

# SUSPENSIONS/EXPULSIONS AND LAW ENFORCEMENT CONTACTS 2021-22 SUMMARY

SEPTEMBER 22, 2022

MEETING OF THE BOARD OF TRUSTEES

PRESENTED BY RYAN SEBERS,

DIRECTOR OF STUDENT SERVICES



South San Francisco Unified School District

# Discussion Topics

- Suspension & Expulsion data points
  - 2021-22 Year-end Summary
  - Trend Analysis (3 & 5-Years, 10-Years, 15 Years)
  - Offense Categories
  - Race/Ethnicity
- When is suspension and expulsion appropriate?
  - Guiding Laws and Policies
  - Questions to Consider
- ATS, ATE, and restorative programs
- Law Enforcement Contacts Summary 2021-22
  - Contact data points
  - School Sites
  - Purpose of Contacts
  - Student Info

# Suspensions & Expulsions (3-Year/5-Year/10-Year Trend)

- **293 suspensions and 0 expulsions** for the 2021-2022 school year.
- These totals represent the following:
  - 53% reduction of suspensions over 3 years
  - 47% reduction over 5 years
  - 72% reduction over 10 years
  
  - 100% reduction of expulsions over 3, 5, and 10 years

# Suspensions & Expulsions (10-Year Trend)

|           | Suspensions | Difference<br>2011-12 | % Change<br>2011-12 | Expulsions | Difference<br>2011-12 | % Change<br>2011-12 |
|-----------|-------------|-----------------------|---------------------|------------|-----------------------|---------------------|
| 2011-2012 | 1058        |                       |                     | 52         |                       |                     |
| 2016-2017 | 554         | -504                  | -47.6%              | 13         | -39                   | -75.0%              |
| 2021-2022 | 293         | -765                  | -72.3%              | 0          | -52                   | -100%               |

# Suspensions & Expulsions (15-Year Trend)

|           | Suspension | Difference<br>prev. year | % Increase/<br>Decrease<br>prev. year | Difference<br>2007-08 | % Increase/<br>Decrease<br>2007-08 | Expulsion | Difference<br>prev. year | % Increase/<br>Decrease<br>prev. year | Difference<br>2007-08 | % Increase/<br>Decrease<br>2007-08 |
|-----------|------------|--------------------------|---------------------------------------|-----------------------|------------------------------------|-----------|--------------------------|---------------------------------------|-----------------------|------------------------------------|
| 2007-2008 | 1750       | 105                      | 6.38%                                 |                       |                                    | 63        | 2                        | 3.28%                                 |                       |                                    |
| 2008-2009 | 1499       | -251                     | -14.34%                               | -251                  | -14.34%                            | 78        | 15                       | 23.81%                                | 15                    | 23.81%                             |
| 2009-2010 | 1237       | -262                     | -17.48%                               | -513                  | -29.31%                            | 53        | -25                      | -32.05%                               | -10                   | -15.87%                            |
| 2010-2011 | 1136       | -101                     | -8.16%                                | -614                  | -35.09%                            | 71        | 18                       | 33.96%                                | 8                     | 12.70%                             |
| 2011-2012 | 1058       | -78                      | -6.87%                                | -692                  | -39.54%                            | 52        | -19                      | -26.76%                               | -11                   | -17.46%                            |
| 2012-2013 | 997        | -61                      | -5.77%                                | -753                  | -43.03%                            | 44        | -8                       | -15.38%                               | -19                   | -30.16%                            |
| 2013-2014 | 772        | -225                     | -22.57%                               | -978                  | -55.89%                            | 24        | -20                      | -45.45%                               | -39                   | -61.90%                            |
| 2014-2015 | 590        | -182                     | -23.58%                               | -1160                 | -66.29%                            | 32        | 8                        | 33.33%                                | -31                   | -49.21%                            |
| 2015-2016 | 631        | 41                       | 6.95%                                 | -1119                 | -63.94%                            | 17        | -15                      | -46.88%                               | -46                   | -73.02%                            |
| 2016-2017 | 554        | -77                      | -12.20%                               | -1196                 | -68.34%                            | 13        | -4                       | -23.53%                               | -50                   | -79.37%                            |
| 2017-2018 | 644        | 90                       | 16.25%                                | -1106                 | -63.20%                            | 9         | -4                       | -30.77%                               | -54                   | -85.71%                            |
| 2018-2019 | 620        | -24                      | -3.73%                                | -1130                 | -64.57%                            | 6         | -3                       | -33.33%                               | -57                   | -90.48%                            |
| 2019-2020 | 352        | -268                     | -43.23%                               | -1398                 | -79.89%                            | 6         | 0                        | 0.00%                                 | -57                   | -90.48%                            |
| 2020-2021 | 0          |                          |                                       |                       |                                    | 0         |                          |                                       |                       |                                    |
| 2021-2022 | 293        | -59                      | -16.76%                               | -1457                 | -83.26%                            | 0         | -6                       | -100.00%                              | -63                   | -100.00%                           |

