


A black and white close-up portrait of a young Black man. His eyes are closed, and his head is slightly tilted down. The lighting is soft, highlighting the texture of his skin and the curve of his eyebrows. The background is a plain, light color.

Get Out!

BLACK MALE SUSPENSIONS
IN CALIFORNIA PUBLIC SCHOOLS

WOOD • HARRIS III • HOWARD



**A special thank you to the San Diego State University College
of Education Dean's Distinguished Professorship Fund for its
support of this report.**

Get Out!

**BLACK MALE SUSPENSIONS
IN CALIFORNIA PUBLIC SCHOOLS**

by

J. Luke Wood, Ph.D.

Dean's Distinguished Professor of Education
Co-Director, Community College Equity Assessment Lab (CCEAL)
San Diego State University

Frank Harris III, Ed.D.

Professor of Postsecondary Education
Co-Director, Community College Equity Assessment Lab (CCEAL)
San Diego State University

Tyrone C. Howard, Ph.D.

Professor of Education
Director, Black Male Institute
University of California, Los Angeles

Suggested Citation

Wood, J. L., Harris III, F., & Howard, T. C. (2018). *Get Out! Black Male Suspensions in California Public Schools*. San Diego, CA: Community College Equity Assessment Lab and the UCLA Black Male Institute.

Disclaimers

This report only focuses on Black male students. There are other student demographics, namely Black girls and young women, that are equally in need of attention due to their exposure to exclusionary practices. In addition, this report focuses on suspensions and other forms of exclusionary discipline such as expulsion. The perspectives levied within this report are solely attributable to the authors, and not their respective institutions.

The UCLA Black Male Institute is a cadre of scholars, practitioners and concerned community members whose works are concerned with issues around access and equity for Black males and education. The UCLA BMI also examines issues of race, gender, and opportunities to learn in P-20 learning environments and beyond. The work of the BMI is focused on collaborative scholarship, innovative research, best practice, and policy advocacy for some of the nation's most vulnerable populations.

The Community College Equity Assessment Lab (CCEAL) is a national research laboratory under the Interwork Institute at San Diego State University. CCEAL support community colleges with research, assessment, and training activities that support the success of historically underserved students of color. The mission of CCEAL is to develop knowledge and advance promising practices that enhance access, achievement and success among underserved students of color.



Executive Summary

This report is a joint publication of the Black Minds Project (an initiative of the Community College Equity Assessment Lab (CCEAL) at San Diego State University (SDSU) and the Black Male Institute at the University of California, Los-Angeles (UCLA). In this report, we present analyses of publicly available statewide data on the suspension of Black males in California's public schools. Some of the key results highlighted in this report include the following:

- The statewide suspension rate for Black males is 3.6 times greater than that of the statewide rate for all students. Specifically, while 3.6% of all students were suspended in 2016-2017, the suspension rate for Black boys and young men was 12.8%.
- Since 2011-2012, the suspension rates of Black males in California has declined from 17.8% to 12.8%.
- The highest suspension disparity by grade level occurs in early childhood education (Grades K through 3) where Black boys are 5.6 times more likely to be suspended than the state average.
- Black male students who are classified as “foster youth” are suspended at noticeably high rates, at 27.4%. Across all analyses, Black males who were foster youth in seventh and eighth grade represented the subgroup that had the highest percentage of Black male suspensions, at 41.0%.
- The highest total suspensions occurred in large urban counties, such as Los Angeles County, Sacramento County, San Bernardino County, Riverside County, and Contra Costa County. In fact, these five counties alone account for 61% of Black male suspensions.
- The highest suspension rates for Black males occur in rural counties that have smaller Black male enrollments. In 2016-2017, Glenn County led the state in Black male suspensions at 42.9%.
- Other Counties with high suspension rates included Amador County, Colusa County, Del Norte County, and Tehama County. San Joaquin county has especially high suspension patterns. In the past 5 years, they have reported suspension rates at 20% or above. Four counties have reported similarly high suspension patterns across the past 4 of 5 years, they include: Modoc County, Butte County, Merced County, and Yuba County.
- A number of districts have large numbers of Black boys and young men who were suspended at least once. Some of these districts included Sacramento City Unified (n = 887), Los Angeles Unified (n = 849), Elk Grove Unified (n = 745), Fresno Unified (n = 729) and Oakland Unified (n = 711).
- There are 10 school districts in the state with suspension rates above 30%. Of these, the highest suspension rates are reported at Bayshore Elementary (San Mateo County, at 50%), Oroville Union High (Butte County, at 45.2%), and the California School for the Deaf-Fremont (Alameda County, at 43.8%).
- There are 88 school districts in the state of California that have suspension rates for Black males that are below the state average. These schools vary in size, urbanicity, and region.

***“Suspensions
and expulsions
have been found
to be a direct
pathway into the
criminal justice
system.”***

Introduction



This report presents an analysis of exclusionary discipline data from public schools in California. Exclusionary discipline involves the removing of students from classroom learning environments as a form of punishment. Most commonly, this involves the practices of suspending or expelling students. There are more than 6.4 million students attending public schools in California. Among these students, a total of 381,845 suspensions were levied during the 2016-2017 academic year.

While African Americans account for only 5.8% of the state's public-school enrollment, they represent 17.8% of students who are suspended in the state and 14.1% of those who are expelled. This disproportionality is only made more astonishing by examining the suspension numbers that this data account for across the state. Last year, there were 67,945 suspensions and 798 expulsions of Black students. Stated differently, in the 2016-2017 school year, there was a total of 186 suspensions and 2 expulsions of Black students per day. These data help to demonstrate why the scholarly literature is replete with critiques on suspension and expulsion practices employed in schools (Fitzgerald, 2015; Losen & Skiba, 2010; Morris & Perry, 2016). Moreover, these data indicate why much of this literature centers on the over-exposure of Black students to exclusionary discipline. No other student group experiences this type of disproportionality in discipline.

Another theme that is evident in this literature is the further over-representation of Black males among Black students who are excluded from classroom learning environments (Fenning & Rose, 2007; Skiba, Michael, Nardo, & Peterson, 2002; Townsend, 2000). For instance, California Department of Education data indicate that Black boys and men account for 71.3% of all Black suspensions and 73.2% of all Black expulsions. These data demonstrate that Black males are significantly over-represented in exclusionary discipline practices in California. Extensive research in the field of unconscious bias has demonstrated that Black boys

are over-exposed to exclusionary discipline due to their racial and gender identity (Howard, 2013; Noguera, 2003). Specifically, Black males are over-criminalized in society and this translates into experiences in school where they are singled out for punishment, over-regulated for minor-innocuous actions, or misidentified when no wrong-doings occurred. This results in quicker and harsher punishments for Black boys (Howard, 2008; Wood, Essien, & Blevins, 2017).

