



 INTER-OFFICE CORRESPONDENCE
 Los Angeles Unified School District

INFORMATIVE
 August 10, 2012

TO: Members, Board of Education
 John E. Deasy, Superintendent

FROM: *Cynthia*
 Cynthia Lim, Executive Director
 Office of Data and Accountability

SUBJECT: 2011-12 Suspension Rates and Instructional Days Lost

This informative provides updates on suspensions for the 2011-12 school year, specifically the number of instructional days lost, overall suspension rate, and the percentage of students who feel safe on school grounds as captured in the School Experience Survey.

In the 2011-12 school year, the number of instructional days lost to suspension decreased by approximately 20,000 days compared to 2010-11, dropping from 46,006 to 26,286. The percentage of students who reported on the School Experience Survey that they feel safe on school grounds increased from 84% in 2010-11 to 86% in 2011-12. Both of these metrics are tracked on the Performance Meter under Goal 5: School Safety.

Table 1: Performance Meter- Goal 5: School Safety

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Instructional Days Lost to suspension	Target					43,506	41,006	38,506
	Actual	74,765	59,783	53,725	46,006	26,286	--	--
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
% of Students who feel safe on school grounds (School Experience Survey)	Target					86	88	90
	Actual		82	83	84	86	--	--

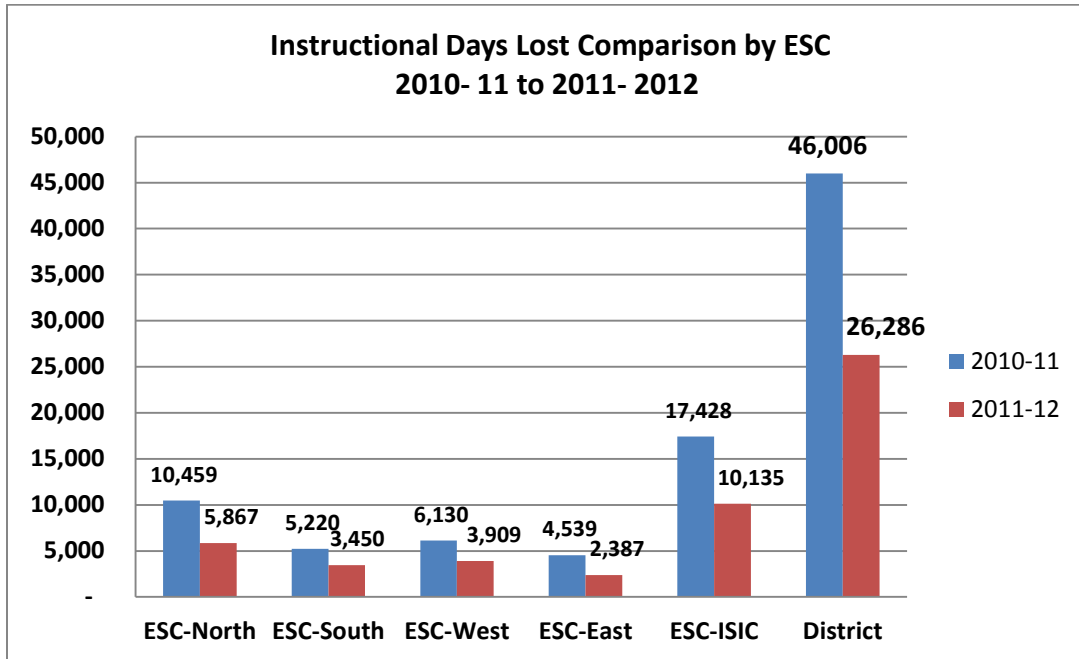
The decrease in instructional days lost to suspension occurred across all ethnic groups in LAUSD. For African-American students, instructional days lost to suspension have decreased by more than half, from 23,107 in 2007-08 to 7,888 in 2012-12. The decrease was also observed for Latino students.