# MS & HS Suspensions 2021-2022 (by offense)

| Category Description    | CA Ed. Code  | Total      |
|-------------------------|--------------|------------|
| fight/threat            | 48900(a)(1)  | <b>108</b> |
| battery/force           | 48900(a)(2)  | <b>20</b>  |
| dangerous object        | 48900(b)     | <b>12</b>  |
| sub use/alch/drugs      | 48900(c)     | <b>34</b>  |
| substance facsimile     | 48900(d)     | <b>8</b>   |
| property damage         | 48900(f)     | <b>3</b>   |
| stolen school property  | 48900(g)     | <b>3</b>   |
| obscene/profanity       | 48900(i)     | <b>22</b>  |
| possess drug para       | 48900(j)     | <b>2</b>   |
| defiance                | 48900(k)     | <b>22</b>  |
| imitation firearm       | 48900(m)     | <b>3</b>   |
| drug possession         | 48915(a1)(C) | <b>8</b>   |
| brandishing knife       | 48915(c)(2)  | <b>1</b>   |
| selling contr substance | 48915(c)(3)  | <b>1</b>   |
| Other                   | Other        | <b>1</b>   |
|                         |              | <b>281</b> |

# Elementary Suspensions 2021-2022 (by offense)

| Category Description | CA Ed. Code | Total     |
|----------------------|-------------|-----------|
| fight/threat         | 48900(a)(1) | <b>5</b>  |
| battery/force        | 48900(a)(2) | <b>3</b>  |
| defiance             | 48900(k)    | <b>3</b>  |
| bullying             | 48900(r)    | <b>1</b>  |
|                      |             | <b>12</b> |

# Suspensions 2021-2022 (by race/ethnicity)

| Race / Ethnicity Definition   | Race / Ethnicity District Enrolled | Race / Ethnicity % District Enrolled | Race / Ethnicity Suspension Count | Race / Ethnicity % Suspended of Total District Enrolled |
|-------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---|
| Hispanic/Latino               | 3,842                              | 46.21%                               | 196                               | 2.36%   |
| Filipino                      | 1,817                              | 21.85%                               | 34                                | 0.41%   |
| White                         | 657                                | 7.90%                                | 23                                | 0.28%   |
| Black or African American     | 168                                | 2.02%                                | 17                                | 0.20%   |
| Chinese                       | 1,017                              | 12.23%                               | 6                                 | 0.07%   |
| Asian Indian                  | 121                                | 1.46%                                | 4                                 | 0.05%   |
| Samoaan                       | 70                                 | 0.84%                                | 4                                 | 0.05%   |
| Other Pacific Islander        | 111                                | 1.34%                                | 4                                 | 0.05%   |
| American Indian/Alaska Native | 64                                 | 0.77%                                | 3                                 | 0.04%   |
| Other Asian                   | 235                                | 2.83%                                | 2                                 | 0.02%   |
| Japanese                      | 47                                 | 0.57%                                | 0                                 | 0.00%   |
| Korean                        | 20                                 | 0.24%                                | 0                                 | 0.00%   |
| Vietnamese                    | 73                                 | 0.88%                                | 0                                 | 0.00%   |
| Laotian                       | 4                                  | 0.05%                                | 0                                 | 0.00%   |
| Cambodian                     | 13                                 | 0.16%                                | 0                                 | 0.00%   |
| Hmong                         | 3                                  | 0.04%                                | 0                                 | 0.00%   |
| Hawaiian                      | 12                                 | 0.14%                                | 0                                 | 0.00%   |
| Guamanian                     | 2                                  | 0.02%                                | 0                                 | 0.00%   |
| Tahitian                      | 2                                  | 0.02%                                | 0                                 | 0.00%   |
| Undefined                     | 36                                 | 0.43%                                | 0                                 | 0.00%   |
| <b>Totals</b>                 | <b>8,314</b>                       |                                      | <b>293</b>                        | <b>3.52%</b>  |