Beyond the loss of instructional time, there are a number of reasons why educators, parents, policymakers, and the general public should be concerned about exclusionary discipline rates in California. First, students who are exposed to suspensions have been found to be at greater risk of dropping out. This can be due to falling behind on coursework, students feeling a lack of belonging, or feeling 'targeted' at school (Lee, Cornell, Gregory & Fan, 2011; Raffaele Mendez, 2003). Second, researchers have concluded that students who are suspended or expelled are significantly less likely to attend a college or university (Terriquez, Chlala, & Sacha, 2013). The career prospects of those without a college degree are severely limited in the current era where a bachelor's degree is viewed as the entry-level requirement for many jobs in the workforce. Third, and with the previous notion in mind, a pattern of suspensions that lead to expulsion or dropping out inevitably inhibits the future economic and career mobility of students. These individuals may become more reliant upon social services and be more repressed from pursuing their life goals and dreams (Belfield, 2014). Fourth, suspensions and expulsions have been found to be a direct pathway into the criminal justice system. Scholars have termed the connection between exclusionary discipline and placement in special education as the school-to-prison pipeline (Darensbourg, Perez, & Blake, 2010; Fenning & Rose, 2007; Skiba, Arredondo & Williams, 2014). This notion is supported by data that indicate high percentages of prisoners were suspended and expelled in K-12.

Defining Exclusionary Discipline

As evident from the preceding discussion, there are two common forms of exclusionary discipline; they include suspension and expulsion. In general, suspensions fall into two categories: in-school suspension and out-of-school suspension. In-school (also called in-house) suspension occurs when students are removed from the classroom but situated in a different part of the school. For example, this could include a child who is removed from the classroom and placed in the principal's office or library for the rest of the day to work independently. Out-of-school (or out-of-house) suspension refers to the physical barring of students from the campus grounds. In this type of suspension, a child may be asked to work from home or attend a pre-established off-grounds facility. Often, the severity of the infraction determines whether the suspension is served in-school or out-of-school. For instance, removal from the classroom can occur for a wide array of small actions (e.g., being defiant, not paying attention, talking to peers, being disrespectful to the teacher) or larger actions (e.g., fighting, bullying, distributing drugs, bringing a firearm to campus).

Blind in-school suspension is another type of suspension. However, it is rarely addressed in the scholarly literature. This refers to suspensions that occur in-school but are not documented. In these types of suspensions, students may be removed from the classroom for a whole day or part of a day (or more) but the suspension was not documented (i.e., the documentation is "blank"). Suspensions that are not documented can occur for a number of reasons, such as the suspension is a shorter duration, limiting the time-strain of documenting the incident, or avoidance of establishing a paper trail. Of course, expulsion is less nuanced than forms of suspension. Expulsion refers to the permanent or long-term barring of a student from school. An expulsion can be for a specific school or school district. Some districts will even honor the expulsion of a student from another district.

