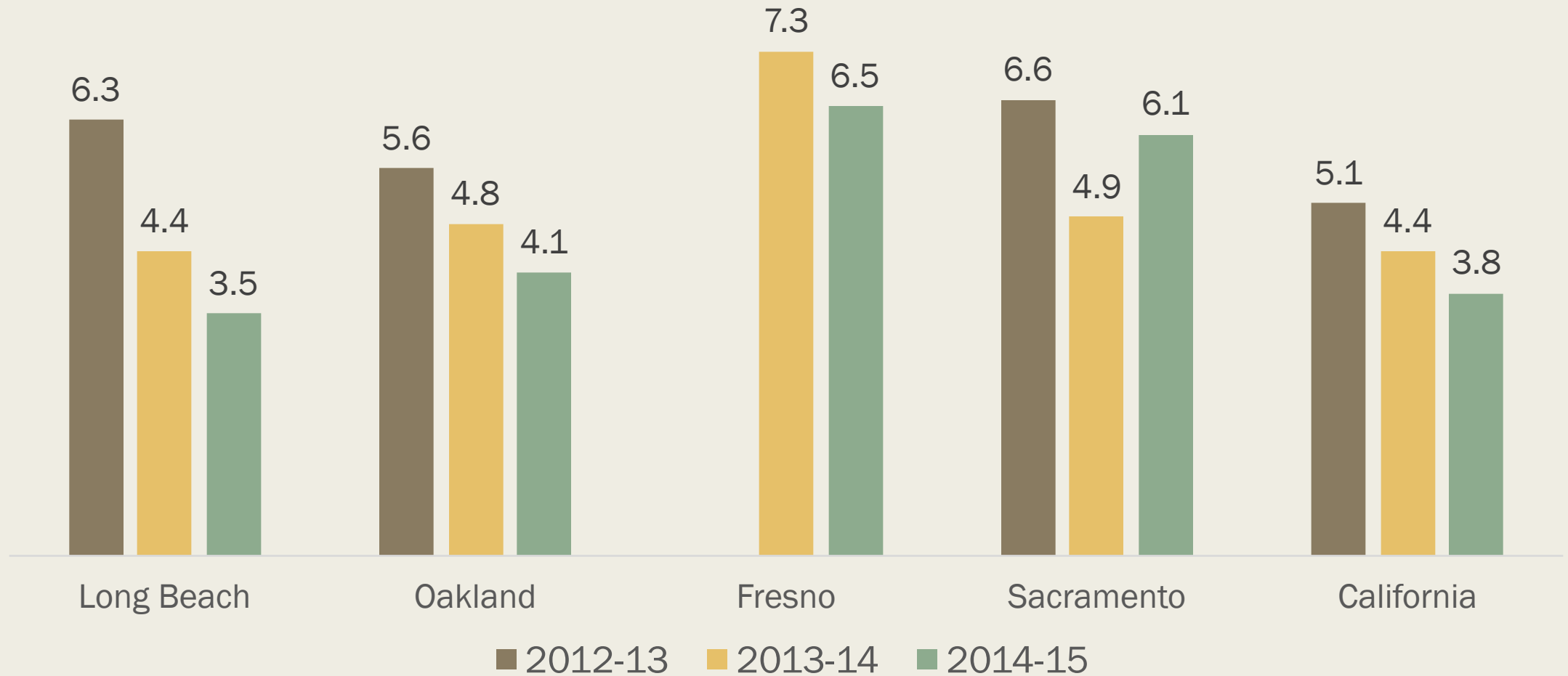


# Summarized Responses to Discipline



# LBUSD SUSPENSION RATES WITHIN A STATE AND NATIONAL CONTEXT

# Suspension Rates