



# Student Discipline Report

Board of Education Workshop/Special Board Meeting  
January 26, 2022

# Guiding Principles

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- Reductions in exclusionary discipline have a positive relationship with increased student connectedness to school and student achievement
- Eliminating disproportionality in the application of exclusionary discipline is a high priority need
- Ensuring classroom behavior is conducive to learning and maintaining school safety is a foundational expectation

**These can all be done simultaneously**

# Summary Statements

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- 8% increase in documented interventions from 2019-20
- 40% reduction in suspensions
  - 46% reduction in African American suspensions
  - 40% reduction in Foster Youth suspensions
  - 54% reduction in Students with Disabilities suspensions
- 27% reduction in numbers of students suspended
- 38% reduction in behavioral incidents

# Agenda

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- Policy
- Data Analysis
- Program and Practice
- Questions and Comments



# POLICY

# Policy

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- Adoption of Board Policy 5144.3 (Roles and Responsibilities of School Administrators and Law Enforcement Relative to Student Behavior) – Board of Education adopted – 2018
- EGUSD Discipline Guidelines – Board of Education adopted – 2018

# Board Policy 5144.3 – Established Conditions

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BP 5144 sets conditions for sites to improve discipline by creating:

- Stronger understanding of each child and circumstance
- Shared responsibility between staff, parents, and students
- Positive conflict resolution
- Equitable, timely, consistent, fair, and developmentally appropriate practices
- Alternative means of correction, intervention strategies, and disciplinary options



# DATA



# Common Suspension Statistics

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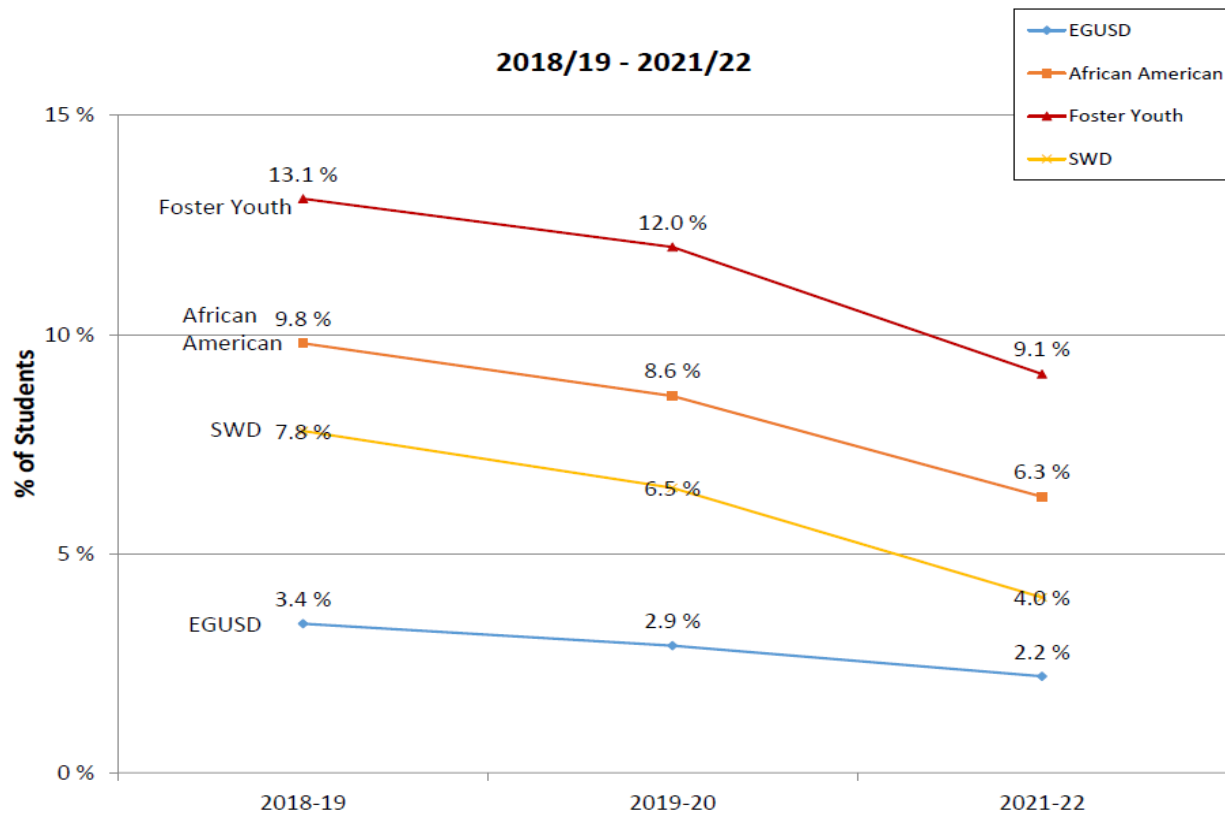
- Counts – Number of suspensions, Number of suspended students
- Percentages – Percentage of students suspended
  - e.g., # suspended students in district / # students in district population;  
# suspended African American students in district / # African American students in district population
- Rates – Quantity per unit of something else
  - e.g., Suspension incident rate = suspensions per 100 students  
(# susp. / # enr. \* 100)
  - State uses term “Suspension Rate” in CA Dashboard, but it is actually the percentage of students suspended
- Percentages and Rates allow for appropriate comparisons across districts or groups of different sizes

