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ABSTRACT

Issues in suspension reform are examined in this document, which identifies the need for reform in the Oakland, California, public schools and offers suggestions. Data was derived from the conclusions of educational researchers, experiences of educators and students, and analysis of local data. Following the overview, which asserts that the level of student suspensions in the district is too high, the next section describes the district's suspension process and how it negatively affects students. The next two sections describe the suspension policy's disparate impact on different populations, primarily African American males, junior and middle school students, and poor achievers. Three commonly held assumptions used to justify suspensions are refuted. The next sections present examples of suspension reform in East Augusta Middle School in Augusta, Georgia and in Melrose Elementary School, Oakland, California. Lessons learned from the stories of these two schools are discussed. The final section outlines recommended actions for board members, the superintendent, schools, parents, and community. Members of the Board of Education and the Superintendent should: set expectations, provide data and expertise, and report results. Schools should: (1) focus on good teaching and learning as key to good student behavior and academic outcomes; (2) hold high expectations for student behavior; (3) examine discipline referrals, suspension practices and their patterns of impact on students for indications of excessive use and/or discriminatory impact; (4) describe school progress in the School Accountability Report. Parents, caregivers and community members should: (1) know your school's discipline policy and ask about suspension practices; (2) make sure your child understands your expectations for appropriate behavior; (3) respond to early warning signals; (4) be alarmed if your child is suspended; (5) ask school to provide information on suspension practices; and (6) organize parents to work with school staff on strategies to reduce the use of suspension. Nine tables and 12 figures are included. Appendices contain statistical tables on suspension rates, student enrollment and suspended students by race in elementary, junior, and senior high schools. (Contains 15 references.) (LMI)

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KEEPING CHILDREN IN SCHOOL

SOUNDING THE ALARM
ON SUSPENSIONS

COMMISSION FOR POSITIVE CHANGE IN THE OAKLAND PUBLIC SCHOOLS
AUGUST 1992

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Good Education in Oakland: Preparing for Positive Change. October 1991.

Good Education in Oakland: Strategies for Positive Change. September 1990, full report, 201 pages.

Good Education in Oakland: Strategies for Positive Change. September 1990, report summary, 24 pages.

Good Education in Oakland: Community Agenda for Positive Change. April 1990 (available in Spanish and English).

Preface

WITH THIS REPORT, the Commission for Positive Change in the Oakland Public Schools paints an alarming picture of excessive suspensions that jeopardize the education of too many students, particularly African American students, and impede progress toward good education. As far back as the 1970s, the Children's Defense Fund reported similar patterns across the nation. We do not take comfort, however, from knowing that suspension practices in Oakland may be no worse than in some other places. All children can learn, and our community has high aspirations for our children.

The standard to which the Oakland community holds its school district is equitable education:

A school system is equitable when students of every race, ethnicity, culture, language and income achieve at high levels and graduate. Equity extends to every student fairness, justice and the unbiased opportunity to succeed.

The challenge is clear: dramatically reducing suspensions must be an integral part of the effort to achieve good education in Oakland. Together, we must press for positive change and make it happen.

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Overview

Good instruction, high expectations, fairness and consistency in discipline are at the heart of good education. However, even as educators and community members work vigorously to reform the Oakland public schools and provide good education for all students, a staggering number of children are suspended from school every day. Every child who depends on the Oakland public schools can benefit from the full range of improvements contemplated in the district's five-year education plan only when the use of suspension is dramatically reduced.

For two years, the Commission for Positive Change in the Oakland Public Schools has sounded an alarm about the high numbers of Oakland students routinely excluded from school as a disciplinary measure and about the disproportionate impact of suspension on African American students. When the second year's report disclosed no significant improvement, it was decided that the Commission would examine the issue more closely. This report brings together the voices of numerous educators and students, cites conclusions of education researchers, and uses local data (discussed in the text and displayed in figures and tables appearing as part of the appendices) to frame the issues, inform policy and prompt appropriate district action.

The need to change suspension practices in Oakland is urgent. Our findings reaffirm the outcry long heard in the community.

Suspension hurts kids

- Out-of-school suspensions cause students to lose valuable learning time. Furthermore, those students at the lowest level of academic achievement who can least afford to miss school are more likely than others to be suspended.
- Students who are suspended are more likely to suffer from a lowered sense of

self-esteem, feelings of being unwanted at school and alienation from their peers.

- Students who are asked to leave school for a short time may stay out. Studies show that suspension is one of the top school-related reasons for students dropping out of school.

The level of suspensions is too high

- The slight decrease in the suspension rate from 16.5% in 1988-89 to 15.3% in 1990-91 is not enough to combat the troubling long-term trend of increasing suspensions. (See Figure 4.) In the 1990-91 school year alone, 5,178 students were suspended for a total of 21,665 days. (See Table 5.) Since 1986-87, the use of suspensions has increased by 50% overall, and has more than doubled at the elementary level.

"Suspension does no good for the child. It puts them on the street. It's a day without instruction."
— middle school principal

- Suspensions have reached epidemic proportions in the junior high and middle schools where the suspension rate is 42.5%. (This means there is an average of 42.5 incidents of suspension for every 100 students. It does not mean that 42.5 students are suspended, because some students are suspended multiple times.)

The discriminatory impact of suspensions is intolerable

- The frequent use of suspensions hurts all students, but disproportionately impacts African Americans (who make up 56.3% of all students but 80.2% of suspended students) and males (who make up 50.8% of all students but 68.4% of all suspended students). For African American males, the disparity is worst: Though just 28% of all students, they account for 53% of suspensions. (See Table 6.)

Breaking the grip of myths

This report identifies and refutes three commonly held misperceptions that are used to justify suspensions. Breaking the grip of myths clears the way for change.

Myth #1: High rates of suspension are simply the result of bad student behavior.

Reality: Whether or not a student will be suspended is better predicted by school philosophy and discipline practices than by student behavior.

Myth #2: Suspensions are high due to the presence of weapons and drugs in schools, and therefore reducing suspensions will make schools less safe.

Reality: Less than 5% of all suspensions in Oakland are due to weapons, drugs or other dangerous objects. By concentrating efforts on the 92% of all suspensions accounted for by "defiance of authority," fighting and profanity, schools can dramatically reduce school suspensions without compromising school safety.

Myth #3: Behavior that leads to suspension is due to circumstances outside of school and is beyond the control of school staff.

Reality: The anger, frustration and embarrassment that accompany poor academic achievement often underlie "acting out" behavior. Behavioral problems decline when students are actively engaged in learning and helped to succeed.

"Suspension does not change students' behavior." — middle school principal

There is good news: Positive change is possible

Five Oakland demonstration-training schools are in the early stages of implementing the Joyce/Showers staff development and change process that has been shown to produce academic gains accompanied by improved student behavior and

**"They're sweet and clean. That's why people do them. There are no benefits to the kids. They get nothing. It's for the school. Suspension is a short-term release valve for the school."
— senior high school principal**

significantly fewer suspensions. A case study of positive change in an Augusta, Georgia, middle school shows what Oakland can expect from its demonstration-training schools. The success of one East Oakland elementary school in reducing suspensions by a systematic change in institutional policy and practice is proof that dramatic results can be obtained through fairness and consistency, without compromising school safety. The people behind these stories believed that change was possible. That faith inspires this report.

School Suspension and the Discipline Process

Good school discipline requires teachers and administrators to clearly establish with students, parents and other caregivers the expectations for behavior and consequences for breaking rules. At its simplest, a disciplinary measure may be a stern warning by the teacher not to repeat misbehavior; at its ultimate, disciplinary action can end in a student's expulsion from the district.

A "discipline referral" is often the first step that leads to suspension. If a teacher is unable to resolve a situation with a student, the student is generally sent to the principal. Some referrals result from inappropriate student conduct; others reflect a teacher's inability to manage the classroom situation or respond to the needs of an individual student. Once a student is "referred," the decision to suspend rests with the principal or principal's designee. Suspension may occur as

the result of a single incident or because of accumulated discipline referrals. Research shows that in a given school, a few teachers may be responsible for a majority of the discipline referrals. "In one school, it was not unusual for four or five teachers to recommend as many as 80% of the school's total suspensions." (DeRidder, 1990) Efforts to reduce suspension must involve analyzing discipline referrals.

Beyond suspension, more severe disciplinary actions may be taken. In 1990-91, 9.8% of Oakland students suspended were referred to the disciplinary hearing panel (DHP), charged with committing actions deemed by the school to be "of the most severe nature." Students referred to the DHP may be removed from their regular school and placed in a Temporary Alternative Placement (TAP) center while they wait for the panel to hear their case. Depending on the panel's findings, students may be reassigned to their regular school, transferred to another regular school, placed in a continuation school, placed in a TAP center, assigned to independent study or home instruction, or at the furthest extreme, recommended for

**"At [one high school], students get detentions for being tardy, then an automatic suspension if they do not attend detention. To them it is a day off."
— social worker and conflict resolution trainer**

expulsion. The decision to expel a student rests with the Board of Education. Reasons for expulsion are set out in the California Education Code. The Board may exercise its discretion to "suspend" the expulsion and permit a student to remain in school on "probationary" status. In 1990-91, 63 students were recommended by the discipline hearing panel for expulsion. Of these 63 students, 41 were given suspended expulsions and 22 were expelled by the Board of Education.

(See Table 9.)

Because of their severe circumstances and consequence, much district attention is appropriately focused on cases that appear before the DHP and the

**"We find a lot of kids who've been suspended can't read. They're embarrassed. Of course they're acting out."
— elementary school social worker**

Board of Education. The Commission wants to draw attention, as well, to the much larger number of suspended children whose educations are being interrupted and jeopardized.

Change Is Needed: Suspension Hurts Kids

The Commission begins with a simple premise: students need to be in school to get a good education. Suspension is a disciplinary action that removes students from school. By its nature, suspension reduces instructional time and disrupts the learning process.

"Suspension does no good for the child. It puts them on the street. It's a day without instruction." — middle school principal.

"Suspension just stops you from your school work. You miss out on other stuff, so it lowers your grades. Some teachers won't help you make it up." — 8th-grade student.

"All I do is be at home and watch TV [during suspension]. I'd rather be at school." — 11th-grade student.

Discussions with educators and students, and a review of education literature indicate that suspensions hurt students in multiple ways. Researchers have shown that suspensions can interfere with academic achievement and the social development of students.

"I was going back to Calvin [Simmons School] and starting trouble. I was mad. My friends all do that - throwing stink bombs in the hall way. It would be better to keep kids in school. If I was in school at least I'd be doing school work." — junior high student

- Students who are suspended are more likely to suffer from a lowered sense of self-esteem, feelings of being unwanted at school, and alienation from peers. (DeRidder, 1990; Hahn et al, 1987; Wu et al, 1982)
- Students also worry about the impact of suspension on their futures.