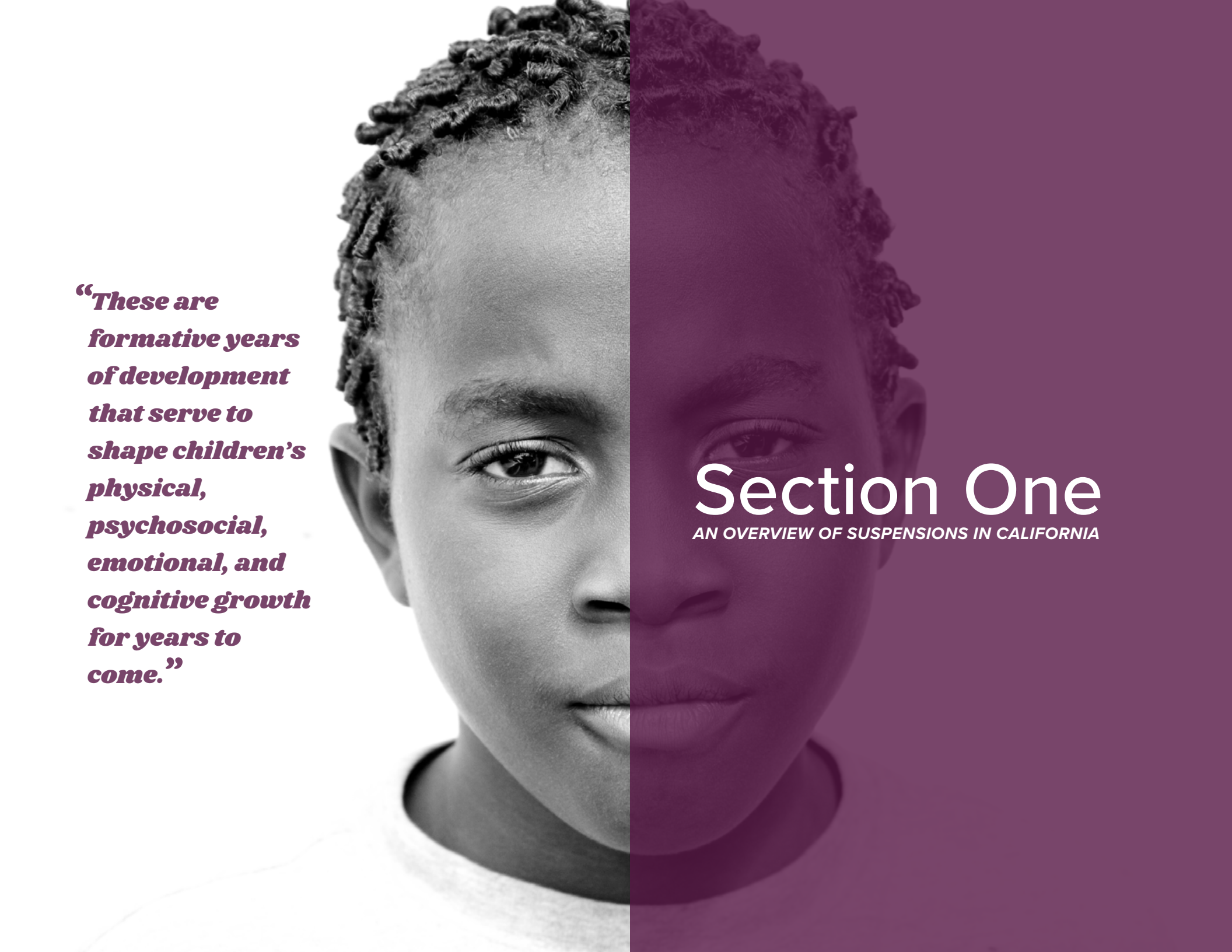
Purpose of the Report

This report sought to accomplish two primary goals: (a) to raise the statewide consciousness about issues facing Black boys and men in California’s public schools, with a focus on suspensions; and (b) to offer recommendations for reducing the prevalence of exclusionary practices in the state. Informed by these goals, the report is divided into three primary sections.

- ◆ **Section One** highlights analyses of data on suspension. In particular, we provide data to evidence that Black males are exposed to high rates of exclusion. Data are presented that demonstrate how these rates differ across levels of education, disciplinary infraction type, and subgroup disaggregation.
- **Section Two** identifies counties and school districts that have high suspension rates and high total suspensions. Counties are classified by categories based on whether the data indicate an “urgent concern,” “immediate concern,” or a “concern.”
- ▲ **Section Three** offers recommendations to improve the future of Black male exposure to exclusionary discipline. The recommendations are designed for a wide array of stakeholders, including state policymakers, board members, and school educators. Our aim was to present recommendations that were closely aligned with findings from this report and previous research on Black boys and young men in education.

Data Source

Data were derived from the California Department of Education. The Department hosts the DataQuest tool that allows for sub-group analysis of suspension in California. These data provide “both a total count of suspensions or expulsions and an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school” (CDE, n.d., para. 1). Primarily, the research team examined unduplicated suspensions. Data were examined using the following years: 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017. This included analyses of county, district, school type, grade, gender, program subgroup, and discipline outcome data. The data reported were submitted by local educational agencies (LEAs) and charter schools as part of their participation in the California Longitudinal Pupil Achievement Data System (CALPADS). For accuracy, the state requires that these data are certified by authorized personnel at the local level.



***“These are
formative years
of development
that serve to
shape children’s
physical,
psychosocial,
emotional, and
cognitive growth
for years to
come.”***

Section One

AN OVERVIEW OF SUSPENSIONS IN CALIFORNIA

California is home to the fifth largest Black population in the United States. A sizeable contingent of this population, more than 370,000 students are enrolled in public K-12 education in the state. These students are served by over 10,477 schools and 1,024 school districts. These institutions are situated in 58 counties throughout the state (Education Trust-West, 2015). In California, Black males represent a student demographic that is more likely than their peers to be suspended. They account for 12.8% of all individual student suspensions, the highest among any student demographic. In comparison, White males account for 4.7% of overall unduplicated suspensions. Similarly, Black girls and young women have the highest suspension rates among all their female peers, accounting for 6.6% of all unduplicated suspensions. In comparison, White girls and young women account for only 1.5% of all individual suspensions (*see Table 1*).