Across California Districts

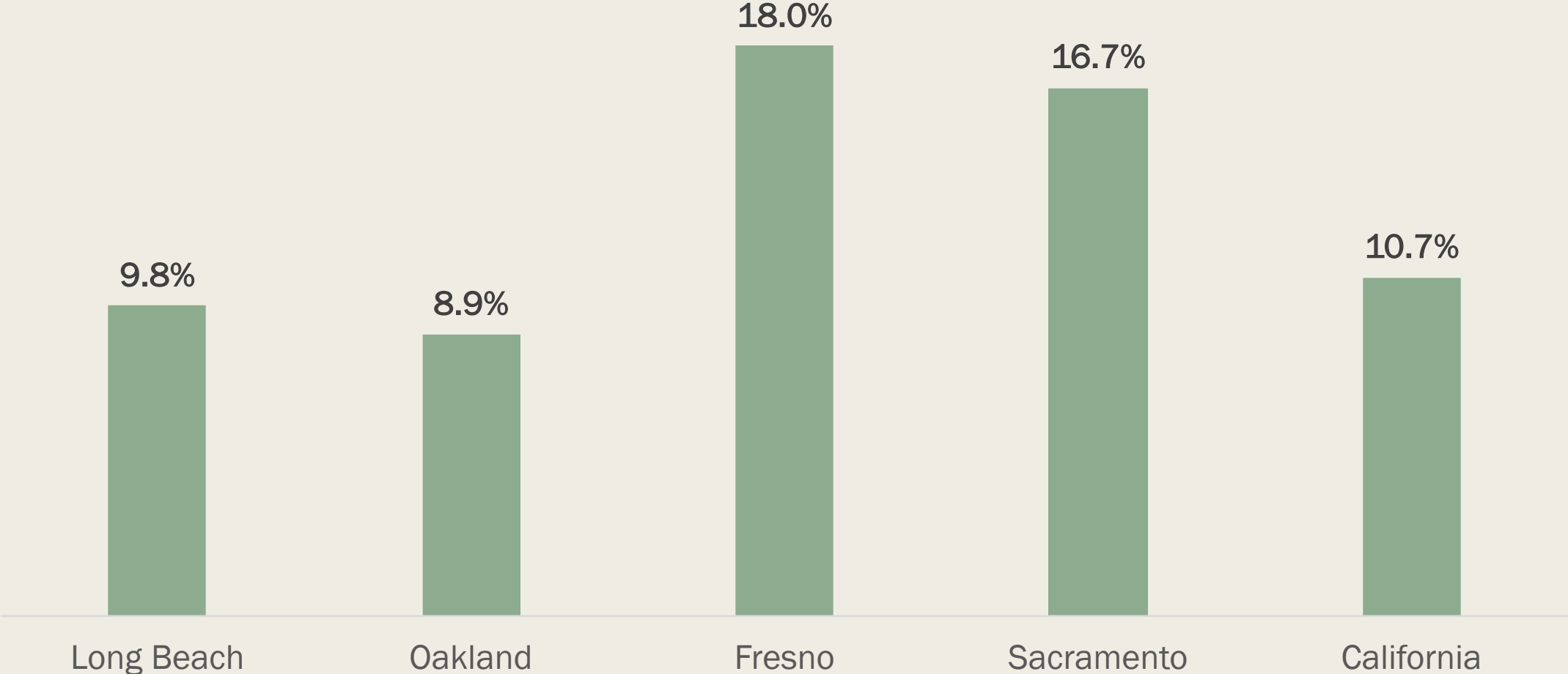


Source: CDE Data Quest; Note: Fresno did not report suspension data for the 2012-13 year.