"You get suspended it affects your records and you can't get certain jobs." — 11th grade student.

- Students who receive suspension are more likely to receive failing grades.
- Students subjected to suspension are more likely to have poor attitudes toward school. (DeRidder, 1990)
- Suspensions may increase the risk of juvenile delinquency among these students. (Alschuler, 1980)

"I was going back to Calvin [Simmons School] and starting trouble. I was mad. My friends all do that — throwing stink bombs in the hallway. It would be better to keep kids in school. If I was in school at least I'd be doing school work." — junior high student.

- Altogether these factors contribute to a greater probability that the suspended student will drop out or be "pushed out" of school. (Howell and Frese, 1982; Lloyd, 1976; Rumberger, 1983; Wehlage, 1987)
- "Suspensions and expulsions tend to speed up the dropping out process. Being suspended or expelled is one of the top three school-related reasons for dropping out." (De Ridder, 1990)

The Disparate Impacts of Suspension

RACE AND GENDER AS FACTORS

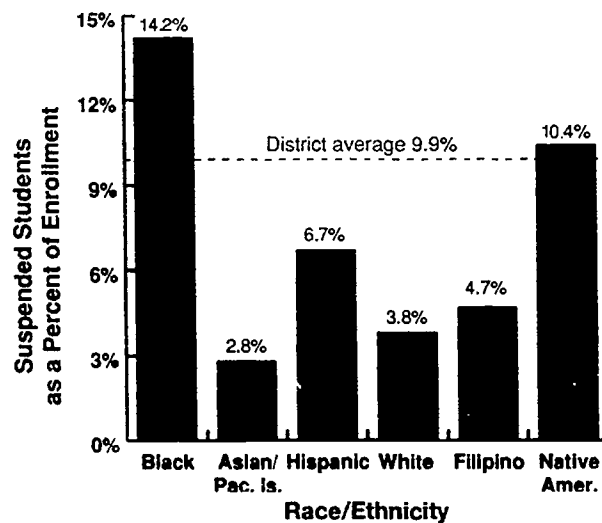
The high rate of suspensions and their harmful effects upon children are enough cause in themselves for alarm and action. But there is more: Current suspension practices violate the expectation of equal opportunities for all students.

- In disproportionately high numbers, African American students are suspended.
- Young men, too, are suspended in disproportionately high numbers.
- For African American young men, the discriminatory impact of suspensions is highest.

African Americans

The rate of suspensions varies greatly when data are disaggregated by race and ethnicity. In 1990-91, African Americans were suspended three times as much as all other students combined. (See Figure 5.) One in seven African American students was suspended compared to one in nearly nine Native Americans, one in 15 Hispanic students, one in 21 Filipino

FIGURE 1
Suspended Students by Race/Ethnicity (1990-91)



Source: OUSD "Suspension Summary by Ethnic Category, SRS 770-2" 9/1/90-8/31/91

students, one in 26 white students, and one in 36 Asian students. Although it should not be, race is clearly a factor in many disciplinary actions. Schools must ensure that all students, regardless of race or ethnicity, receive the same disciplinary treatment.

Males

In 1990-91, male students were 2.5 times more likely to be suspended than female students. This gender gap was greatest at the elementary level where 78% of all suspensions were accounted for by male students. (See Figure 6.)

Race and Gender: Double Jeopardy for African American Males

Fifty-three percent of all suspended students are African American males although they account for only 28% of the student enrollment. Native American males are also suspended in disproportionately high numbers compared to the enrollment. African American females and Hispanic males are suspended at rates nearly equal to their proportion of student enrollment. Asians, Filipinos and whites, particularly females, are suspended far less than their percentage of the student enrollment. (See Table 6.)

Because of the high numbers of those disproportionately affected, a dramatic overall reduction in suspension is required to eliminate the disparity.

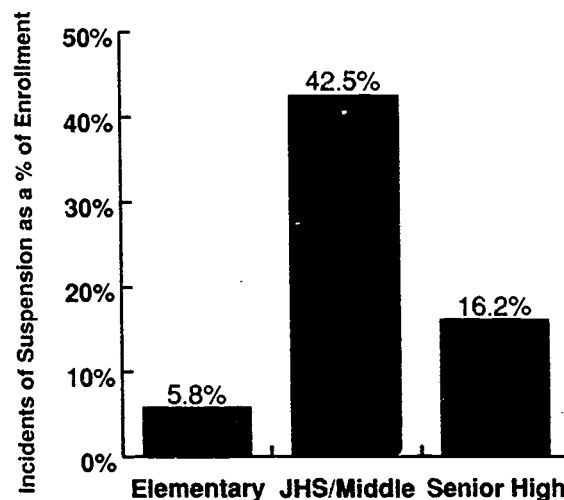
CONCENTRATED IMPACT

- Junior high and middle school students
- Students with poor academic achievement

Junior High/Middle School Students

The excessive reliance on suspension occurs at all school levels, but at the junior high and middle schools, suspensions occur in epidemic proportions. In 1990-91, the suspension rate was 42.5% — 42.5 incidents of suspension for every 100 students enrolled. Among African Americans at this school level the suspension rate

FIGURE 2
Suspension Rates by School Level (1990-91)



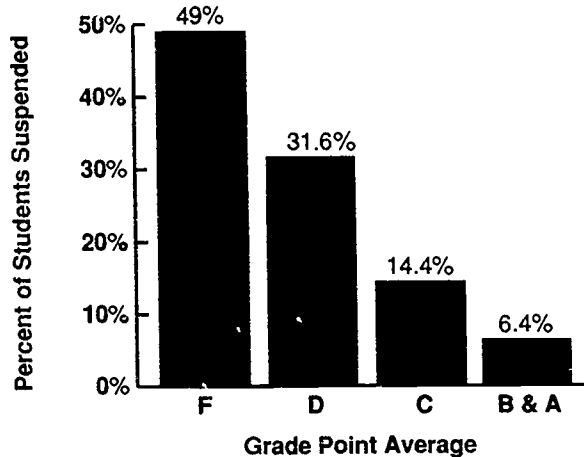
Source: OUSD Information Summary 1990-91

rises to approximately 60% — 60 incidents of suspension for every 100 African American students enrolled. The crisis is alarming given that young adolescents face multiple pressures and choices with profound consequences. Middle and junior high schools cannot continue to cast out students; schools must become a potent force in nurturing and positively directing our youth.

Students Who Have Low Test Scores and Grades

Students at the lowest level of academic performance are more likely than others to be suspended. With their success already in jeopardy, they are students who can least afford to miss school. From kindergarten through senior high school, students who are not learning or who are failing to demonstrate their abilities often feel embarrassed, angry or frustrated. Such feelings may lead to "acting out" behaviors. These students are precisely the ones who need to be in school and need the benefit of more effective teaching strategies. Suspension cannot help them. (See Figures 3, 7 and 8.)

FIGURE 3
Junior High/Middle School Students*
Suspension by Grade Point Average (1990-91)



*Sample represents 2,664 students from 3 Oakland junior high/middle schools.
 Source: Urban Strategies Council

Breaking Myths

An important step toward changing discipline practices is to scrutinize the underlying, often unexamined, assumptions used to justify suspensions. Three commonly held assumptions are refuted by data and experience.

Myth #1: High rates of suspension are simply the result of bad student behavior.

Reality: Whether or not a student will be suspended is better predicted by school philosophy and discipline practice than by student behavior. (Wu et al, 1982) Education research shows large differences in the use of suspension among schools within a school district which do not appear to be caused by differences in student characteristics. (Almeida, 1988) Among Oakland schools, even those with similar student populations, rates of suspension varied widely. (See Tables 1 and 2.) Moreover, among elementary schools, the number of days a child was suspended varied widely. (See Figure 9.) Given similar student populations at many of these schools, the wide differences in suspension rates and days are not due simply to better or worse student behavior, but

TABLE 1
Range of Suspension Rates
by School Level (1990-91)

School Level	Range of Susp. Rates
Elementary	0.0% - 43.7%
Junior High/Middle	12.2% - 50.0%
Senior High	0.8% - 41.8%

reflect a wide range of school philosophies and discipline practices.

Myth #2: Weapons and drugs in schools account for the high number of suspensions, and therefore reducing suspensions will make schools less safe.

Reality: A discussion of school suspension invariably raises the issue of school safety. Conventional wisdom seems to hold that suspensions are high due to the presence of weapons and drugs on campus. In fact, less than 5% of all suspensions in Oakland are due to weapons, drugs or other dangerous objects. (See Figures 10, 11, 12a and 12b.) By concentrating efforts on cutting the 92% of all suspensions accounted for by "defiance of authority," fighting and profanity, schools can dramatically reduce suspensions without compromising school safety.

- "Defiance of authority," which accounted for 43% of all suspensions in 1990-91, is an ambiguous provision of the state education code that has been used as a "catch-all" category to include a range of infractions from some quite severe to others as nonthreatening as cutting class, skipping detention, talking rude-

TABLE 2
Range of Suspension Rates Among
Elementary Schools by Region (1990-91)

Region	Range of Susp. Rates
Flatland (36)	0.0% - 43.7%
Hill (19)	0.0% - 24.3%
Border (4)	0.0% - 11.0%

ly, talking in class or disobeying instructions.

"At (one high school), students get detention for being tardy, then an automatic suspension if they do not attend detention. To them it is a day off." — social worker and conflict resolution trainer.

- Fighting accounted for 44% of all suspensions in 1990-91 and was reported to include a broad range of actions from serious altercations that resulted in injury to pushing and shoving.

There are circumstances where the endangerment of students or staff may justify the use of suspension. However, the analysis of Oakland data shows that only a very small minority of suspensions involve inherently dangerous circumstances. Efforts to reduce the use of suspension should target the large majority of cases that are not inherently dangerous.

"Behavioral problems will stop if you better match instruction with how kids learn."

— junior high instructional assistant principal

Myth #3: "Acting out" behavior that leads to suspension is due to circumstances outside of school and is beyond the control of school staff.

Reality: The harshness of circumstances outside of school — parental divorce, poverty, violence in the home, drugs — is commonly cited as the cause of students' "unmanageable" behavior. However, educators and other youth-services providers point out that the anger, frustration and embarrassment that accompany poor academic achievement often underlie "acting out" behavior. Those students must be helped to believe in themselves and succeed, not pushed out and discarded.

"We find a lot of kids who've been

Evelyn has been suspended four times. The first time she was suspended because her whole class was suspended for being disruptive. She was also suspended for cutting classes. One time she got suspended for going into the office and answering the phones. Evelyn likes to answer the phone and take messages. She was asked to go to class, but did not. She was suspended for "defiance of authority" the rest of that day and for the next day as well.

suspended can't read. They're embarrassed. Of course they're acting out." — elementary school social worker.