Table 1

Statewide Unduplicated Suspension Rates by Race and Gender, 2016-2017

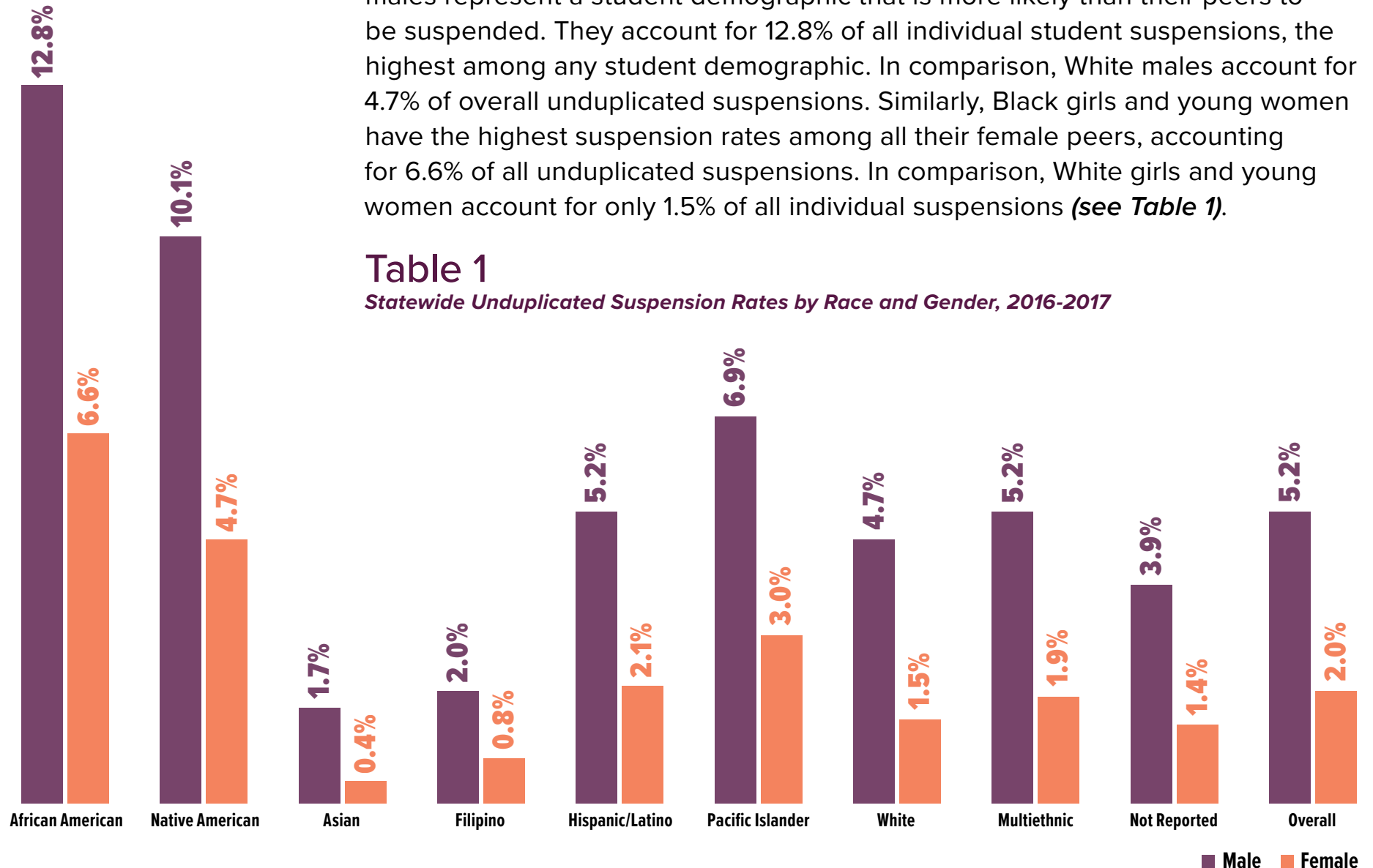


Table 2

Suspension Rates for Statewide Population and Black Males, 2016-2017

	California	Black Males
Overall Suspension	3.6%	12.8%
In-School Suspension	0.7%	2.4%
Out-of-School Suspension	3.2%	11.5%
Defiance-Only	0.6%	2.0%
Overall Expulsion	.09%	.30%

Fortunately, since 2011-2012, the suspension rates of Black males in California has declined from 17.8% to 12.8%. Despite this decline, the statewide suspension rate for Black males is 3.6 times greater than the statewide rate for all students. Specifically, while 3.6% of all students were suspended in 2016-2017, the suspension rate for Black boys and young men was 12.8%. As noted earlier, there are different types of suspension, with the most recognized being in-school suspension and out of school-suspension. Overwhelmingly, Black males who were suspended were subjected to out-of-school suspensions (*see Table 2*).

Table 3

Suspension Type by Statewide Population and Black Males, 2016-2017

	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other	Total
Statewide	12%	48%	3%	11%	20%	5%	100%
Black Males	14%	55%	2%	5%	19%	5%	100%
Representation %	+2%	+7%	-1%	-6%	-1%	0%	

Black males are most likely to be suspended for a “violent incident” where no injury occurred (i.e., a fight). This accounts for 55% of all suspensions for Black males. The next most recurrent reason for suspension is “defiance-only.” Defiance-only refers to a student who is suspended for defiant misbehavior or rejecting the authority of school personnel. This type of suspension encompassed 19% of all suspensions. The degree of subjectivity in what is considered “defiance” can vary widely from school to school and teacher to teacher. The third most common suspension type is for a violent incident that resulted in an injury. This category accounts for 14% of Black male suspensions. The remaining categories include: weapons possession (2%), illicit-drug related (5%), and other (5%) (*see Table 3*).

Generally, among those who are suspended, there are similarities in the primary reason for the suspension between Black males and the general student population. However, a few differences across two key areas are readily evident. First, among the distributions of the population of Black boys and young men in comparison to state data, Black males are overrepresented among those who are suspended for a “violent incident” where no injury occurred (by 7%). Black males are also less represented among those suspended for illicit drugs, in comparison to the statewide data (by 6%).

Table 4

Suspension Type by Statewide Population and Black Boys, 2016-2017

Grade Levels	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other	Total
K-3	23.02%	64.37%	1.96%	0.20%	5.22%	5.23%	100%
4-6	16.30%	61.17%	2.26%	0.92%	14.91%	4.45%	100%
7-8	12.50%	56.08%	2.19%	3.55%	20.81%	4.88%	100%
9-12	9.80%	46.25%	1.87%	11.27%	25.62%	5.20%	100%

It should be noted that documented incident types vary greatly across grade levels. For example, in early childhood education 23% of Black male suspensions were for “violent incidents” where an injury occurred (*see Table 4*). There is a steady decline in suspensions for this rationale across levels of the pipeline. By high school, suspensions for this category drop to 9.8%. Similarly, suspensions for “violent incidents” where no injury occurred also drop across this timeframe. For instance, in early childhood, this category accounts for 64.4% of suspensions. A steady decline is demonstrated over time with this type of violent incident accounting for 46.25% in high school.

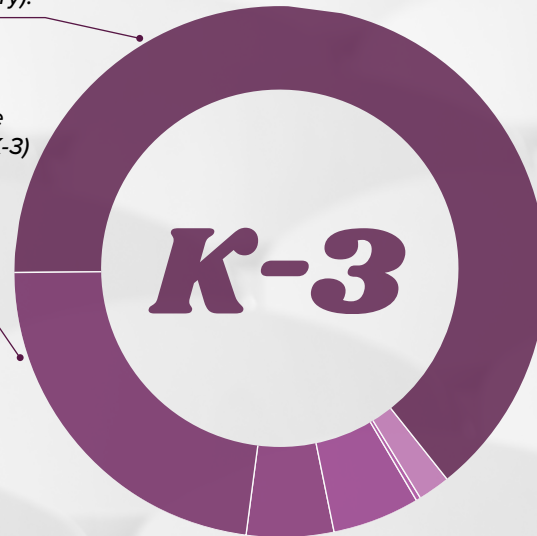
While declines in suspensions for violent incidents drop over time, these declines are replaced with higher suspension rates for illicit drug possession or distribution and defiance. For instance, only 0.20% of Black males were suspended in preschool for illicit drugs, a percentage that rises steadily from fourth to sixth grade (at 0.92%) and during seventh and eighth grade (at 3.55%). However, there is a sharp increase in suspensions for this category during high school at 11.27%, an increase of 7.72%. In contrast, the distribution of defiance-only suspensions rose quickly between early childhood (K-3) to fourth through sixth grades. For example, only 5.22% of Black male suspensions in early childhood were for defiance-only. However, this distributional percentage increased by 9.69% (to 14.91%) by fourth through sixth grades. Thereafter, more incremental increases are evident (around 5%) each year until high school. By high school, defiance-only suspensions account for 25.62% of all suspensions. Increases and decreases are evident for “violent incidents” where an injury occurred, “violent incidents” where no injury occurred, and “defiance-only.” In contrast, weapons charges and “other” categorizations remain largely stagnant across grade levels.

64.37%

The greatest percentage of suspensions for Black boys (K-3) were for violent incident (no injury).

23.02%

The second greatest percentage of suspensions for Black boys (K-3) were for violent incident (injury).