# Mid-year Suspended Students

	2018-19 Mid-Year			2019-20 Mid-Year			2021-22 Mid-Year		
	Enrollment	# Suspended Students	% of Students Suspended*	Enrollment	# Suspended Students	% of Students Suspended*	Enrollment	# Suspended Students	% of Students Suspended*
District	66700	2253	3.4%	66929	1937	2.9%	64701	1420	2.2%
<i>African American</i>	8272	808	9.8%	7922	679	8.6%	7069	448	6.3%
<i>Foster Youth</i>	573	75	13.1%	466	56	12.0%	320	29	9.1%
<i>Students with Disabilities</i>	8531	663	7.8%	8828	570	6.5%	8436	338	4.0%
Elementary Schools	34245	363	1.1%	34160	349	1.0%	32495	174	0.5%
<i>African American</i>	3950	145	3.7%	3766	145	3.9%	3211	51	1.6%
<i>Foster Youth</i>	281	16	5.7%	222	18	8.1%	163	7	4.3%
<i>Students with Disabilities</i>	4303	136	3.2%	4521	112	2.5%	4109	47	1.1%
Middle Schools	10561	780	7.4%	10599	730	6.9%	9574	574	6.0%
<i>African American</i>	1324	265	20.0%	1280	247	19.3%	1054	181	17.2%
<i>Foster Youth</i>	73	21	28.8%	66	12	18.2%	34	4	11.8%
<i>Students with Disabilities</i>	1315	230	17.5%	1314	191	14.5%	1235	122	9.9%
High Schools	19993	1061	5.3%	20286	809	4.0%	20577	652	3.2%
<i>African American</i>	2534	378	14.9%	2458	267	10.9%	2405	210	8.7%
<i>Foster Youth</i>	126	34	27.0%	117	23	19.7%	86	16	18.6%
<i>Students with Disabilities</i>	2280	289	12.7%	2370	247	10.4%	2552	162	6.3%

\*State uses this statistic for Suspension Rate Indicator in California Dashboard

# Mid-year Suspended Students



# Mid-year Suspension Incidents

	2018-19 Mid-Year			2019-20 Mid-Year			2021-22 Mid-Year		
	Enrollment	Suspension Incidents	Incident Rate	Enrollment	Suspension Incidents	Incident Rate	Enrollment	Suspension Incidents	Incident Rate
District	66700	4247	6.4	66929	3646	5.4	64701	2172	3.4
<i>African American</i>	8272	1732	20.9	7922	1441	18.2	7069	772	10.9
<i>Foster Youth</i>	573	161	28.1	466	108	23.2	320	65	20.3
<i>Students with Disabilities</i>	8531	1542	18.1	8828	1267	14.4	8436	587	7.0
Elementary Schools	34245	519	1.5	34160	515	1.5	32495	206	0.6
<i>African American</i>	3950	226	5.7	3766	216	5.7	3211	59	1.8
<i>Foster Youth</i>	281	28	10.0	222	33	14.9	163	9	5.5
<i>Students with Disabilities</i>	4303	241	5.6	4521	204	4.5	4109	57	1.4
Middle Schools	10561	1800	17.0	10599	1780	16.8	9574	980	10.2
<i>African American</i>	1324	705	53.2	1280	762	59.5	1054	371	35.2
<i>Foster Youth</i>	73	53	72.6	66	30	45.5	34	14	41.2
<i>Students with Disabilities</i>	1315	652	49.6	1314	561	42.7	1235	268	21.7
High Schools	19993	1875	9.4	20286	1289	6.4	20577	965	4.7
<i>African American</i>	2534	778	30.7	2458	438	17.8	2405	336	14.0
<i>Foster Youth</i>	126	75	59.5	117	41	35.0	86	40	46.5
<i>Students with Disabilities</i>	2280	640	28.1	2370	475	20.0	2552	255	10.0