"Behavioral problems will stop if you better match instruction with how kids learn. We need somebody to work with teachers on how to work with different learning styles." — junior high school instructional assistant principal.

Letting go of myths, like breaking old habits, is difficult. Yet, many we have interviewed already recognize the myths for what they are and find further fault with suspensions.

Interviews with educators and social workers, and review of education research establish that suspensions do not deter students. Students agree:

"They suspend you and you say 'thank-you.' You don't want to be in school." — 10th-grade student.

"What's the point of suspending students? It's just like giving them a Saturday and Sunday. Some kids get suspended on purpose. Where is it going to get you? It's stupid." — 7th-grade student.

Education research and analysis of local data consistently show that suspensions do not help students change the behavior that the school found to warrant suspension. Practitioners agree:

"Suspension does not change students' behavior." — middle school principal.

"If it modified behavior, you'd see

less suspension." — elementary school social worker.

Convinced that suspensions fail to modify negative student behavior, researchers are not surprised to find the same students suspended over and over again during their school careers. (Almeida, 1988; Wheelock, 1986) One study found that 38% of suspended elementary school students received another suspension during elementary school; and all suspended elementary school students were subsequently suspended at least once during middle school. In the year following a middle school suspension, over 50% of suspended students experienced an average of two to three repeat suspensions. (Safer, 1986)

"My friends keep getting suspended. They come to school when they're not supposed to and they get an extra day of suspension. They come here because they got nothing else to do. They miss a lot of work and they flunk out of school."

— 8th-grade student

In 1990-91, at one Oakland elementary school with a very high suspension rate of 38.9%, 43% of suspended students were suspended again that year and 24% of suspended students were suspended three or more times in that year alone. These figures underestimate the number of children with multiple suspensions because they do not include suspensions in previous years.

What does suspension accomplish?

If the high rate of suspensions is not due to weapons and drugs, and if suspensions do not deter students or modify behavior, why are suspensions so commonplace in some schools? Oakland educators give candid responses to the question:

"Suspension is not supposed to help

the suspended child. It is a practice to help the teacher and the children who are not suspended." — junior high school principal.

"They're sweet and clean, that's why people do them. There are no benefits to the kids. They get nothing. It's for the school. Suspension is a short-term release valve for the school." — senior high school principal.

"Schools suspend so we can operate at a functional level." — middle school principal.

The discriminating and damaging impacts of suspensions make their continual use as a "convenient" disciplinary tool unacceptable. While we do not underestimate the challenge this implies — to improve instruction and reform discipline practices — neither have we understated the urgency for doing so. Fortunately, the successes of others give guidance in how to proceed.

Change Is Possible: Stories from Two Schools

What can be done? The following stories provide concrete lessons for the district, schools and community. The first story — an inner city middle school in Augusta, Georgia — takes as its thesis that behavior problems and discipline referrals are reduced when student achievement is improved. Laudably, the Oakland Unified School District has taken a similar position and in fact, has begun taking similar action in five Oakland demonstration-training schools. (Demonstration-training schools implementing the Comer School Development Program also hold a promising approach to improving school discipline while increasing student achievement.) The second case study — an elementary school in East Oakland — shows that concerted efforts to systematically change institutional discipline policies and practices can reduce discipline referrals and suspensions.

Taking Aim at Improving Instruction: East Augusta Middle School, Augusta, Georgia

In the spring of 1987, the school began an extensive improvement process which brought about significant academic gains and resulted in fewer suspensions. Located in downtown Augusta, Georgia, East Augusta Middle School produced dramatic change by implementing the "Models of Teaching" change process, a school improvement strategy centered around teacher study groups to learn and refine teaching strategies. At that time, the school had a population of 550 students (99.2% African American) in 6th through 8th grades. (Over 90% of the students qualified for participation in the federal free lunch program. Approximately 50% of the students resided in low-income housing.) (Sudderth, 1989)

Over the course of two years, promotion by merit increased from 34% to 94%, retentions dropped from 32% to 6%, and the number of suspensions declined from 343 to 63. (The promotion policy stipulated that to be promoted on merit, a student must pass the tests that accompany the basal reading textbook, demonstrate specified, minimal competency in mathematics, and pass two of the remaining three academic subjects: language arts, science and social studies.)

East Augusta Middle School is part of the Richmond County school system, a system whose leadership decided to fight chronic low student achievement by establishing teacher study groups and equipping teachers with a repertoire of different methods of instruction. The district made a substantial financial commitment to the process and engaged two staff development experts, Bruce Joyce and Beverly Showers, to provide training and coaching over a three-year period. During a six-month planning period senior district administrators engaged in intensive seminars with consultants and began planning the general dimensions of the change process.

The faculty at East Augusta decided,

TABLE 3
East Augusta Middle School
Academic Outcomes and Suspensions

	Baseline Data 1986-87	Year 1 1987-88	Year 2 1988-89
Number of Students	550	554	498
Promotion Based on Merit	34.4%	72.2%	93.8%
Promotion by Exception	33.3%	12.5%	0.2%
Retention	32.3%	15.3%	6.0%
Incidents of Out-of-School Suspension	343	124	63

by majority vote, that they wanted to be a part of the "Models of Teaching" change process. The school's faculty agreed to attend summer training sessions, work with peer study groups, use the instructional strategies during the academic year, and participate in on-going staff development.

Before East Augusta undertook the "Models of Teaching" change process, the school had relied heavily on suspensions as the chief method of controlling its school climate. Ms. Sudderth, former assistant principal, describes the institutional attitudes and practices before change began:

"The faculty's beliefs about the capabilities of their students were greatly affected by the rather bleak, environmental picture.... The pervasive sentiment was that the students of the school were not capable of increasing their intellectual skills and that they were environmentally predisposed to being socially disruptive.... Some members of the faculty relied heavily on referring students to the administration. These teachers considered the administration to be unsupportive of them when students whom they had

referred for rule infractions were not suspended from school." (Sudderth, 1989)

Change was not easy. Using new instructional methods meant that teachers had to design new lesson plans. Establishing a more collegial work environment — teachers coaching and assisting one another, teachers working together in peer study groups — meant a break from old ways of working. Laura Playford, a teacher at East Augusta, explains that positive changes were the result of much hard work: "At first it seemed difficult to use these models. It

The primary contributing factor to reducing out of school suspensions was actively engaging students in learning — having teachers teaching and working with different strategies. Secondary was teaching the teachers how to manage and react better in the classrooms.

— Charlotte R. Sudderth, former assistant principal of East Augusta Middle School

required a lot of energy to use them. After awhile, it got easier and there was change in achievement and behavior because we put so much effort into making this succeed. You could see growth and pride in students." The faculty became more committed as they acquired more control of the new teaching strategies and became more comfortable using them. For some, commitment came only after change began to take place. (Sudderth, 1989)

Strong instructional leadership by the school administration was critical in guiding and encouraging the change process. Carlene Murphy, director of Staff Development for Richmond County, relates: "Ms. Sudderth — then assistant principal — was able to walk into any classroom and demonstrate all of the teaching strategies and help the classroom teacher master those strategies. She was also the main cheerleader — she made sure the study groups functioned well

and provided them with continuous encouragement."

Terri Jenkins, former teacher at East Augusta, remembers: "The administrators were seen by staff all the time. They participated in the training sessions. The principal had delegated most of the responsibility for implementing the change process to the assistant principal, Ms. Sudderth, but he obviously supported the models of teaching program and both of them went into classrooms to teach."

To sustain change, the consultants trained a cadre of district teachers and administrators as experts "to take over the function of consultants." (Joyce, et al, 1989) Additionally, Ms. Murphy continues to serve as a strong advocate for the change process at the district level: "At every meeting, I need to make sure that new innovations — the 'whole language' approach, computers, math manipulatives — are integrated with, and not layered upon, the Models of Teaching process."

The hard work by the teachers of East Augusta paid off. Students' achievement increased significantly, disciplinary referrals and suspensions declined dramatically.

As heartwarming as the story of East Augusta can be, there is not a completely happy ending. Improvements have eroded. Charlotte Sudderth, the assistant principal who strongly supported the staff in their change efforts, was transferred to central administration to help other schools implement the Models of Teaching change process. Since then, expectations at East Augusta have relaxed; study groups no longer meet. There is a sense among teachers that the "program is over." Upon reflection, Ms. Jenkins advises that to sustain change, "People need to know upfront that change is a continuous and forever process. In addition to mastering the instructional strategies, we should have concentrated more on keeping those study groups going."

The staff development experts, Bruce Joyce and Beverly Showers, and the director of staff development, Carlene

Murphy, warn that sustaining change may be more difficult than achieving positive change.

"Success makes it easier to reiterate the purpose for changing the workplace, but the schools will surely return to their previous states fairly rapidly unless they are well tended."

Changing Institutional Practices: Melrose Elementary School, Oakland, California

Only three years ago Melrose Elementary School, located in East Oakland, was awash with discipline referrals and a suspension rate of 21.6% — three to four times higher than the average for other elementary schools. Today the school has one of the lowest rates of suspension in the district.

"When I got here in 1987, I was getting 15-30 discipline referrals a day. In my first year we had nearly 100 suspensions. Last year we had five and this year we have had three. We will suspend a child if it is absolutely necessary, but we rarely have that need."

— Delia Ruiz, principal

In 1990-91, of the approximately 500 students enrolled in Melrose, a school-wide Chapter 1 school, 55% were Hispanic, 40% were African American, 5% were Southeast Asian, 32% of the students' families received AFDC and more than 85% of students received free lunch. Approximately 50% of the children were limited-English proficient.

Ms. Ruiz credits the establishment of a positive school climate and hard-working staff for the dramatic drop in suspension. The school's shared decision-making process meant that staff consensus was forged around how they would reduce

TABLE 4
Melrose Elementary School
Number of Suspensions

School Year	No. of Suspensions	As % of Enrollment
1987-88	97	20.8%
1988-89	109	21.6%
1989-90	32	6.4%
1990-91	5	1.0%
1991-92	3	0.6%

suspensions. First, the review teams that consider attendance problems and deal with other student life circumstances were strengthened to help staff make informed decisions about how best to help students. The school holds approximately 10-15 SART (Student Attendance Review Team) and SCT (Student Consultation Team) meetings per week where strategies are worked out among teachers, administrator, psychologist, parent and student. Often, the school establishes a behavior contract with a child that is reviewed every two weeks to determine further follow-up actions. Students have the opportunity to modify behavior and suspension is used only as a last resort.

Additionally, the staff analyzed referrals to find the source of suspensions, and devised a responsive solution.