# When is Suspension and Expulsion Appropriate?

- Guiding Laws and Policies
- CA Ed. Code §48900.5 (BP 5144)
  - **“Suspension...shall be imposed only when other means of correction fail to bring about proper conduct.”**
- CA Ed. Code §48915 (BP & AR 5144, 5144.1)
- Identifying Prior Interventions/Strategies
- External Factors (Family, Community)
- ATS, ATE and other Restorative Practices

# Guiding Laws and Policies

- CA Education Code
- SSFUSD Board Policy and Administrative Regulations
- CA Code of Regulations
- CA Health and Safety Code
- Penal Code
- SSF, Daly City, San Bruno Municipal Codes
- Case Law – Legal Interpretations
- Attorney General – Public Opinion Statements
- Administrative Discretion

# Questions to Consider, pt. 1

Each student case presents a unique set of circumstances, resulting in variations of dispositions for specific offenses:

- What is/was the possible motivation for the student's actions and involvement?
- What is the level of danger presented by the student's actions in the context of the incident?
- Does the student have a history of related offenses or a prior incident of the same offense?
- Does there appear to be a pattern of misconduct?
- What is the student's intervention history? (e.g. counseling, mental health support, behavioral interventions, academic support, parent outreach, accommodations and behavior support plans, safety plans)

# Questions to Consider, pt.2

- What is the student's current academic progress?
- Is the student receiving counseling services at school or in the district?
- Is the student receiving outside counseling/therapy?
- Are there any relevant services pending?
- Would a placement in another school environment be beneficial?
- What is the level of parent support and involvement?
- Would the student meet the Secondary Findings criteria:
  - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

# External Factors to Consider

- Family History
- Child Neglect, Supervision
- At-Home Interactions, Role Modeling
- Frequency of Displacement
- Activities Outside of School Programs
- Community Dynamics
- Associations
- Connections to Related Conflicts

# Support and Practices

- Bolstering counseling support, mental health services: Daybreak, Care Solace, YSB at all SSFUSD sites
- Adherence to the District Expectations for Student Success Model
- Consistency, retraining
- Administrative discretion, leadership experience
- Guidance of new administrative staff/teams
- Building communication bridges with parents
- Alternatives to Suspension and restorative practices
  - ▣ ATS Day Long Counseling Program
  - ▣ Brief Intervention Support
  - ▣ Online and In-Person Substance Abuse Abatement
  - ▣ Ongoing Serious Misconduct
  - ▣ Restorative Circles and School Teams
  - ▣ Restorative practices staff development

# Alternative to Expulsion Program (ATE)

- 5-day program, facilitated by former Correctional Officer Patrick Lucy (San Mateo County Sheriff's Dept.)
- Visits to county jail, funeral home, court, shelters
- 1 full-day (Saturday) of community service
- Give students a meaningful learning experience to begin making better decisions.
- Demonstrate the reality of outcomes for poor decision-making.
- Involve parents in the reinforcement of positive change.
- Give parents additional strategies/resources.
- Develop a sense of shared responsibility (Student, Family, Community).

# Alternative to Expulsion Program

|       | # of Students Completing the Program | # of Students who have subsequently re-offended, or did not otherwise fulfill expectations | Success Rate (%) |
|-------|--------------------------------------|--|------------------|
| Total | 135                                  | 14   | 89%              |

First Cohort: August 2010

Most Recent Cohort: December 2019

Total Cohorts to Date: 21

Average # of Students per Cohort: 6.43

→ Receiving site counselors provide additional support via a minimum of monthly check-ins/follow-ups with students who have completed the Alternative to Expulsion Program.