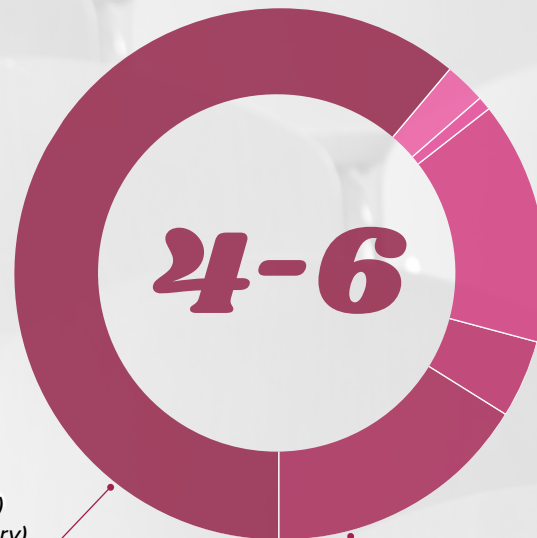
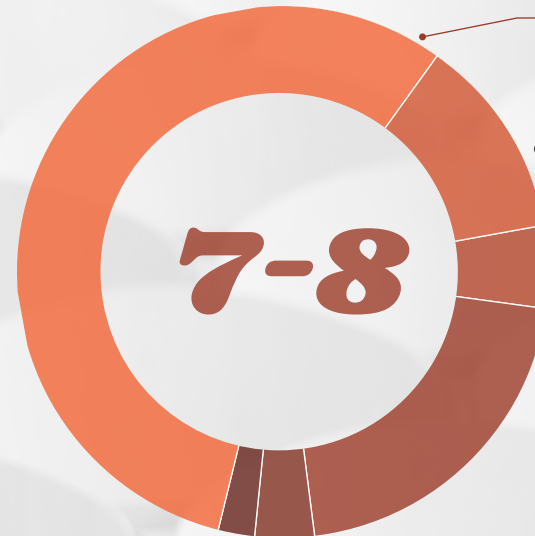


56.08%

The greatest percentage of suspensions for Black boys (7-8) were for violent incident (no injury).

20.81%

The second greatest percentage of suspensions for Black boys (7-8) were for defiance only.



61.17%

The greatest percentage of suspensions for Black boys (4-6) were for violent incident (no injury).

16.30%

The second greatest percentage of suspensions for Black boys (4-6) were for violent incident (injury).



46.25%

The greatest percentage of suspensions for Black boys (9-12) were for violent incident (no injury).

25.62%

The second greatest percentage of suspensions for Black boys (9-12) were for defiance only.

Table 5

Suspension Rates for Statewide Population and Black Males, 2016-2017

Grade Levels	Statewide	Black Males	Greater Likelihood
K-3	1.1	6.2	5.6
4-6	3.2	14.4	4.5
7-8	6.9	21.2	3.1
9-12	4.9	13.7	2.8

Disaggregation of Black Male Suspension

In terms of data by level of schooling, the Black male suspension rate in early childhood education (kindergarten through third grade) is 6.2%. Among every level of education, this represents the highest area of disparity between Black males and statewide data (*see Table 5*). Specifically, Black boys are 5.6 times more likely to be suspended than the statewide average. Early learning represents a particularly essential pathway in a student's academic career. In this level of education, students begin to form their perceived association with school, make assessments of their academic abilities, acquire foundational skills in reading and math, and question their sense of belonging in school environments. These are formative years of development that serve to shape children's physical, psychosocial, emotional, and cognitive growth for years to come.

In comparison to the statewide data, Black Male students are:

3.6 times more likely to be **suspended**

3.3 times more likely to be suspended for **defiance-only**

3.4 times more likely to receive an **in-school suspension**

3.3 times more likely to be **expelled**

3.6 times more likely to receive an **out-of-school suspension**

Statewide
Average

While early childhood suspensions account for the greatest disparity between Black males and state suspension rates, Black males are most likely to be suspended in seventh and eighth grade. In fact, the seventh- and eighth-grade suspension rate for Black males is 21.2% statewide. These data demonstrate that Black males in these grades are 3.1 times more likely to be suspended.

Table 6

Suspension Rates for Statewide Population and Black Boys, 2016-2017

Subpopulations	Statewide	Black Boys	Greater Likelihood #
Students w/ Disabilities	7.1	17.5	2.5
Low Income	4.7	14.7	3.13
Foster Youth	15.1	27.4	1.81
Homeless	5.8	16.2	2.79

Beyond examining differences across grade levels, it is also useful to understand how exposure to suspension differs across Black male subpopulations (*see Table 6*). While 12.8% of Black males were exposed to suspension in 2016-2017, certain demographics are even more adversely exposed to suspension. For example, 17.5% of Black boys and young men who are identified as having disabilities were suspended. This rate is 2.5 times that of all students with disabilities in the state. Notwithstanding, Black male students who are classified as “foster youth” are suspended at noticeably higher rates, at 27.4%. Interestingly, the suspension rate for all foster youth is 15.1%, indicating high rates of suspension for foster students across groups. Sadly, across all analyses, Black males who were foster youth in grades 7 and 8 had the highest percentage of students who were suspended at 41.0%.