"We looked for the source of our discipline referrals and saw that most came from recess and lunch periods. Therefore, we decided to reduce conflict on the playground by teaching children organized games, organizing the playground and having teachers take yard duty every day, either in the morning or in the afternoon. As a result, discipline referrals have decreased and teachers take less classroom time to calm children down after play."

Third, the school established discipline policies and practices that have become part of the school's culture. A uniform discipline policy with rules and consequences is reviewed with students in an

"Suspension just stops you from your school work. You miss out on other stuff, so it lowers your grades. Some teachers won't help you make it up."

— 8th-grade student

assembly at the beginning of the year. The policy is sent home in Spanish and English for parents to sign and return. Visitors to this school will see adults giving out gold or green slips of paper to students. The principal keeps them handy in her skirt pockets, teachers on the playground have them on their clipboards, and extra slips are kept in the equipment room, immediately accessible to all adults. Discipline is reinforced with these citation slips — green for positive behavior and gold for infractions of school rules. A child may receive a negative citation from any adult for breaking one of the school rules.

These efforts supplemented and were made possible by an on-going school improvement process. Ms. Ruiz says, "I do not run the school. Together, staff does the problem solving. If there's one point I try to get across, it's that if things work here it's because the staff makes it work." The results of the concerted effort to reduce suspensions have been dramatic; the school continues to strive for academic gains, the heart of the mission.

Lessons learned

Lessons from the stories of East Augusta Middle School and Melrose Elementary School can serve as guiding principles for taking action to reduce the use of school suspensions. Changing suspension practices requires understanding the principles of good school discipline and what it takes to initiate and sustain change.

1. Good instruction, high expectations, fairness and consistency are at the heart of good school discipline.
2. Effective school administrators serve as instructional leaders and also recognize:

- The need for change must be explicitly stated, and a process for making change resolutely followed.
- Changing institutional practices depends on a critical mass of staff who are willing to change.
- Innovations must be integrated, not layered on top of the change process.

3. Outside help may be needed to facilitate school improvement, but the process cannot be sustained by outsiders; it must become part of the ongoing district and school culture.

4. Improving school discipline is part of school improvement, a never-ending process that depends on persistence and hard work.

Keeping Our Children in School: What Must Be Done

It is time to examine the gap between the vision of equitable education and the reality of suspension practices. The frequent reliance upon suspension, its harmful effects, and the disparate impact of its use compel a sharp reduction in the use of suspensions. Experience shows that suspensions drop as students experience academic success and achieve at high levels. But the Commission is well aware that mere changes in reporting suspensions can mask a dismal status quo. Cutting suspensions must not become "numbers manipulation." For all schools, the surest path to reducing suspensions is making and sustaining positive change in student achievement. Additionally, for schools whose suspension rates are high — and there are too many — concerted efforts to modify institutional practices and policies can significantly lower suspensions. How this is achieved may vary from school to school, but resolve must be firm, action must be swift, and results, measured and reported.

Members of the Board of Education and the Superintendent should:

Set expectations

- Make a dramatic, sustained reduction in the use of suspensions a high priority in the district as part of the five-year education plan.
- Set a district goal of 50% reduction in suspensions over the next two years.

Provide data and expertise

- Instruct schools to review the data showing their referral and suspension practices, trends and patterns by race/ethnicity and gender as part of the site-based development process.
- Respond to school requests for technical assistance, drawing on expertise gained by schools that have significantly reduced suspensions. Create time and the infrastructure for such consultation.

Report results

- Report the number and rate of suspensions disaggregated by school level (elementary, middle/junior high, and high school), by gender and race/ethnicity as one indicator of district progress in the five-year education plan.

A note of caution: While it is important to track and report the number of suspensions, nearly all educators interviewed cautioned against only looking at numbers. Suspension figures are highly vulnerable to manipulation, making it critical to understand and report on practices as well as the numbers.

- Inform the community of school progress by requiring that each school's annual School Accountability Report contain:

The number of students suspended and rate of suspensions by race/ethnicity and gender for the current reporting period and previous two years.

A brief description of the strategies by which suspensions will be significantly lowered or maintained low.

Schools should:

- Focus on good teaching and learning as the key to good student behavior and academic outcomes.
- Hold high expectations for student behavior, treat students respectfully and enforce discipline policies fairly and consistently.
- Examine discipline referrals, suspension practices and their patterns of impact on students, for indications of excessive use and/or discriminatory impact. Set explicit goals and use school data, experience and technical support if it is needed to modify institutional discipline practices.
- Describe school progress in the School Accountability Report.

Parents, caregivers and community members should:

- Know your school's discipline policy and ask about suspension practices.
- Make sure your child understands your expectations for appropriate behavior at school and the consequences at home for inappropriate behavior.
- Respond to early warning signals such as your child's feelings of unfair treatment at school or notes/phone calls from the school about misbehavior. Contact your child's teacher and principal to discuss expectations for staff conduct and student behavior.
- Be alarmed if your child is suspended. Ask why and listen to your child, your child's teacher and the principal about what happened. If you feel the suspension was unfair, ask to have your child reinstated and if refused, go to the next level of authority. Obtain the help of a

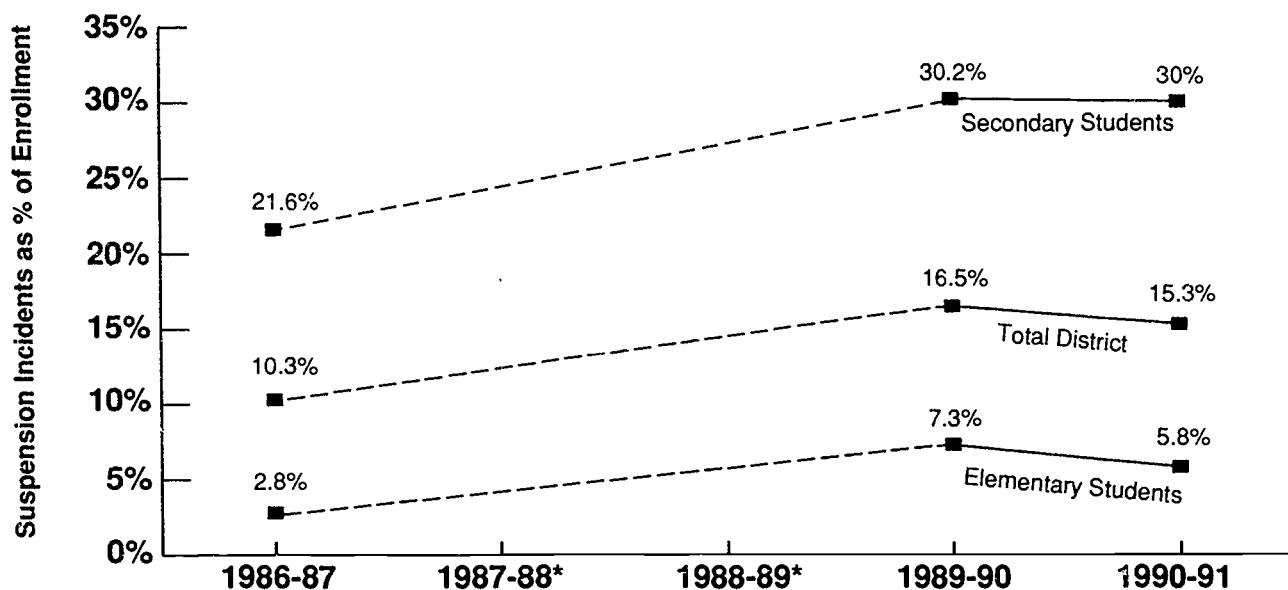
- trained advocate or legal counsel if your child is referred to the Disciplinary Hearing Panel.
- Ask the school to provide information on suspension practices and the number of students suspended by race/ethnicity and gender. With information, community members are better able to set expectations and monitor progress.
 - Organize parents to work with school staff on strategies to reduce the use of suspension. Parents whose children are being suspended may feel isolated, angry, fearful or powerless. Organize in ways that include and enable these parents to serve as effective advocates for their children and work constructively with school staff.

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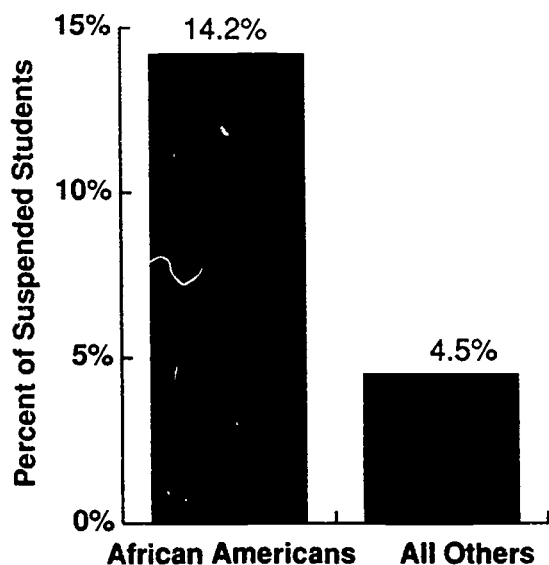
Appendix A

**FIGURE 4
Oakland Public Schools Suspension Rates**



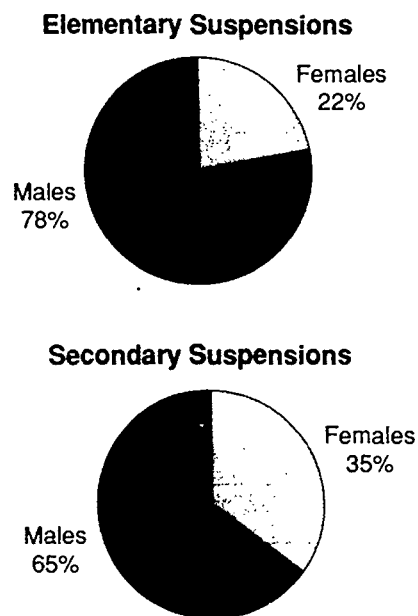
Source: OUSD, Information Summary Reports 1986-87, 1989-90, 1990-91
*No data available