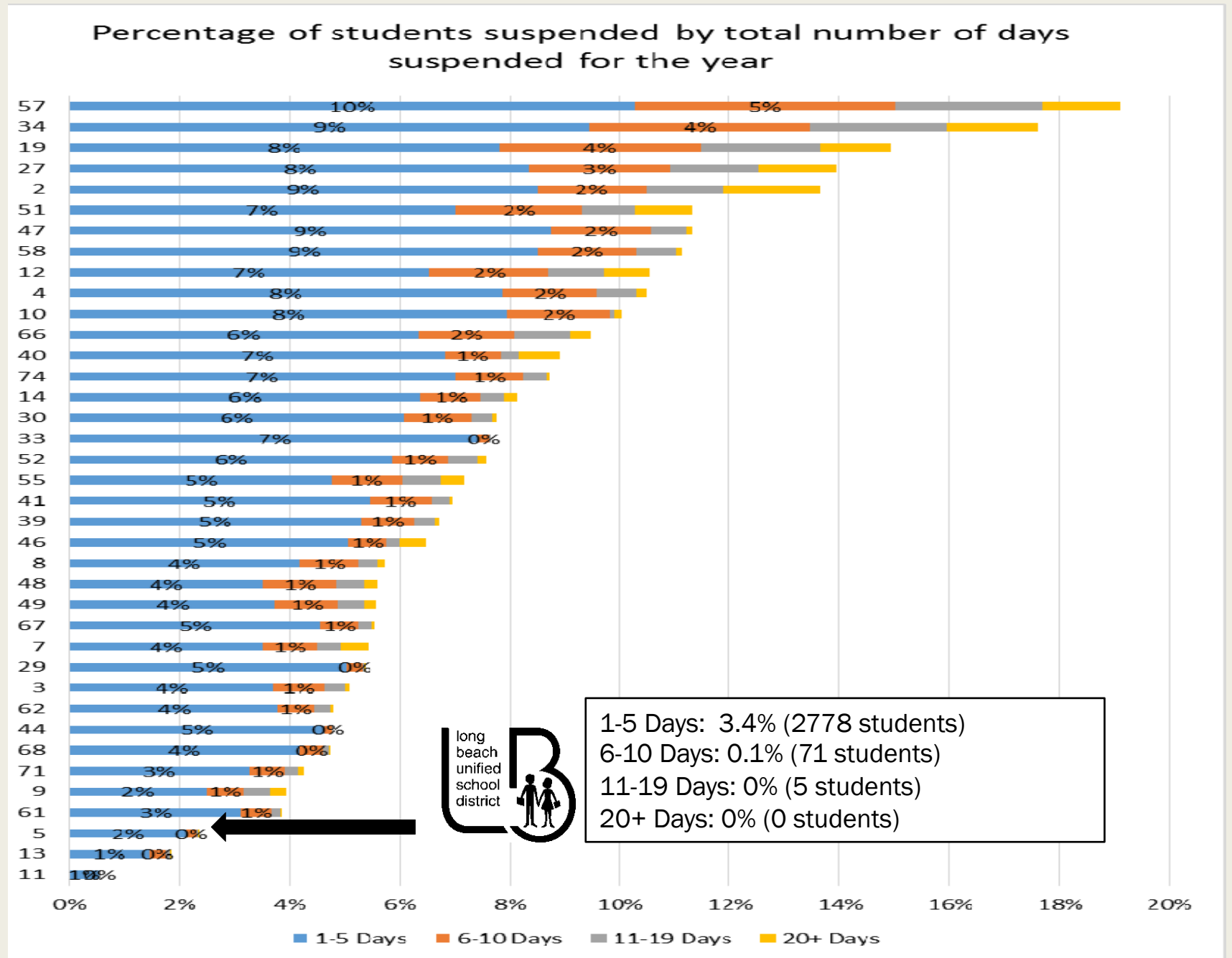
# 2014-15 African American Suspension Rate

(Based on CBEDS Enrollment Day, Not a Cumulative Rate)



# LBUSD 2015-16 Suspension Data in Comparison to 38 Districts Nationally

36 of the 39 large, urban districts had a higher percentage of students suspended than LBUSD. Only 3 districts had fewer students suspended than LBUSD.