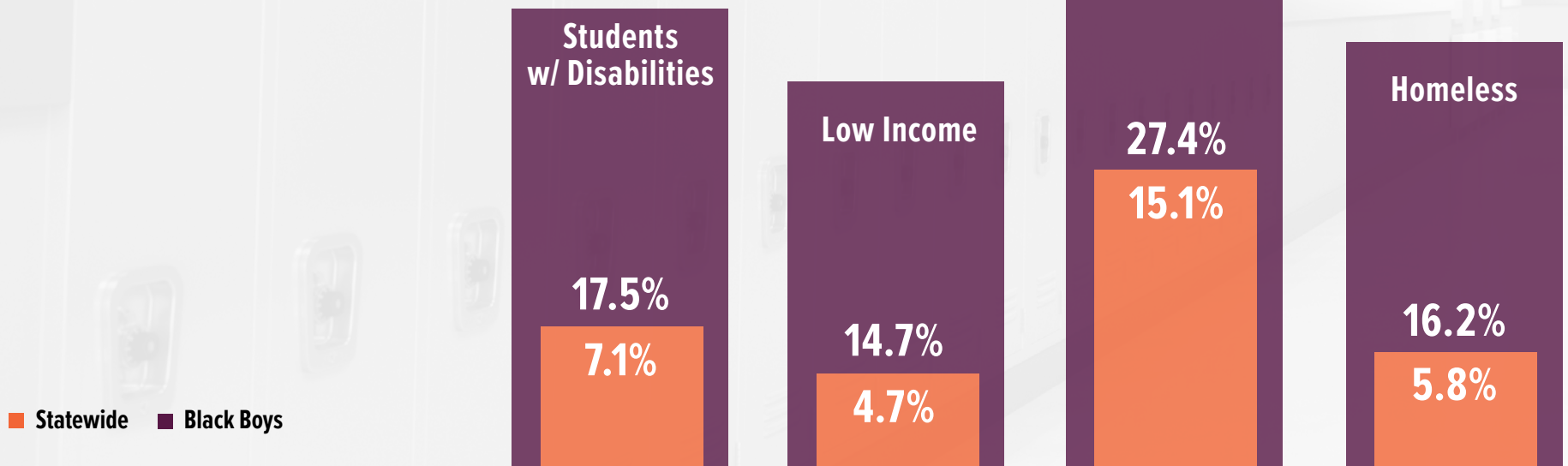
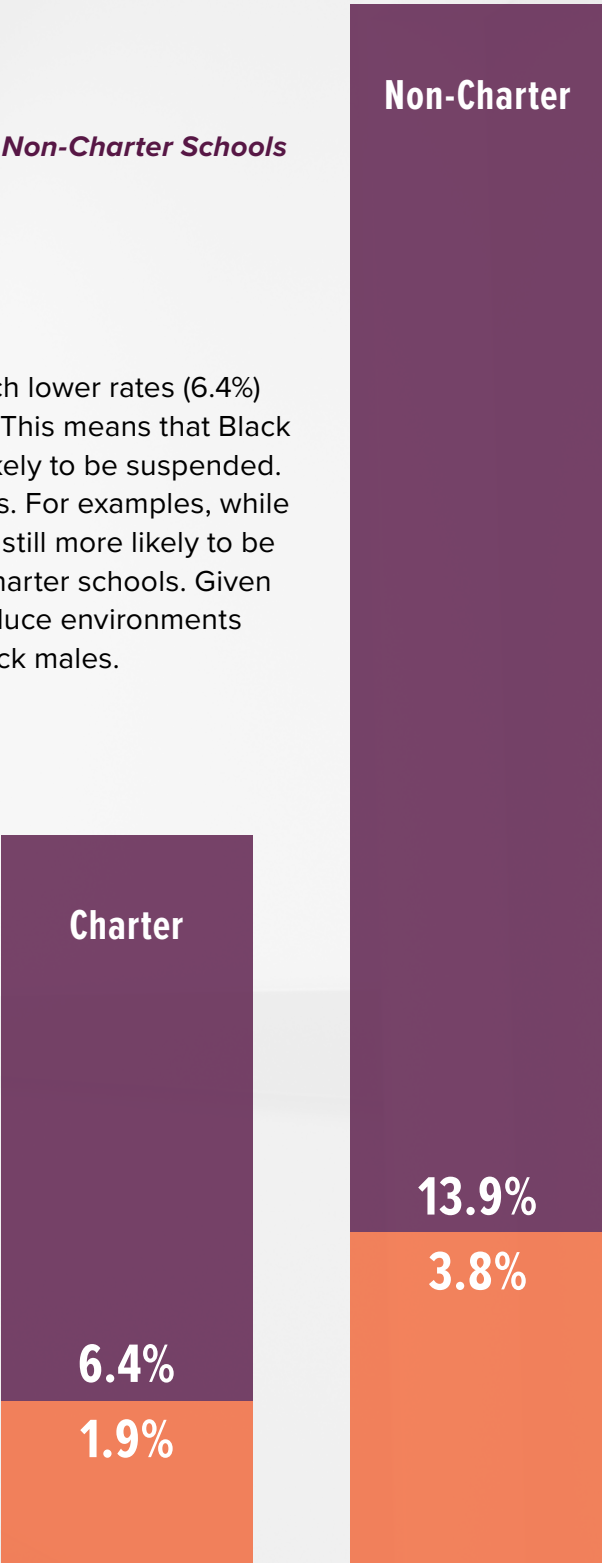


Table 7

Statewide and Black Male Suspension Rates for Charter and Non-Charter Schools

	Statewide	Black Males
Charter	6.4%	13.9%
Non-Charter	1.9%	3.8%

Black males who attend charter schools are suspended at much lower rates (6.4%) than their peers in non-charter schools (at 13.9%; **see Table 7**). This means that Black males who do not attend charter schools are 3.7 times more likely to be suspended. That being said, high disproportionality is seen in both contexts. For examples, while suspension rates in charter schools are lower, Black males are still more likely to be suspended, at 3.4 times greater than their peers who attend charter schools. Given this, charter schools have lower suspension rates, but still produce environments where exclusionary discipline practices are over-used with Black males.





***“Black boys
in these rural
counties are being
systematically
targeted by
educators for
exclusion.”***

Section Two

COUNTY AND DISTRICT SUSPENSION

California data indicate a large range in suspension rates across locales. In our examination of county suspension rates, we used three methods to identify counties with egregious suspension rates for Black males. The first method examines the districts that have the highest number of Black males who are suspended.

Table 9

Counties with the Highest Total Suspensions (Unduplicated) for Black Males

In Rank Order	Highest Total Suspensions	Urban Classification	Total Suspensions (Unduplicated)
1	Los Angeles County	Large central metro	5,333
2	Sacramento County	Large central metro	3,171
3	San Bernardino County	Large fringe metro	2,980
4	Riverside County	Large central metro	1,872
5	Contra Costa County	Large fringe metro	1,557
6	Alameda County	Large central metro	1,523
7	San Joaquin County	Medium metro	1,374
8	San Diego County	Large central metro	1,278
9	Fresno County	Medium metro	1,091
10	Solano County	Medium metro	974

Note. Unduplicated suspensions refer to the total number of students who were suspended at least once.