**FIGURE 5
Suspensions of African Americans Compared to All Others (1990-91)**



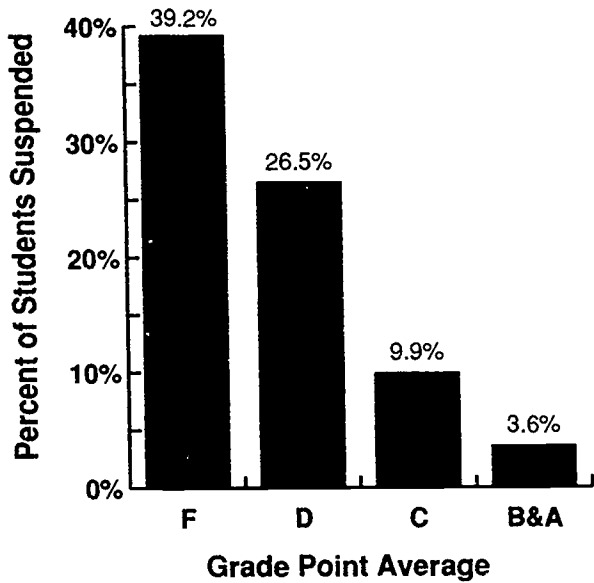
Sources: OUSD "Suspension Summary by Ethnic Category SRS 770-2," 9/1/90-8/31/91

**FIGURE 6
Suspended Students by Gender (1990-91)**



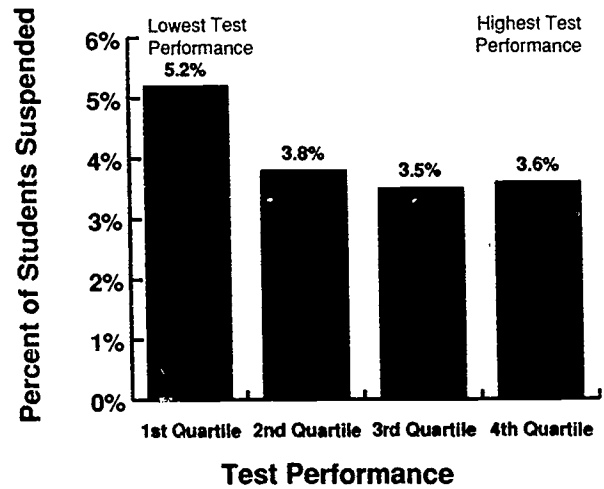
Source: OUSD "Suspension Summary by Ethnic Category, SRS 770-2" 9/1/90-8/31/91

FIGURE 7
Comprehensive Senior High School Students
Suspension by Grade Point Average (1990-91)



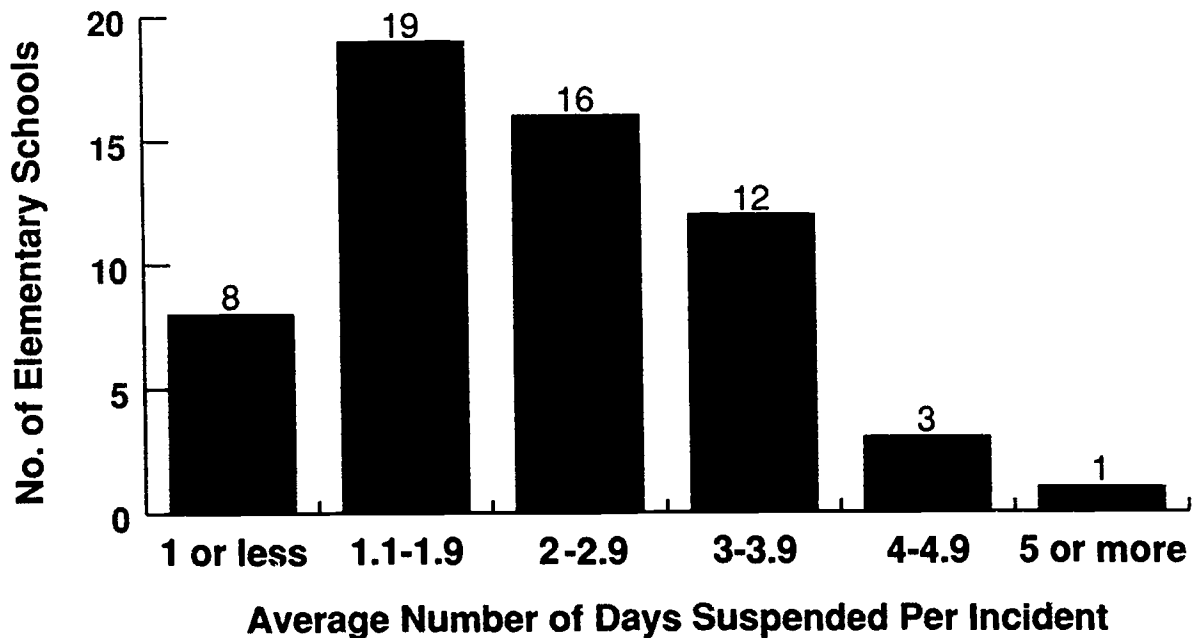
Source: Urban Strategies Council. Based on sample of 1,916 students in one Oakland high school.

FIGURE 8
Elementary School Students
Suspension by Standardized Test
Performance (1990-91)



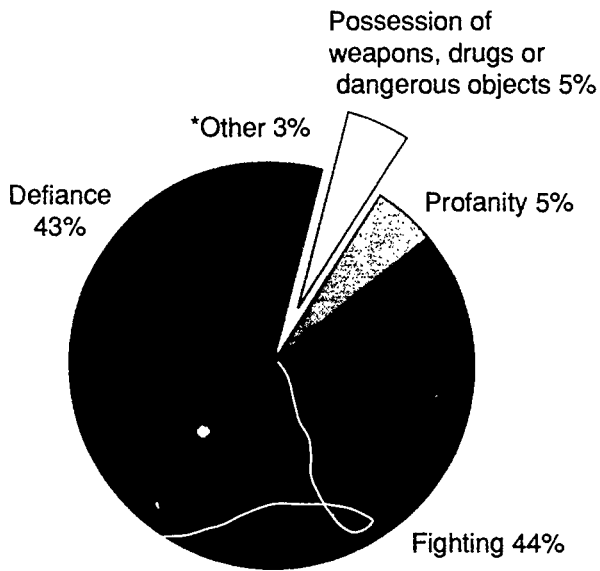
Source: Urban Strategies Council
 Based on sample of 3,461 students at 4 Oakland elementary schools. Comprehensive Test of Basic Skills (CTBS) Quartile based on most recent CTBS reading score (1988, 1989) at the time of suspension.

FIGURE 9
Distribution of Elementary Schools by Average
Number of Days Suspended Per Incident



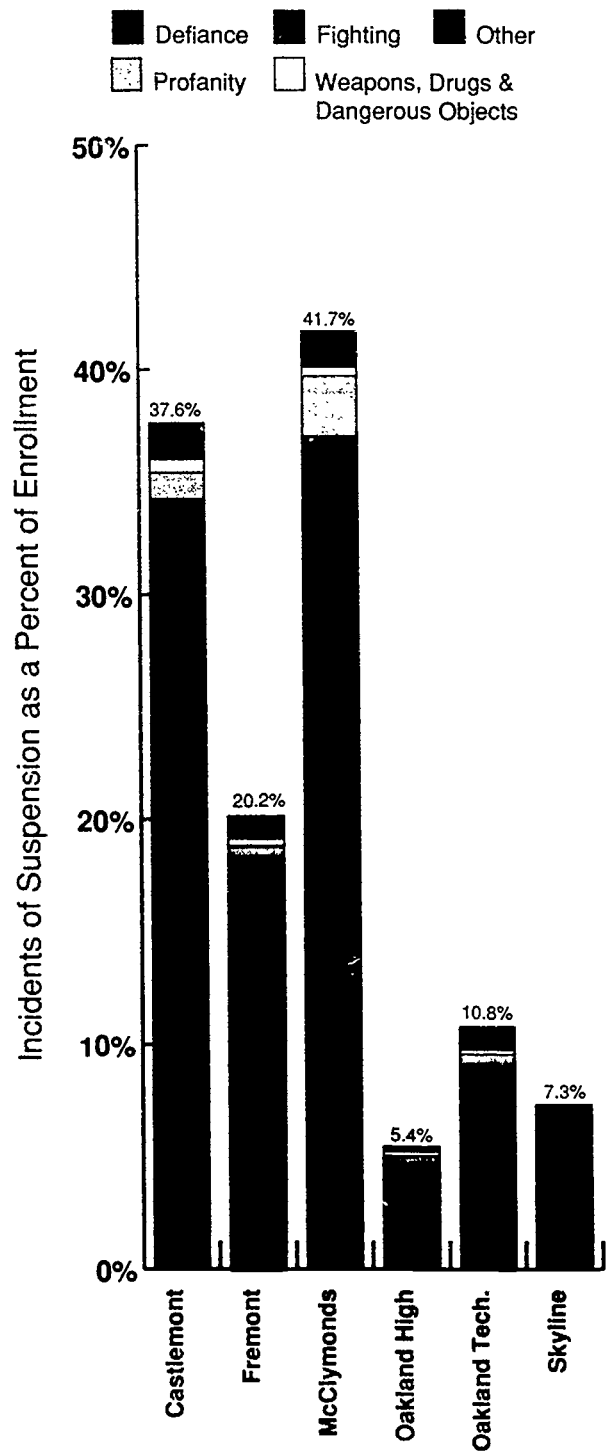
Source: OUSD "NR Times Suspended Summary Report, SRS 760-1," 9/1/90-8/31/91

FIGURE 10
Incidents of Suspension
by Reason Given (1990-91)



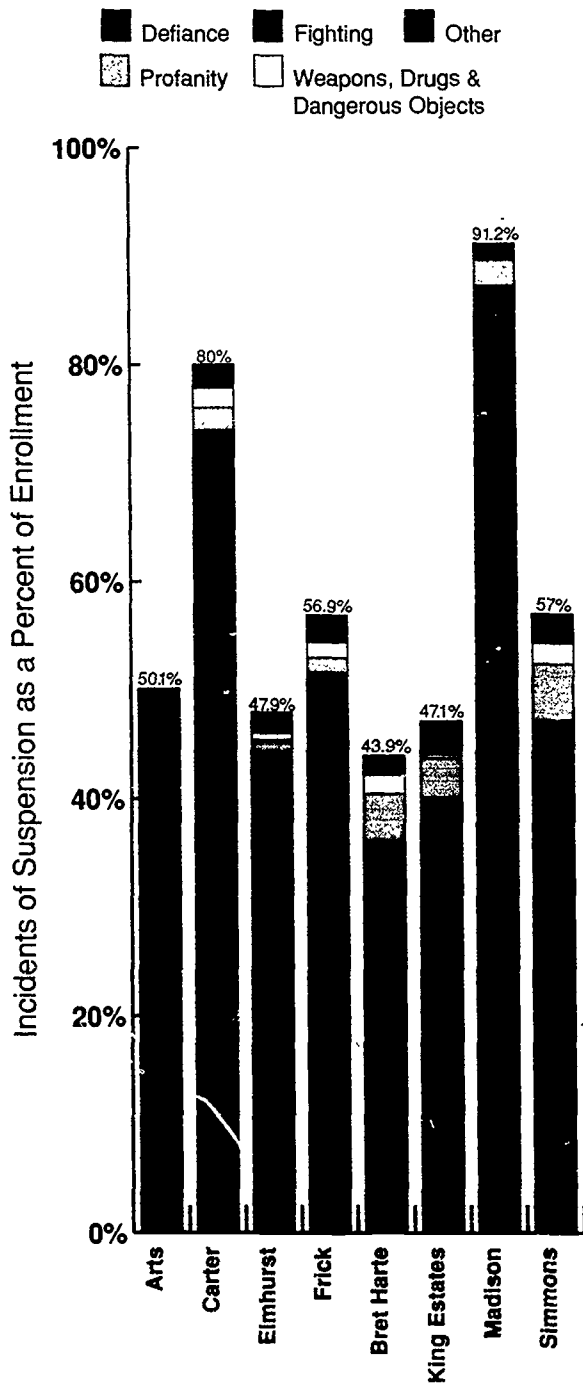
*Other reasons: Damaged school property (2%); stolen property, robbery, extortion, tobacco (1%)
 Source: "Suspension by Ethnic Category SRS 700-2" 9/1/90-8/31/91