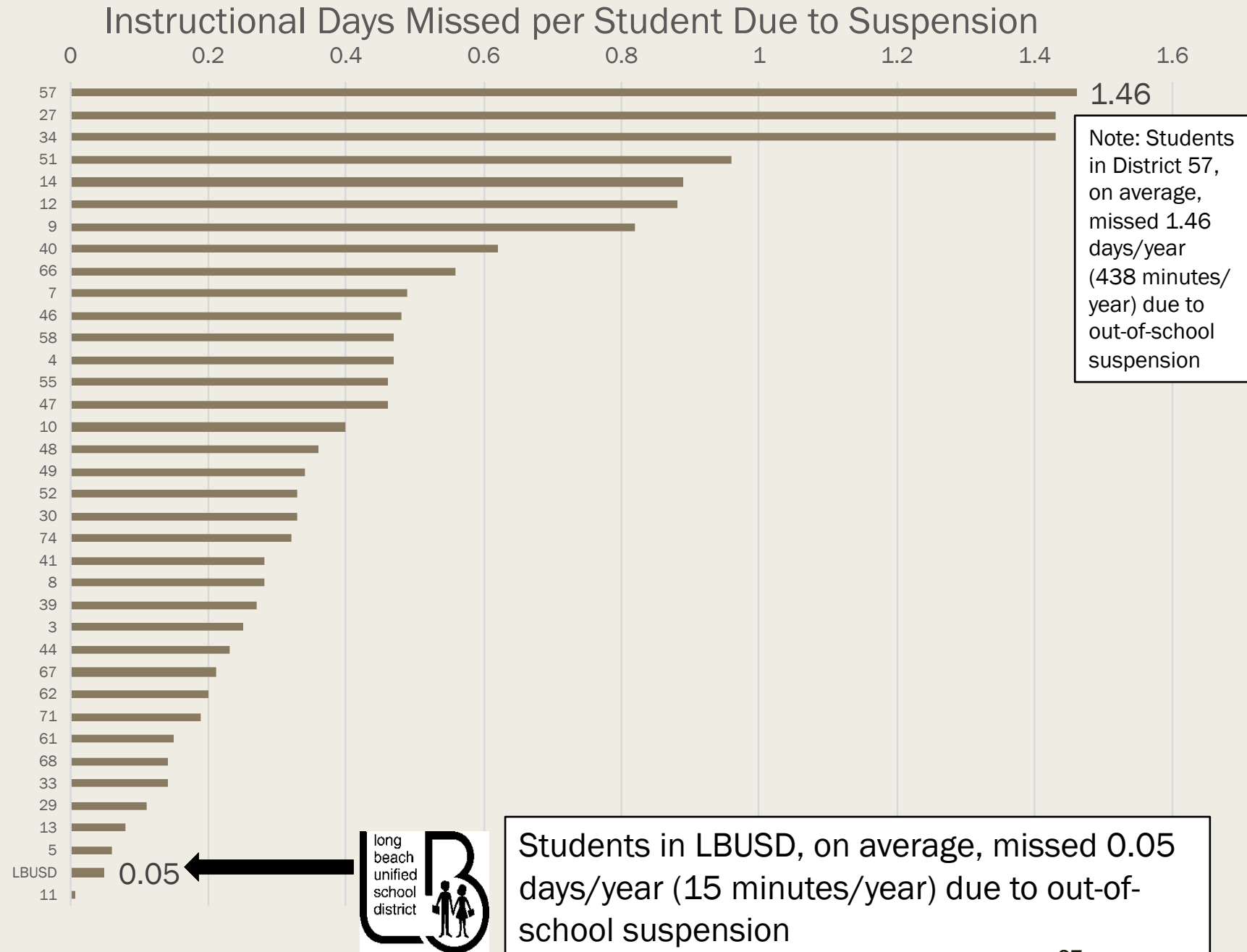


Source: KPI Report

Note: The percent of students calculated out of cumulative enrollment of 80664; Out of school suspensions only.