Primarily, this identifies large urban counties with higher enrollment of Black male students. Based on this rationale, the county with the highest total suspensions of Black males is Los Angeles County. In this county alone, 5,333 Black boys and young men were suspended at least once last year (**see Table 9**). Other counties that produce high percentages of Black male suspensions include (in rank order): Sacramento County, San Bernardino County, Riverside County, and Contra Costa County. In fact, the number of students suspended in these five counties account for 61% of all Black male unduplicated suspensions. Moreover, if the top ten counties are also included (i.e., adding suspensions from Alameda, San Joaquin, San Diego, Fresno, and Solano counties), they account for 87% of all unduplicated suspensions. And because of this, many of the initiatives to reduce disproportionality in exclusionary discipline have been targeted in these and other large urban counties.

Table 10

Highest Unduplicated Suspension Rates for Black Males by County, 2016-2017

In Rank Order	Highest Total Suspensions	Urban Classification	Suspension Rate	Total BM Enrollment
1	Glenn County	Non-core	42.9%	14
2	Amador County	Non-core	38.5%	13
3	Colusa County	Non-core	37.5%	16
4	Del Norte County	Micropolitan	22.2%	18
5	Tehama County	Micropolitan	20.8%	53
6	San Joaquin County	Medium metro	20.2%	6,811
7	Sacramento County	Large central metro	19.5%	16,299
8	Madera County	Medium metro	19.3%	300
9	Merced County	Small metro	19.2%	953
10	Fresno County	Medium metro	19.1%	2,720

See **Appendix A** for total Black male enrollment by all counties.

Second, beyond total suspensions, another strategy for calculating disproportionality is to examine suspension rates. This simply represents the counties with the highest percentage of Black male students being suspended. An analysis of 2016-2017 data indicate that Glenn County had the highest suspension rates of Black males, at 42.9%. This is followed by high percentages of Black male suspensions in Amador County (38.5%), Colusa County (37.5%), Del Norte County (22.2%), and Tehama County (20.8%). As evident, the highest total (unduplicated) suspensions occurred in large urban counties while the highest suspension rates are evident in rural California counties. This includes non-metropolitan counties that are classified as non-core (very rural) and micropolitan (rural). Thus, while large urban areas often garner the most negative attention for the use of exclusionary discipline, data indicate that similar attention is needed in rural California. Based on statewide data, Black boys in these rural counties are being systematically targeted by educators for exclusion.

Table 11

Year-to-Year Suspension Rates for Five Counties with Highest Black Male Suspension in 2016-2017

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Glenn	3.7	7.4	0.0	0.9	2.3	42.9
Amador	2.0	12.5	8.3	0.0	9.1	38.5
Colusa	12.2	20.0	16.7	14.3	22.2	37.5
Del Norte	23.8	21.7	5.6	11.1	9.7	22.2
Tehama	12.7	16.7	16.3	20.0	13.0	20.8

See **Appendix A** for total Black male enrollment by all counties.

As a word of caution, it should be noted that there is high volatility in the year-to-year suspension rates of Black males in rural counties, given that the total number of students educated in these counties is smaller. For example, in the five counties with the highest suspension rates (e.g., Glenn, Amador, Colusa, Del Norte, Tehama), small numbers of Black males can mean larger swings in suspension rates from year to year. For example, **Table 10** presents the unduplicated suspension rates for these counties. In the 2011-2012 school year, four of the five had significantly lower suspension rates than in the 2016-2017 school year. The most noticeable is Glenn County where the suspension rate climbed from 3.7% in 2011-2012 to 42.9% in 2016-2017.

A closer examination of these data highlights another pattern that is evident in the rural California suspension data – marked increases. There have been marked increases across the use of exclusionary discipline in these counties in the last year. While most of these counties had relatively similar rates or small incremental increases over time, all experienced a large increase in suspension from 2015-2016 to 2016-2017. For example, in this time frame, Glenn County’s suspension rate for Black males rose sharply by 40.6%. Similar increases were seen in Amador County (by 29.4%), Colusa County (by 15.3%), Del Norte County (by 12.5%), and Tehama County (by 7.8%; **see Table 11**). The reason for this increase is unknown, but is possibly an outgrowth of the national political climate.