FIGURE 11
Comprehensive High School Suspension
Rates and Reason (1990-91)



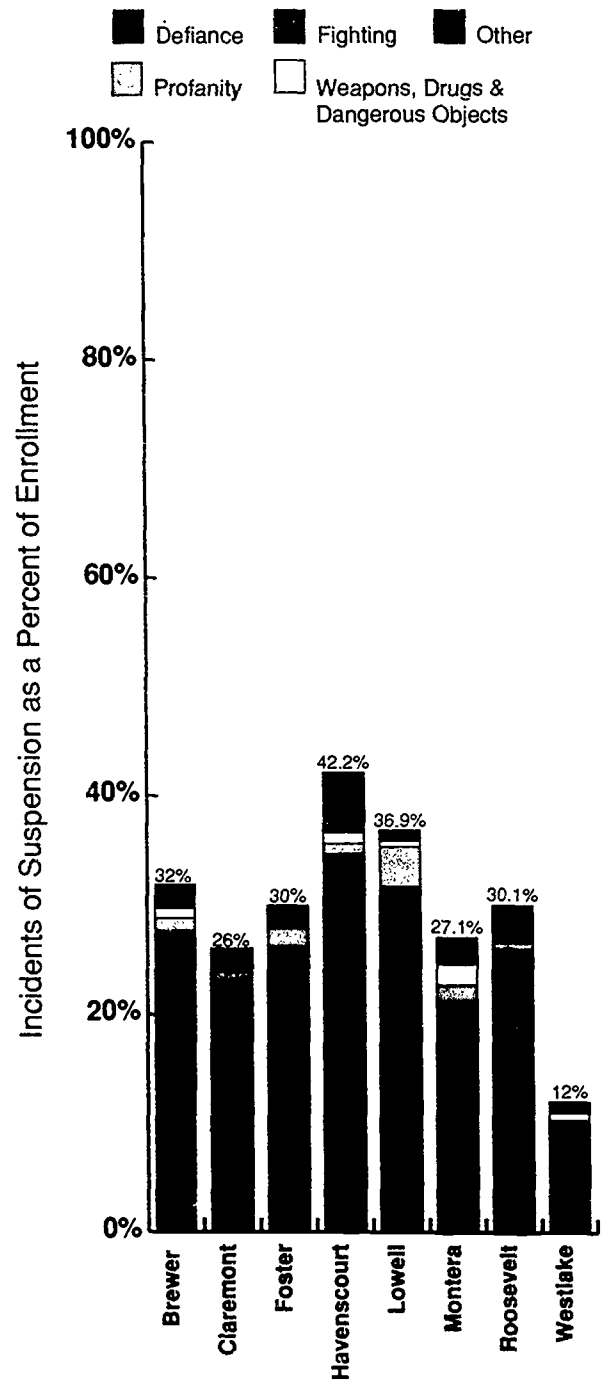
Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91; OUSD Information Summary 1990-91

FIGURE 12a
Junior High/Middle Schools: Group 1*
Suspension Rates and Reason (1990-91)



* Schools with rates above OUSD Junior High/Middle School Average of 42.5%
 Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91; OUSD Information Summary 1990-91

FIGURE 12b
Junior High/Middle Schools: Group 2*
Suspension Rates and Reason (1990-91)



* Schools with rates below OUSD Junior High/Middle School Average of 42.5%
 Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91; OUSD Information Summary 1990-91

TABLE 5
Number of Suspended Students and
Total Days Suspended (1990-91)

No. of Times Suspended	Elementary		JH/Middle		Senior High		District Totals	
	No. of Students	No. of Days	No. of Students	No. of Days	No. of Students	No. of Days	No. of Students	No. of Days
1 time	1,096	2,231	1,609	4,473	859	2,394	3,564	9,098
2 times	213	913	546	3,237	190	1,172	949	5,322
3+ times	131	1,058	448	5,249	86	938	665	7,245
Total	1,440	4,202	2,503	12,959	1,135	4,504	5,178	21,665

Source: OUSD "NR Times Suspended Summary Report SRS 760-1" 9/1/90 - 8/31/91

TABLE 6
Suspensions Compared to Student Enrollment
by Race and Gender (1990-91)

	Males		Females		Total	
	Percent of Student Enrollment	Percent of Suspended Students	Percent of Student Enrollment	Percent of Suspended Students	Percent of Student Enrollment	Percent of Suspended Students
African American	28.6%	53.3%	27.7%	28.3%	56.3%	80.2%
Asian/Pac. Islander	9.0%	4.0%	8.7%	.8%	17.7%	4.9%
Hispanic	8.1%	7.8%	7.8%	2.9%	15.9%	10.7%
White	4.3%	2.5%	4.1%	.7%	8.4%	3.2%
Filipino	.6%	.3%	.6%	.1%	1.2%	.4%
Native American	.2%	.4%	.3%	.2%	.4%	.6%
Total	50.8%	68.4%	49.2%	31.6%	100.0%	100.0%

Source: OUSD 1990-91 Information Summary, OUSD "Suspension Summary by Ethnic Category SRS 770-2," 9/1/90-8/31/91, OUSD Management Information Systems Department

TABLE 7a
Elementary Schools Suspension Rates

School	2 yr avg*	1990-91
Allendale	6.8%	4.2%
Arts	4.3%	7.0%
Bella Vista	8.1%	6.8%
Brookfield	22.4%	12.4%
Burbank	5.1%	3.9%
Burckhalter	18.8%	24.3%
Chabot	0.0%	0.0%
Cleveland	0.0%	0.0%
Cole	62.5%	43.7%
Cox	2.6%	1.5%
Crocker Hglds	2.2%	3.7%
Emerson	9.2%	7.3%
Franklin	2.3%	3.0%
Fruitvale	4.7%	6.0%
Garfield	8.8%	4.9%
Glenview	9.1%	10.0%
Golden Gate	1.3%	0.0%
Grass Valley	0.9%	1.3%
Hawthorne	3.2%	3.7%
Highland	1.9%	0.0%
Hillcrest	0.0%	0.0%
Hoover	9.6%	3.2%
Horace Mann	8.8%	5.5%
Howard	7.4%	7.4%
Jefferson	2.7%	3.2%
Joaquin Miller	0.8%	0.7%
John Swett	3.7%	5.2%
Kaiser	1.1%	1.0%
La Escuelita	2.9%	1.8%
Lafayette	0.8%	0.0%
Lakeview	0.3%	0.0%
Laurel	11.7%	7.3%
Lazear	1.6%	0.0%
Lincoln	1.9%	2.4%
Lockwood	11.1%	6.9%
Longfellow	29.5%	38.9%
M.L. King	0.6%	1.2%
Manzanita	2.6%	2.2%
Markham	2.7%	1.9%
Marshall	6.5%	6.8%
Maxwell Park	2.3%	3.9%
Melrose	3.3%	0.8%
Montclair	0.4%	0.0%
Munck	7.8%	6.7%
Parker	7.9%	11.0%
Peralta	1.9%	1.5%
Piedmont Ave	4.2%	4.7%
Prescott	6.7%	7.2%
Redwood Hghts	6.3%	5.6%
Santa Fe	17.5%	15.8%
Sequoia	1.2%	0.9%
Sherman	10.0%	13.0%
Sobrante Park	1.3%	1.8%
Stonehurst	16.0%	14.7%
Thornhill	0.8%	0.8%
Toler Heights	2.0%	0.0%
Washington	18.3%	10.7%
Webster	12.7%	14.8%
Whittier	7.9%	9.4%
Elementary Average	6.6%	5.8%

*Average of 1989-90 and 1990-91 school years.

TABLE 7b
Junior High/Middle Schools Suspension Rates

School	2 yr avg*	1990-91
Arts	30.5%	50.0%
Brewer	34.9%	32.4%
Carter	57.4%	79.7%
Claremont	23.7%	25.9%
Elmhurst	45.6%	47.6%
Foster	33.1%	30.2%
Frick	56.9%	57.4%
Bret Harte	38.9%	43.8%
Havenscourt	42.5%	41.7%
King Estates	54.2%	47.2%
Lowell	84.9%	37.4%
Madison	77.1%	92.1%
Montera	31.5%	26.8%
Roosevelt	31.4%	30.0%
C. Simmons	51.5%	56.8%
Westlake	11.5%	12.2%
JHS/Middle Average	42.1%	42.5%

*Average of 1989-90 and 1990-91 school years.

TABLE 7c
Senior High Schools & District Suspension Rates

School Name	2 yr avg*	1990-91
Bunche	0.0%	0.0%
Castlemont	26.7%	37.6%
Dewey	0.4%	0.8%
Eastside	0.7%	1.4%
Far West	11.5%	17.2%
Fremont	14.7%	23.3%
McClymonds	38.2%	41.8%
Oakland High	6.3%	5.3%
Oakland Tech	14.7%	10.8%
Skyline	21.4%	7.3%
Street Academy	0.0%	0.0%
Senior High Average	16.7%	16.2%
District Average	15.9%	15.3%

*Average of 1989-90 and 1990-91 school years.