# LBUSD 2015-16 Suspension Data in Comparison to 38 Districts Nationally

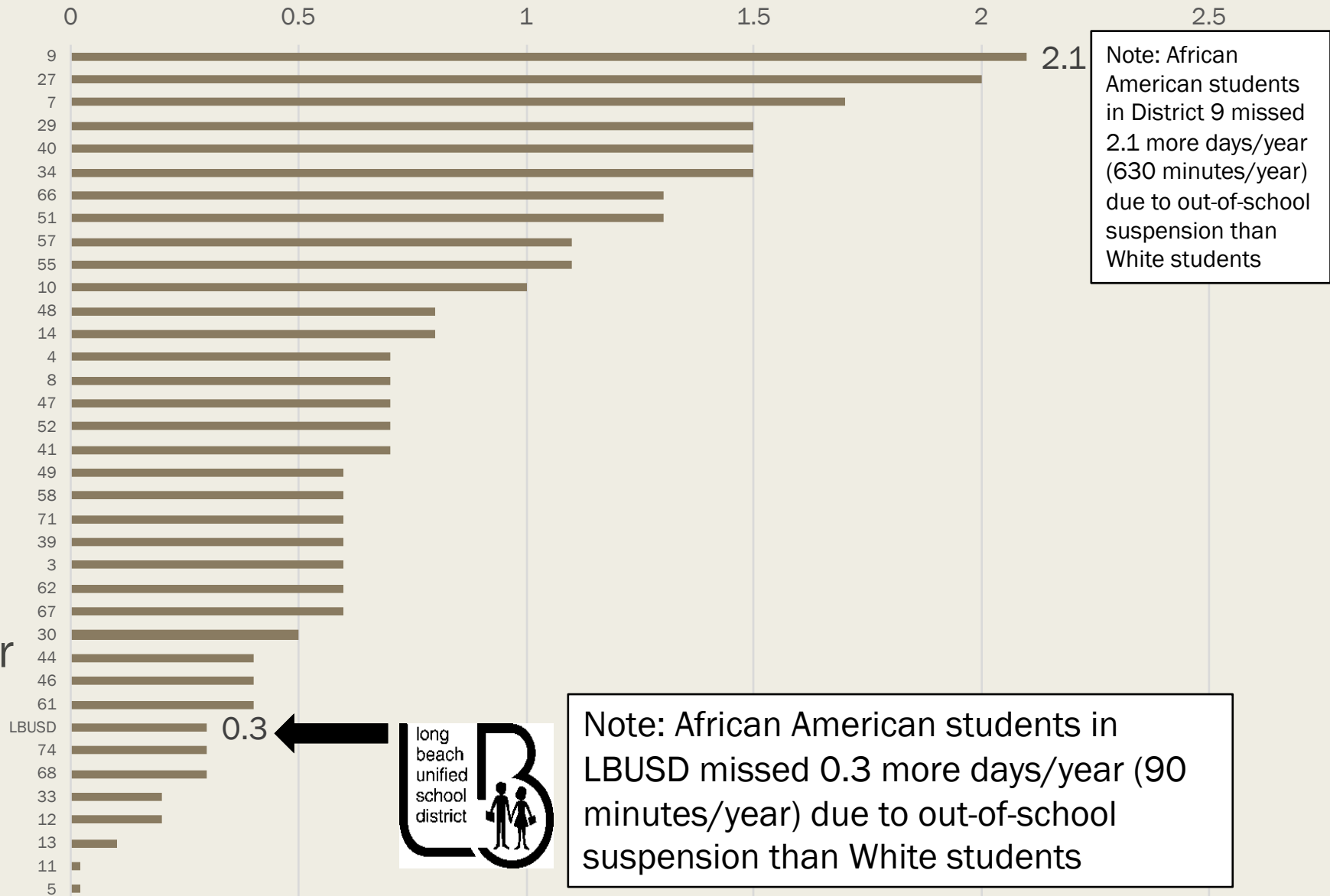
38 of the 39 large, urban districts have more instructional days missed, due to suspension, than LBUSD. Only 1 district had few days missed than LBUSD.



# LBUSD 2015-16 Suspension Data in Comparison to 38 Districts Nationally

32 of the 39 large, urban districts had a greater difference in days missed due to suspension than LBUSD. Only 7 districts had a smaller disparity, 4 of which had much higher suspension rates.