# Law Enforcement Contact Summary 2021-2022

## 59 Total Contacts:

|           |   |
|-----------|---|
| <b>29</b> | Initiated by school site                          |
| <b>30</b> | Initiated by police, parent, community, or agency |
| <b>14</b> | School Liaison Officer consulted/assisted         |
| <b>54</b> | SSFPD   |
| <b>4</b>  | DCPD  |
| <b>1</b>  | BART PD   |

# Law Enforcement Contact Summary 2021-2022

## School Sites of Contact:

|           |                        |
|-----------|------------------------|
| <b>2</b>  | Buri Buri ES           |
| <b>2</b>  | Martin ES              |
| <b>3</b>  | Sunshine Gardens ES    |
| <b>4</b>  | Alta Loma MS           |
| <b>13</b> | Parkway Heights MS     |
| <b>5</b>  | Westborough MS         |
| <b>14</b> | El Camino HS           |
| <b>16</b> | South San Francisco HS |

# Purpose of Contacts

|           |   |
|-----------|---|
| <b>10</b> | Risk assessment/suicide prevention/report |
| <b>8</b>  | Runaway/missing person                    |
| <b>7</b>  | Parent report/request                     |
| <b>4</b>  | CPS welfare check                         |
| <b>4</b>  | Threat of harm/violence                   |
| <b>3</b>  | Suspicious person/Trespassing             |
| <b>2</b>  | Student initiated report                  |
| <b>2</b>  | Vandalism                                 |
| <b>1</b>  | BART incident/crime                       |
| <b>1</b>  | Campus disruption                         |
| <b>1</b>  | Car accident on campus                    |
| <b>1</b>  | Community report                          |
| <b>1</b>  | Medical/Paramedic issue                   |
| <b>1</b>  | Robbery                                   |
| <b>1</b>  | Student return to school after runaway    |
| <b>1</b>  | Supervision of event request              |
| <b>1</b>  | Witness to crime                          |

# Law Enforcement Contact Summary 2021-2022

## Student information:

|           |                |
|-----------|----------------|
| <b>1</b>  | Kindergarten   |
| <b>2</b>  | 1st grade      |
| <b>1</b>  | 3rd grade      |
| <b>2</b>  | 5th grade      |
| <b>10</b> | 6th grade      |
| <b>6</b>  | 7th grade      |
| <b>7</b>  | 8th grade      |
| <b>7</b>  | 9th grade      |
| <b>9</b>  | 10th grade     |
| <b>6</b>  | 11th grade     |
| <b>10</b> | 12th grade     |
| <b>4</b>  | Unknown or n/a |

|           |                       |
|-----------|-----------------------|
| <b>17</b> | SPED/IEP              |
| <b>11</b> | EL                    |
| <b>14</b> | Exited EL/RFEP        |
| <b>0</b>  | Homeless/Foster Youth |
| <b>41</b> | Male                  |
| <b>24</b> | Female                |

(Note: Multiple students can be involved in a single contact, or students may not be involved, so student totals do not match contact/case totals)

# Law Enforcement Contact Summary 2021-2022

## Student information (continued):

|           | Race/Ethnicity         | Race/Ethnicity<br>District Enrollment Baseline |        |
|-----------|------------------------|--|--------|
| <b>36</b> | Hispanic/Latino (500)  | 3842   | 46.21% |
| <b>8</b>  | Unknown/Undefined      | 36   | 0.43%  |
| <b>5</b>  | Filipino (400)         | 1817   | 21.85% |
| <b>5</b>  | White (700)            | 657  | 7.90%  |
| <b>4</b>  | Chinese (201)          | 1017   | 12.23% |
| <b>3</b>  | Samoan (303)           | 70   | 0.84%  |
| <b>2</b>  | African American (600) | 168  | 2.02%  |
| <b>2</b>  | Asian Indian (205)     | 121  | 1.46%  |