TABLE 8
Suspension Rates of 20 Largest
California School Districts 1988-89

School District	Suspension Rate
Richmond	44.3%
Long Beach	27.1%
San Juan	20.4%
Sacramento	19.4%
Fresno	15.3%
OAKLAND	14.7%
Los Angeles	13.9%
Sweetwater	13.2%
Mt. Diablo	12.9%
Stockton	12.2%
San Bernardino	9.9%
Riverside	9.3%
Garden Grove	8.6%
Santa Ana	8.0%
San Diego	8.0%
San Jose	6.9%
Fremont	6.8%
San Francisco	5.2%
Montebello	3.4%
Compton	1.1%

Source: California State Department of Education

TABLE 9
Number of Incidents of Suspension,
Disciplinary Hearings, Expulsions and
Suspended Expulsions

School Year	Suspensions	Discip. Hearings	Expulsions	Suspen. Expul.
1990-91	7,768	509	63	41
1989-90	8,329	428	64	42
1988-89	NA	322	54	26
1987-88	NA	291	57	NA
1986-87	5,130	376	45	9
1985-86	NA	377	42	NA

NA= Not Available

Source: OUSD Office of General Counsel

Appendix B

ELEMENTARY SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School		Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
ALLENDALE	Student Enrollment	23.0%	6.1%	44.1%	21.2%	0.3%	5.3%	100%
	Suspended Students	11.4%	5.7%	74.3%	2.9%	2.9%	2.9%	100%
	No. Suspended Students	4	2	26	1	1	1	35
ARTS	Student Enrollment	9.4%	39.1%	42.1%	4.3%	2.9%	2.2%	100%
	Suspended Students	28.6%	28.6%	42.9%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	2	2	3	0	0	0	7
BELLA VISTA	Student Enrollment	7.9%	1.6%	34.0%	56.5%	0.0%	0.0%	100%
	Suspended Students	6.4%	0.0%	76.6%	17.0%	0.0%	0.0%	100%
	No. Suspended Students	3	0	36	8	0	0	47
BROOKFIELD	Student Enrollment	5.8%	0.0%	91.5%	2.5%	0.0%	0.2%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	46	0	0	0	46
BURBANK	Student Enrollment	3.1%	0.8%	91.5%	4.1%	0.3%	0.3%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	14	0	0	0	14
BURKHALTER	Student Enrollment	14.6%	5.4%	72.8%	5.5%	0.3%	1.4%	100%
	Suspended Students	4.8%	2.4%	92.9%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	2	1	39	0	0	0	42
CHABOT	Student Enrollment	6.9%	65.0%	22.7%	5.1%	0.0%	0.3%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0%
	No. Suspended Students	0	0	0	0	0	0	0
CLEVELAND	Student Enrollment	3.6%	5.5%	27.0%	62.5%	0.0%	1.4%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0%
	No. Suspended Students	0	0	0	0	0	0	0
COLE	Student Enrollment	3.3%	0.0%	91.4%	5.2%	0.0%	0.0%	100%
	Suspended Students	0.0%	1.6%	96.8%	1.6%	0.0%	0.0%	100%
	No. Suspended Students	0	1	61	1	0	0	63
COX	Student Enrollment	18.1%	2.2%	74.2%	5.3%	0.0%	0.1%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	15	0	0	0	15

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

ELEMENTARY SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School		Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
CROCKER	Student Enrollment	3.3%	45.4%	45.6%	5.4%	0.0%	0.4%	100%
	Suspended Students	0.0%	28.6%	64.3%	7.1%	0.0%	0.0%	100%
	No. Suspended Students	0	4	9	1	0	0	14
EMERSON	Student Enrollment	8.5%	10.7%	70.3%	6.8%	0.0%	3.6%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	27	0	0	0	27
FRANKLIN	Student Enrollment	20.8%	0.6%	22.2%	53.9%	0.4%	2.0%	100%
	Suspended Students	0.0%	0.0%	85.7%	0.0%	7.1%	7.1%	100%
	No. Suspended Students	0	0	24	0	2	2	28
FRUITVALE	Student Enrollment	18.0%	5.1%	48.5%	25.3%	0.0%	3.1%	100%
	Suspended Students	0.0%	10.0%	90.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	2	18	0	0	0	20
GARFIELD	Student Enrollment	33.2%	1.5%	21.0%	43.8%	0.2%	0.3%	100%
	Suspended Students	25.4%	0.0%	44.8%	28.4%	0.0%	1.5%	100%
	No. Suspended Students	17	0	30	19	0	1	67
GLENVIEW	Student Enrollment	10.6%	22.4%	42.2%	19.6%	1.2%	4.1%	100%
	Suspended Students	10.5%	10.5%	65.8%	7.9%	5.3%	0.0%	100%
	No. Suspended Students	4	4	25	3	2	0	38
GOLDEN GATE	Student Enrollment	2.7%	2.7%	92.6%	1.7%	0.0%	0.2%	100%
	Suspended Students	4.3%	0.0%	95.7%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	1	0	22	0	0	0	23
GRASS VALLEY	Student Enrollment	0.0%	2.5%	95.5%	2.0%	0.0%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	2	0	0	0	2
HAWTHORNE	Student Enrollment	57.7%	1.6%	15.4%	19.0%	1.0%	5.5%	100%
	Suspended Students	52.8%	0.0%	38.9%	2.8%	0.0%	5.6%	100%
	No. Suspended Students	19	0	14	1	0	2	36
HIGHLAND	Student Enrollment	31.1%	0.4%	61.2%	7.2%	0.0%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	4	0	0	0	4

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

ELEMENTARY SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School		Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
HILLCREST	Student Enrollment	2.1%	76.5%	13.0%	8.4%	0.0%	0.0%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0%
	No. Suspended Students	0	0	0	0	0	0	0
HOOVER	Student Enrollment	46.1%	0.1%	42.7%	8.8%	0.1%	2.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	22	0	0	0	22
HOWARD	Student Enrollment	5.5%	13.9%	78.7%	1.3%	0.0%	0.6%	100%
	Suspended Students	0.0%	8.3%	91.7%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	2	22	0	0	0	24
JEFFERSON	Student Enrollment	51.4%	2.1%	29.3%	15.6%	0.2%	1.5%	100%
	Suspended Students	27.0%	5.4%	64.9%	2.7%	0.0%	0.0%	100%
	No. Suspended Students	10	2	24	1	0	0	37
KAISER	Student Enrollment	5.2%	43.5%	42.4%	6.8%	0.0%	2.1%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	2	0	0	0	2
M.L. KING	Student Enrollment	4.8%	0.2%	91.1%	3.9%	0.0%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	6	0	0	0	6
LA ESCUELITA	Student Enrollment	56.5%	2.7%	20.4%	20.0%	0.2%	0.2%	100%
	Suspended Students	20.0%	20.0%	60.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	1	1	3	0	0	0	5
LAFAYETTE	Student Enrollment	7.1%	0.4%	79.7%	12.0%	0.0%	0.1%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0%
	No. Suspended Students	0	0	0	0	0	0	0
LAKEVIEW	Student Enrollment	4.7%	12.2%	72.0%	10.1%	0.0%	1.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	2	0	0	0	2
LAUREL	Student Enrollment	7.0%	12.6%	42.4%	35.3%	0.0%	2.8%	100%
	Suspended Students	0.0%	18.2%	66.7%	15.2%	0.0%	0.0%	100%
	No. Suspended Students	0	6	22	5	0	0	33

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

ELEMENTARY SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School		Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
LAZEAR	Student Enrollment	84.7%	3.6%	6.8%	3.2%	0.2%	1.4%	100%
	Suspended Students	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	2	0	0	0	0	0	2
LINCOLN	Student Enrollment	3.4%	2.7%	11.6%	81.0%	0.0%	1.3%	100%
	Suspended Students	7.7%	0.0%	61.5%	30.8%	0.0%	0.0%	100%
	No. Suspended Students	1	0	8	4	0	0	13
LOCKWOOD	Student Enrollment	12.2%	0.1%	67.1%	20.6%	0.0%	0.0%	100%
	Suspended Students	2.2%	0.0%	91.3%	6.5%	0.0%	0.0%	100%
	No. Suspended Students	1	0	42	3	0	0	46
LONGFELLOW	Student Enrollment	0.2%	2.4%	90.5%	6.9%	0.0%	0.0%	100%
	Suspended Students	0.0%	4.1%	94.8%	1.0%	0.0%	0.0%	100%
	No. Suspended Students	0	4	92	1	0	0	97
H. MANN	Student Enrollment	30.6%	0.8%	54.8%	12.8%	0.6%	0.5%	100%
	Suspended Students	16.1%	0.0%	72.6%	11.3%	0.0%	0.0%	100%
	No. Suspended Students	10	0	45	7	0	0	62
MANZANITA	Student Enrollment	9.5%	1.6%	57.5%	31.2%	0.0%	0.3%	100%
	Suspended Students	0.0%	0.0%	72.7%	22.7%	4.5%	0.0%	100%
	No. Suspended Students	0	0	16	5	1	0	22
MARKHAM	Student Enrollment	12.9%	1.0%	81.7%	3.5%	0.0%	1.0%	100%
	Suspended Students	8.3%	0.0%	91.7%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	1	0	11	0	0	0	12
MARSHALL	Student Enrollment	4.0%	4.3%	88.1%	3.2%	0.0%	0.4%	100%
	Suspended Students	0.0%	5.3%	89.5%	5.3%	0.0%	0.0%	100%
	No. Suspended Students	0	1	17	1	0	0	19
MAXWELL	Student Enrollment	7.8%	2.3%	84.3%	4.5%	0.2%	0.8%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	20	0	0	0	20
MELROSE	Student Enrollment	58.0%	2.4%	26.1%	12.6%	0.4%	0.6%	100%
	Suspended Students	50.0%	0.0%	25.0%	25.0%	0.0%	0.0%	100%
	No. Suspended Students	2	0	1	1	0	0	4

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

ELEMENTARY SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School	Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
J. MILLER	Student Enrollment	3.8%	61.4%	20.3%	13.8%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	2	0	0	2
MONTCLAIR	Student Enrollment	3.6%	65.6%	21.4%	9.4%	0.0%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	0%
	No. Suspended Students	0	0	0	0	0	0
C. MUNCK	Student Enrollment	5.3%	28.9%	33.7%	16.6%	15.0%	100%
	Suspended Students	0.0%	4.8%	42.9%	0.0%	52.4%	100%
	No. Suspended Students	0	1	9	0	11	21
PARKER	Student Enrollment	5.6%	0.0%	92.8%	1.0%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	38	0	0	38
PERALTA	Student Enrollment	3.6%	24.8%	70.4%	0.4%	0.8%	100%
	Suspended Students	0.0%	33.3%	66.7%	0.0%	0.0%	100%
	No. Suspended Students	0	1	2	0	0	3
PIEDMONT	Student Enrollment	5.4%	8.2%	75.2%	6.2%	2.5%	100%
	Suspended Students	0.0%	0.0%	91.7%	8.3%	0.0%	100%
	No. Suspended Students	0	0	11	1	0	12
PRESCOTT	Student Enrollment	8.8%	1.3%	79.2%	10.0%	0.0%	100%
	Suspended Students	2.6%	5.1%	92.3%	0.0%	0.0%	100%
	No. Suspended Students	1	2	36	0	0	39
REDWOOD	Student Enrollment	11.0%	48.7%	27.3%	11.5%	0.0%	100%
	Suspended Students	7.1%	50.0%	42.9%	0.0%	0.0%	100%
	No. Suspended Students	1	7	6	0	0	14
SANTA FE	Student Enrollment	1.3%	0.8%	91.4%	6.3%	0.3%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	48	0	0	48
SEQUOIA	Student Enrollment	7.2%	35.6%	32.8%	21.5%	0.7%	100%
	Suspended Students	25.0%	25.0%	50.0%	0.0%	0.0%	100%
	No. Suspended Students	1	1	2	0	0	4