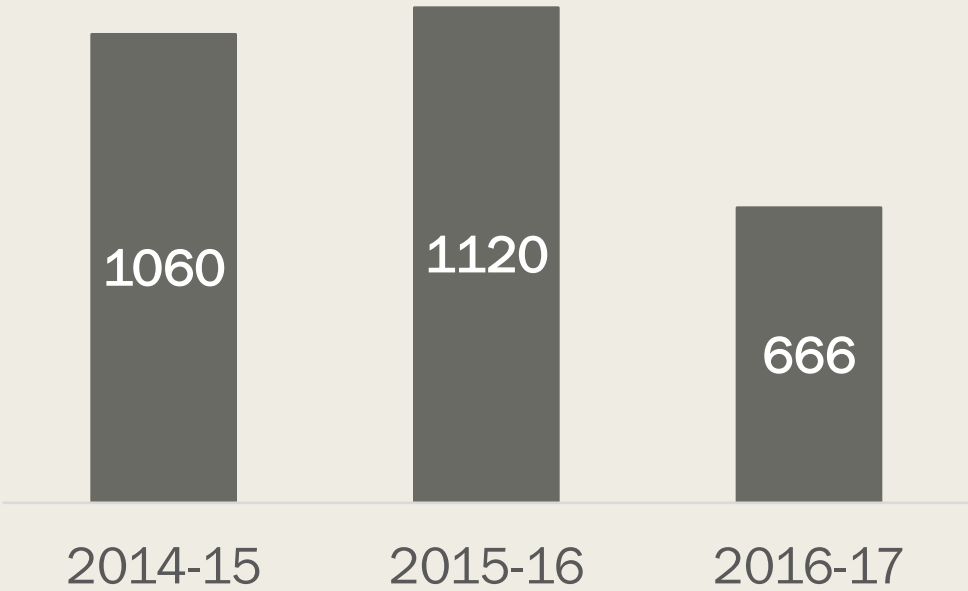
## Difference in Instructional Days Missed between African American and White Students



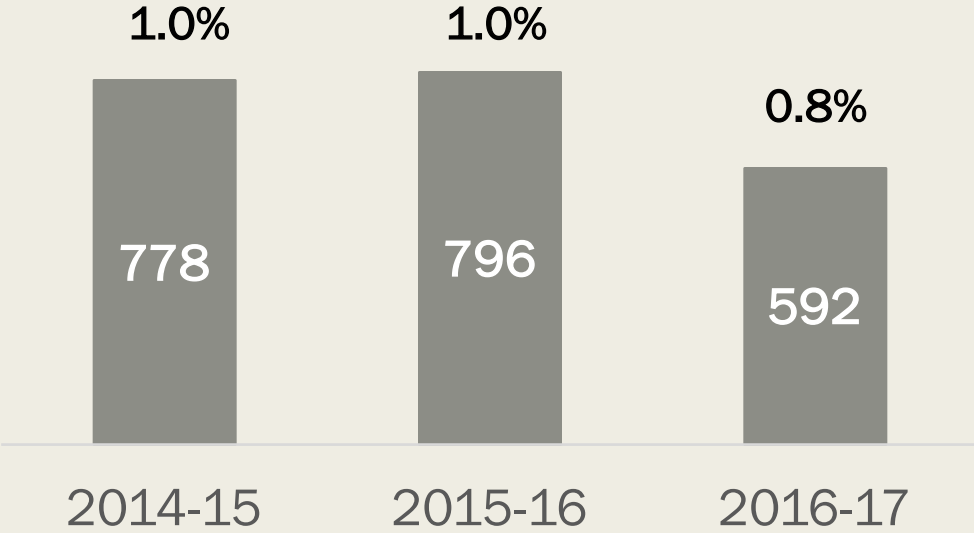
# LBUSD SUSPENSION DATA FOR 2016-17

# All Student Suspensions in the First 10 Weeks (51 Days)

## Total Number of Suspensions



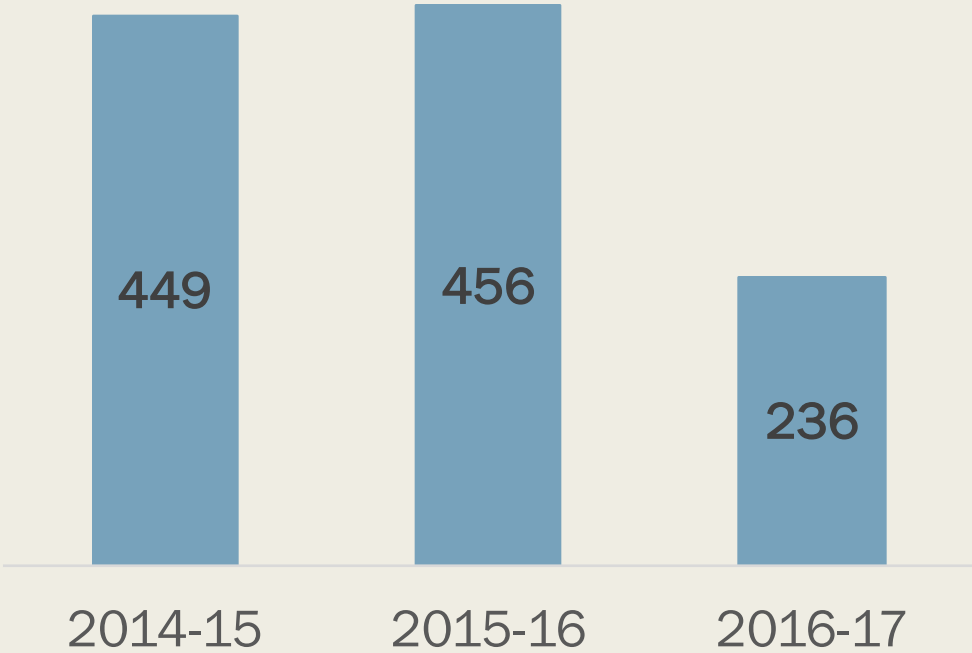
## Number and Percent of Students Suspended