Table 2: Instructional Days Lost to Suspension by Ethnicity

ETHNICITY	2007-08	2008-09	2009-10	2010-11	2011-12
AM. IND. /ALSK. NAT.	253	235	209	189	100
ASIAN	598	936	992	477	262
AFR. AMER.	23,107	17,874	15,525	12,368	7,888
FILIPINO	537	114	32	271	150
LATINO	46,596	37,490	34,193	30,392	16,469
PACIFIC ISLANDER	364	250	232	146	56
WHITE	3,310	2,884	2,377	2,163	1,361
	74,765	59,783	53,560	46,006	26,286

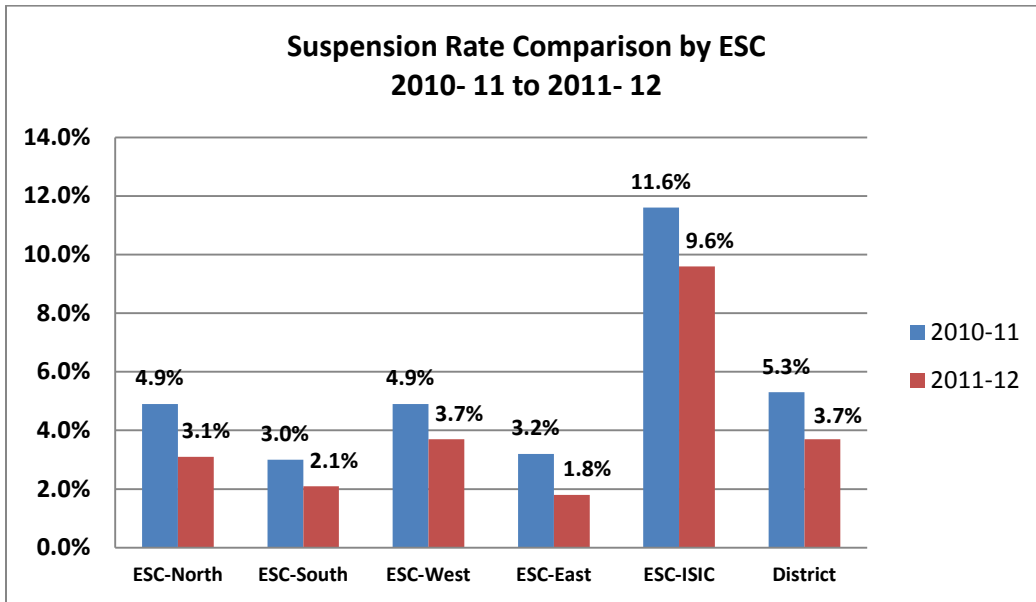
The decrease in instructional days lost to suspension was decreased across all sites in the District. Chart 3 shows that decreases were apparent in each of the Educational Service Centers (ESC).

Chart 3



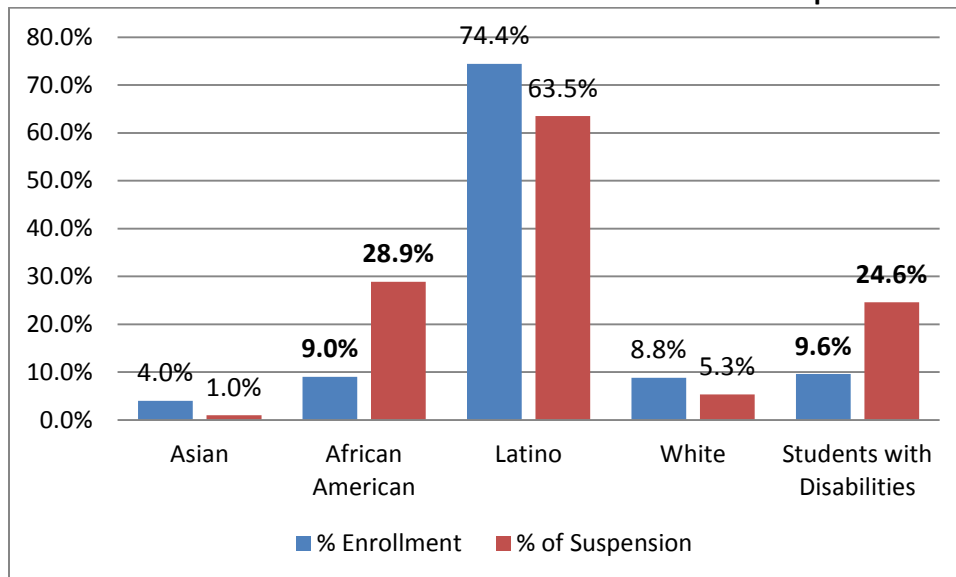
In addition to the Performance Meter metrics, LAUSD also monitors suspension rates, which is calculated by dividing the number of suspension incidences by the number of students enrolled. Districtwide, the suspension rate has decreased from **5.3%** in 2010-11 to **3.7%** in 2011-12. This decrease occurred in each region in the District.