# California Education Code – Suspensions

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- There are types of Ed Code violations that mandate suspension and recommendation for expulsion
- There are types of Ed Code violations that allow for discretion

# Mandatory Suspension/Expulsion

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Under the Education Code, the superintendent or principal must suspend and recommend for expulsion, and the governing board must expel, a student for any of the following acts committed at school or at a school activity off school grounds:

- Possessing, selling, or furnishing a firearm;
- Brandishing a knife at another person;
- Selling drugs;
- Committing or attempting to commit a sexual assault or committing sexual battery; or
- Possessing explosives.

# Notable Findings

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- 8% increase in documented interventions from 2019-20
- 40% reduction in suspensions
  - 46% reduction in African American suspensions
  - 40% reduction in Foster Youth suspensions
  - 54% reduction in Students with Disabilities suspensions
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## Additional Findings – Continued

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- YTD Suspensions for the following violation categories are down:
  - physical contact/aggression, -38%
  - defiance, -74%
  - bullying, -11%
  - inappropriate language, -51%
  - disruption, -81%
- YTD Suspensions for the following violation categories are up:
  - fighting, +14%
  - use/possession of drugs, +15%





# PROGRAM & PRACTICE

# Action: PBIS Implementation

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- Teach behavior expectations
- Acknowledge positive behavior
- Implement effective consequences
- Follow consistent and equitable discipline referral processes
- Apply data to target intervention
- Implementation measures



**DAMAGE TO PROPERTY**  
 Caused or attempted to **cause damage to school or private property.**

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
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**Mandatory Actions:**

- Ensure due process
- Conference with student
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry
- Review past alternative means of correction (Ed. Code 48900.5)
- Contact family/guardian
- Review student’s past similar behaviors and document current incident in Synergy
- Hold re-entry conference if suspended

**Other potential actions:**

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- Suspension only permitted on “first offense” if student’s presence causes a danger to persons. In such instances, 1–3 day suspension.
- “First offense” refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.
- *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*

**Mandatory Actions:**

- Ensure due process
- Conference with student
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry
- Review past alternative means of correction (Ed. Code 48900.5)
- Contact family/guardian
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**Other potential actions:**

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- 2–4 day suspension
- *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*

**Mandatory Actions:**

- Ensure due process
- Conference with student
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry
- Review past alternative means of correction (Ed. Code 48900.5)
- Contact family/guardian
- Review student’s past similar behaviors and document current incident in Synergy
- Hold re-entry conference if suspended

**Other potential actions:**

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers for outside services/supports
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- 3–5 day suspension
- Possible consideration for a Recommendation of Expulsion

# Action: High Quality Instruction



# Action: Professional Learning

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- CPL opportunities
  - Trainings related to FHQI, Equity, PBIS, Implicit Bias
- Programs and support from FACE and Educational Equity departments
- Principal and Vice Principal meetings
- One-on-one meetings with site administrators and support for new administrators

# Conclusions

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While we have made gains, we have more work to do.

We will remain vigilant and continue to:

- Review data frequently to determine actions needed
- Provide professional learning for administrators and teachers
- Increase interventions and PBIS Implementation
- Engage students in programs like CTE, IYT, AP, AVID
- Work with FACE and Educational Equity departments to enhance relationships with students and families
- Ensure our classrooms and schools remain safe



# QUESTIONS & COMMENTS