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

ELEMENTARY SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School		Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
SHERMAN	Student Enrollment	4.7%	0.3%	93.2%	1.2%	0.0%	0.6%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	33	0	0	0	33
SOBRANTE	Student Enrollment	9.0%	0.4%	65.4%	24.8%	0.4%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	4	0	0	0	4
STONEHURST	Student Enrollment	30.3%	1.2%	66.1%	2.2%	0.0%	0.1%	100%
	Suspended Students	14.8%	1.6%	83.6%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	9	1	51	0	0	0	61
J. SWETT	Student Enrollment	4.1%	17.1%	66.4%	10.1%	0.9%	1.4%	100%
	Suspended Students	0.0%	37.5%	62.5%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	3	5	0	0	0	8
THORNHILL	Student Enrollment	2.5%	65.4%	21.9%	9.3%	0.0%	0.9%	100%
	Suspended Students	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	1	1	0	0	0	2
TOLER HEIGHTS	Student Enrollment	1.1%	2.3%	96.6%	0.0%	0.0%	0.0%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0%
	No. Suspended Students	0	0	0	0	0	0	0
WASHINGTON	Student Enrollment	1.7%	0.3%	93.5%	4.5%	0.0%	0.0%	100%
	Suspended Students	0.0%	3.6%	96.4%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	1	27	0	0	0	28
WEBSTER	Student Enrollment	11.2%	0.8%	85.8%	2.3%	0.0%	0.0%	100%
	Suspended Students	1.0%	3.1%	94.8%	0.0%	0.0%	1.0%	100%
	No. Suspended Students	1	3	91	0	0	1	96
WHITTIER	Student Enrollment	31.8%	0.8%	57.2%	10.2%	0.0%	0.0%	100%
	Suspended Students	0.0%	15.2%	83.3%	1.5%	0.0%	0.0%	100%
	No. Suspended Students	0	10	55	1	0	0	66
TOTAL ELEM	Student Enrollment	18.5%	9.5%	53.0%	17.5%	0.5%	1.0%	100%
	Suspended Students	6.5%	4.4%	83.0%	4.5%	1.2%	0.5%	100%
	No. Suspended Students	93	63	1191	64	17	7	1435

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

JUNIOR HIGH/MIDDLE SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School		Hispanic	White	Black	Asian &		Filipino	Total
					Pac. Island.	Native American		
ARTS	Student Enrollment	14.0%	22.8%	57.9%	5.3%	0.0%	0.0%	100%
	Suspended Students	0.0%	18.8%	81.3%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	0	3	13	0	0	0	16
BREWER	Student Enrollment	3.9%	6.4%	42.4%	45.3%	0.3%	1.6%	100%
	Suspended Students	5.9%	3.0%	74.6%	13.0%	0.6%	3.0%	100%
	No. Suspended Students	10	5	126	22	1	5	169
CARTER	Student Enrollment	48.8%	0.7%	44.3%	1.2%	2.0%	3.0%	100%
	Suspended Students	0.0%	0.0%	98.6%	0.7%	0.7%	0.0%	100%
	No. Suspended Students	0	0	145	1	1	0	147
CLAREMONT	Student Enrollment	9.2%	19.2%	61.9%	8.5%	0.0%	1.2%	100%
	Suspended Students	4.8%	2.9%	92.4%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	5	3	97	0	0	0	105
ELMHURST	Student Enrollment	18.3%	0.8%	77.9%	1.4%	1.5%	0.2%	100%
	Suspended Students	7.3%	0.9%	90.9%	0.9%	0.0%	0.0%	100%
	No. Suspended Students	16	2	200	2	0	0	220
FOSTER	Student Enrollment	6.4%	1.7%	79.9%	11.7%	0.3%	0.0%	100%
	Suspended Students	1.5%	0.0%	98.5%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	1	0	65	0	0	0	66
FRICK	Student Enrollment	8.7%	0.5%	88.0%	2.3%	0.0%	0.4%	100%
	Suspended Students	5.6%	0.4%	93.2%	0.4%	0.4%	0.0%	100%
	No. Suspended Students	13	1	218	1	1	0	234
BRET HARTE	Student Enrollment	10.4%	14.4%	43.7%	29.0%	0.5%	2.1%	100%
	Suspended Students	12.9%	4.9%	68.8%	12.5%	0.4%	0.4%	100%
	No. Suspended Students	34	13	181	33	1	1	263
HAVENSCOURT	Student Enrollment	29.9%	0.5%	58.6%	9.7%	0.0%	1.3%	100%
	Suspended Students	22.9%	1.2%	72.9%	2.4%	0.0%	0.6%	100%
	No. Suspended Students	39	2	124	4	0	1	170
K. ESTATES	Student Enrollment	1.7%	0.0%	97.6%	0.7%	0.0%	0.0%	100%
	Suspended Students	1.0%	1.0%	85.8%	12.2%	0.0%	0.0%	100%
	No. Suspended Students	2	2	169	24	0	0	197

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.



JUNIOR HIGH/MIDDLE SCHOOLS — 1990-1991
Student Enrollment and Suspended Students by Race/Ethnicity

School	Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
LOWELL	Student Enrollment	0.0%	91.8%	4.0%	0.0%	0.0%	100%
	Suspended Students	1.1%	98.9%	0.0%	0.0%	0.0%	100%
	No. Suspended Students	1	91	0	0	0	92
MADISON	Student Enrollment	11.9%	2.5%	78.7%	6.7%	0.0%	100%
	Suspended Students	4.1%	1.4%	93.1%	1.4%	0.0%	100%
	No. Suspended Students	9	3	202	3	0	217
MONTERA	Student Enrollment	3.5%	43.2%	36.1%	13.4%	3.0%	100%
	Suspended Students	0.8%	30.8%	55.4%	7.7%	3.8%	100%
	No. Suspended Students	1	40	72	10	5	130
ROOSEVELT	Student Enrollment	18.2%	0.8%	37.8%	38.7%	0.3%	100%
	Suspended Students	28.6%	0.0%	62.1%	9.3%	0.0%	100%
	No. Suspended Students	52	0	113	17	0	182
C. SIMMONS	Student Enrollment	51.1%	2.1%	30.7%	12.6%	0.3%	100%
	Suspended Students	43.3%	2.4%	48.5%	4.9%	0.6%	100%
	No. Suspended Students	142	8	159	16	2	328
WESTLAKE	Student Enrollment	11.0%	2.3%	43.6%	42.5%	0.3%	100%
	Suspended Students	1.5%	3.1%	76.9%	16.9%	1.5%	100%
	No. Suspended Students	1	2	50	11	1	65
TOTAL JHS	Student Enrollment	16.4%	7.7%	56.3%	17.7%	0.6%	100%
	Suspended Students	12.5%	3.2%	77.9%	5.5%	0.5%	100%
	No. Suspended Students	326	84	2325	144	12	2601



SENIOR HIGH SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School	Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
CASTLEMONT	Student Enrollment	9.7%	0.5%	86.2%	2.6%	0.0%	100%
	Suspended Students	5.3%	0.0%	93.4%	1.4%	0.0%	100%
	No. Suspended Students	19	0	337	5	0	361
FREMONT	Student Enrollment	43.3%	0.9%	41.6%	12.3%	0.1%	100%
	Suspended Students	35.4%	0.7%	57.6%	4.5%	0.3%	100%
	No. Suspended Students	102	2	166	13	1	288
MC CLYMONDS	Student Enrollment	2.8%	0.4%	91.3%	5.0%	0.5%	100%
	Suspended Students	0.7%	0.0%	99.3%	0.0%	0.0%	100%
	No. Suspended Students	1	0	149	0	0	150
OAKLAND HIGH	Student Enrollment	10.1%	2.1%	31.1%	53.1%	1.0%	100%
	Suspended Students	6.9%	1.4%	68.1%	23.6%	0.0%	100%
	No. Suspended Students	5	1	49	17	0	72
OAKLAND TECH	Student Enrollment	6.6%	4.1%	66.4%	21.1%	0.3%	100%
	Suspended Students	0.7%	0.0%	98.5%	0.7%	0.0%	100%
	No. Suspended Students	1	0	132	1	0	134
SKYLINE	Student Enrollment	7.5%	18.6%	48.0%	23.6%	0.8%	100%
	Suspended Students	4.5%	10.7%	80.4%	3.6%	0.0%	100%
	No. Suspended Students	5	12	90	4	0	112
BUNCHE	Student Enrollment	0.7%	0.7%	97.9%	0.7%	0.0%	100%
	Suspended Students	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	No. Suspended Students	0	0	0	0	0	0
DEWEY	Student Enrollment	22.8%	1.7%	69.9%	3.8%	1.3%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	2	0	0	2
EAST SIDE	Student Enrollment	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	Suspended Students	0.0%	0.0%	100.0%	0.0%	0.0%	100%
	No. Suspended Students	0	0	3	0	0	3
FAR WEST	Student Enrollment	11.3%	12.7%	73.2%	2.8%	0.0%	100%
	Suspended Students	0.0%	7.7%	76.9%	15.4%	0.0%	100%
	No. Suspended Students	0	1	10	2	0	13

Source: OUSD "Suspension Summary by Ethnic Category SRS 700-2" 9/1/90-8/31/91.

SENIOR HIGH SCHOOLS — 1990-1991

Student Enrollment and Suspended Students by Race/Ethnicity

School	Hispanic	White	Black	Asian & Pac. Island.	Native American	Filipino	Total
TOTAL SHS							
Student Enrollment	14.4%	5.1%	57.7%	20.9%	0.5%	1.4%	100%
Suspended Students	11.7%	1.4%	82.6%	3.7%	0.1%	0.4%	100%
No. Suspended Students	133	16	938	42	1	5	1135
TOTAL DISTRICT							
Student Enrollment	17.4%	8.2%	54.6%	18.1%	0.5%	1.2%	100%
Suspended Students	10.7%	3.2%	80.3%	4.8%	0.6%	0.4%	100%
No. Suspended Students	552	163	4154	250	30	22	5171