Chart 4



When examined by subgroups, suspension rates were higher for African-American students and Students w/ Disabilities despite their relative percentage of total enrollment. African-American students make up **9%** of the District’s enrollment but account for **28.9%** of the district’s suspensions. Similarly, Student’s w/ Disabilities account for **9.6%** of our district enrollment but make up **24.6%** of the district’s suspensions (**Chart 5**).

Chart 5:
2011-12 Percent of Total Enrollment and Percent of Total Suspension



When examined by gender, suspension rates were higher for males across all major subgroups.

Table 6:
2011-12 Number of Suspensions by Ethnicity & Gender

		% of Enrollment	# of Suspension Events	% of Suspension Events
All Students	All	100.0%	18,128	100.0%
	Female	48.1%	4,719	26.0%
	Male	51.0%	13,409	74.0%
Asian	All	4.0%	176	1.0%
	Female	1.9%	29	0.2%
	Male	2.1%	147	0.8%
African American	All	9.0%	5,236	28.9%
	Female	4.4%	1,606	8.9%
	Male	4.6%	3,630	20.0%
Latino	All	74.4%	11,512	63.5%
	Female	36.2%	2,858	15.8%
	Male	38.2%	8,654	47.7%
White	All	8.8%	968	5.3%
	Female	4.2%	188	1.0%
	Male	4.6%	780	4.3%
Students with Disabilities	All	9.6%	4,460	24.6%
	Female	3.0%	737	4.1%
	Male	6.6%	3,723	20.5%

When examined by reason code for suspension, the reason codes “Threat/Cause/Attempt Injury” and “Disruption/Willful Defiance” were the most common reasons for suspension across all subgroups. African-American students and Students with Disabilities had the highest relative rates of suspension compared against their percentage of enrollment.

**Table 7:
2011-12 Number of Suspensions by Ethnicity & Gender by Reason Code for Suspension**

	% of Enrollment	Threat/Cause/Attempt Injury		Possess Controlled Substance		Disruption/Willful Defiance		Willful Use of Force/Violence	
		# of Events	% of Total	# of Events	% of Total	# of Events	% of Total	# of Events	% of Total
Asian	4.0%	48	0.8%	13	0.7%	33	0.6%	18	0.8%
African American	9.0%	1,678	27.9%	185	9.9%	1,490	25.8%	707	30.9%
Latino	74.4%	2,743	45.7%	1,324	70.8%	2,845	49.3%	993	43.4%
White	8.8%	251	4.2%	88	4.7%	227	3.9%	81	3.5%
Students with Disabilities	9.6%	1,286	21.4%	261	13.9%	1,180	20.4%	488	21.3%
Districtwide	100%	6,006		1,871		5,775		2,287	

Attachment A provides a list of schools and suspension rates, incidences and days lost to suspension. Data on disproportionality for African American and students with disabilities is also provided. Cells are highlighted to indicate higher suspension rates, incidences or days compared to the previous year and for schools where disproportionality among African American or students with disabilities exist.

If there are further questions, please contact me at (213) 241-2460.

- c: Jaime Aquino
- Michelle King
- Matt Hill
- Donna Muncey
- Lydia Ramos
- Steve Zipperman
- Tom Waldman
- David Holmquist
- Mark Hovatter