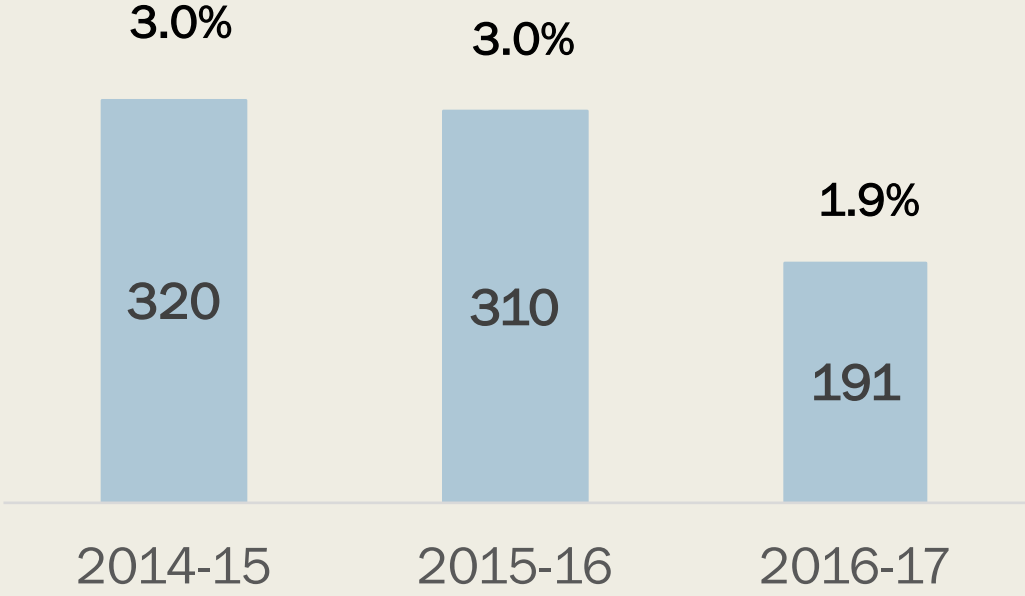
Source: CalPads files/LROIX. Note: Includes Out-of-School and In-School Suspensions (State Definition)<sub>30</sub>

# African American Suspensions in the First 10 Weeks (51 Days)

Total Number of Suspensions



Number and Percent of Students Suspended



Source: CalPads files/LROIX. Note: Includes Out-of-School and In-School Suspensions (State Definition)

# Conclusion

- Our suspension rate, overall and by subgroup, has steadily declined over the past 4 years.
- Most of our students (90%) had no discipline incidents last year; Most of our African American students (79%) had no discipline incidents last year.
- Most of our students (96%) had no suspensions last year; Most of our African American students (90%) had no suspensions last year.
- Our African American students have the highest rate of discipline incidents and suspensions.



# Conclusion

- Most of our discipline incidents and suspensions (40%) occur in 3 grade levels (7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>)
- Most discipline incidents (72%) don't result in students missing class time and most incidents (83%) don't result in students missing school.
- By comparison to other districts, both in state and nationally, our suspension rate is very low and our students miss much fewer days as a result of being suspended.
- The suspension rate for all students, and in particular for African American students, is significantly lower this year compared to the past 2 years for the same time period.