Suspension Rates for Counties with Highest Black Male Suspension in 2016-17

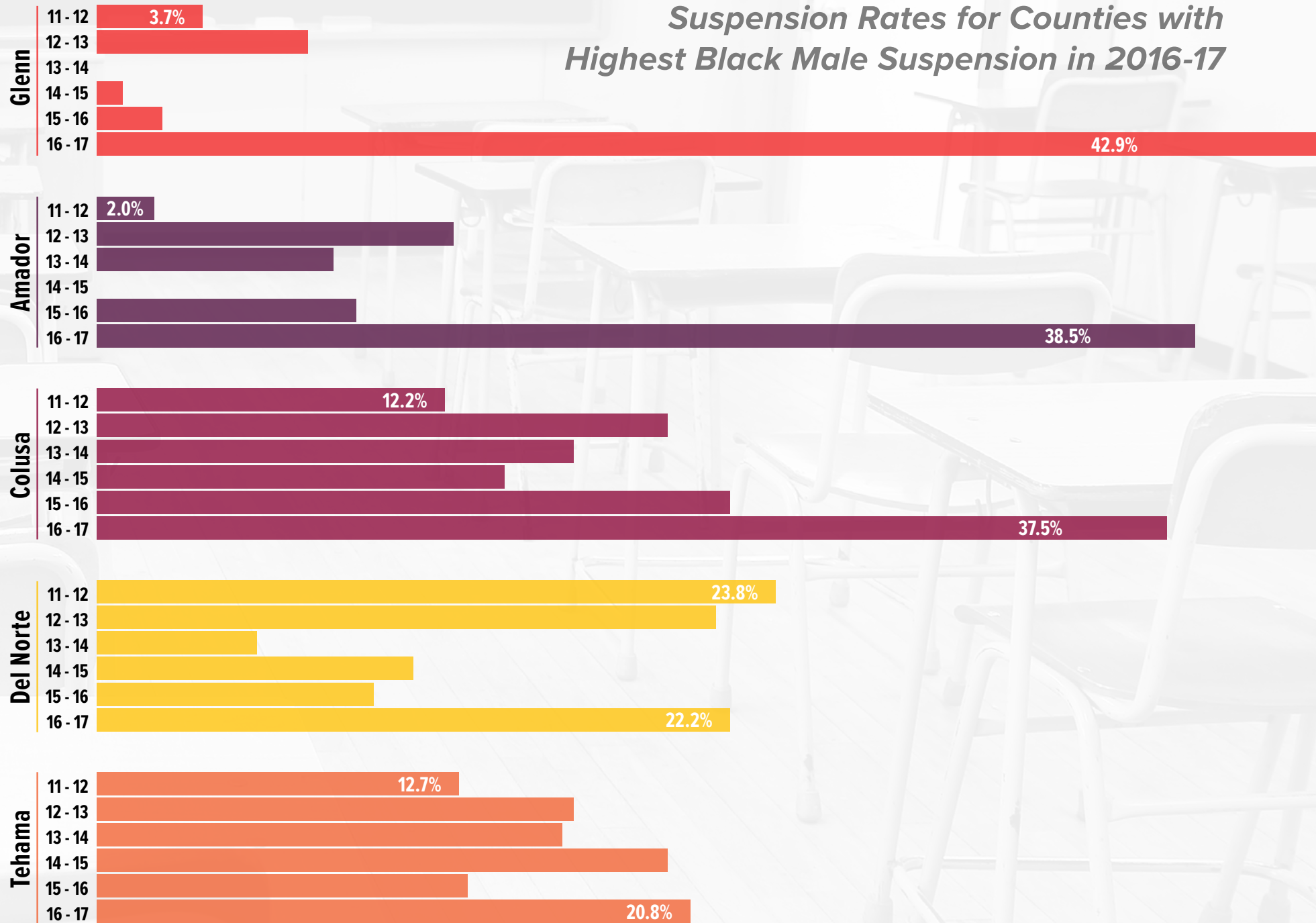


Table 12

Counties with Three or More Years of Black Male Suspension at 20% or Higher, 2012-2016

	2012-13	2013-14	2014-15	2015-16	2016-17	Total Years
Colusa	20.0%	16.7%	14.3%	22.2%	37.5%	3
Fresno	22.5%	20.8%	19.7%	20.1%	19.1%	3
Madera	25.9%	24.0%	22.1%	18.2%	19.3%	3
Modoc	50.0%	31.3%	29.4%	33.3%	16.7%	4
Butte	24.3%	20.4%	21.2%	22.2%	16.8%	4
Merced	21.2%	21.7%	21.2%	21.1%	19.2%	4
Yuba	20.5%	22.1%	23.3%	23.4%	18.4%	4
San Joaquin	27.7%	24.2%	24.3%	24.3%	20.2%	5

Third, another strategy for determining counties with egregious suspensions of Black males is to identify counties where there are recurrently high rates of suspension. In an examination of data from the last 5 years (2012-2013 to 2016-2017), we identified counties where there are Black male suspension rates that are at or above 20% on a regular basis. For example, in the past 5 years, Colusa County, Fresno County, and Madera County have all reported Black male suspension rates at 20% or above for at least 3 of those years. Moreover, four counties have had suspension rates of Black males at or above 20% for 4 of the past 5 years. They include Modoc County, Butte County, Merced County, and Yuba County. However, the county with the most recurrent high suspension rate is San Joaquin Delta, which has maintained a suspension rate at or above 20% for the past 5 years (*see Table 12*).

There are counties that deserve a particularly watchful eye. For instance, four counties appear in the top ten lists for high total suspensions and high suspension rates. These counties include Sacramento County (n = 3171, 19.5%), San Joaquin County (n = 1,374, 20.2%), Fresno County (n = 1,091, 19.1%), and Solano County (n = 974, 18.9%). Moreover, two counties—San Joaquin

County and Fresno County—appear on these lists and also have multiple years of high suspension rates for Black males that are at or above 20%.

County data are essential for identifying regions that have disproportionately high suspension rates for Black males. These data are particularly useful for illuminating egregious suspension patterns when district enrollments are too low to meet data reporting guidelines for Black males. In contrast, district suspension data are also essential, as they help to identify the locales where egregious suspension patterns are taking place. In the next section, we present an analysis of suspension rates across school districts in the state.

School Districts

As with the County analysis, school districts were examined using a variety of approaches. These included an examination of school districts with the highest total (unduplicated) suspensions and those with the highest suspension rates. These analyses identified some districts that were overlapping across these measures as well as those that did not.

Table 13

Districts with the Highest Total Suspensions (Unduplicated) of Black Males, 2016-2017

District	Cumulative Enrollment	Total Suspensions	Total (Unduplicated) Suspensions	Suspension Rate
Sacramento City Unified	4,286	1,859	887	20.70%
Los Angeles Unified	29,275	1,107	849	2.90%
Elk Grove Unified	4,527	1,476	745	16.50%
Fresno Unified	3,639	1,650	729	20.00%
Oakland Unified	6,921	1,174	711	10.30%
San Diego Unified	6,431	1,178	653	10.20%
Long Beach Unified	5,642	981	619	11.00%
San Bernardino City Unified	3,786	1,225	597	15.80%
Antelope Valley Union High	2,530	1,249	595	23.50%
Stockton Unified	2,606	1,512	584	22.40%
Twin Rivers Unified	2,745	1,224	553	20.10%
Lancaster Elementary	2,670	1,141	539	20.20%
Vallejo City Unified	2,282	1,055	518	22.70%
West Contra Costa Unified	2,944	975	497	16.90%
Antioch Unified	2,478	1,336	487	19.70%
Moreno Valley Unified	2,843	943	452	15.90%
Palmdale Elementary	2,077	933	433	20.80%
San Juan Unified	2,233	1,054	430	19.30%
L.A. County Office of Education	1,694	1,061	396	23.40%
Fairfield-Suisun Unified	1,927	702	334	17.30%

Table 13 documents the top 20 districts with the highest total suspensions of Black males. Highlighted in yellow are data for unduplicated suspensions. These include suspensions of a given student, while the total suspensions represent all suspensions including those where students could have been suspended multiple times. Large school districts demonstrate high total percentages of Black male suspensions. Some of the most

egregious total suspension numbers occurred in the following districts: Sacramento City Unified (n = 887), Los Angeles Unified (n = 849), Elk Grove Unified (n = 745), Fresno Unified (n = 729), and Oakland Unified (n = 711). Despite having high total suspensions, the suspension rates among these districts ranged greatly, from 2.9% to 20.70%.

Table 14

School Districts Coded as “Urgent Concern” for Black Male Suspension, 2016-2017

County Name	District Name	Suspension Rate	Total Enrollment
San Mateo	Bayshore Elementary	50.0%	10
Butte	Oroville Union High	45.2%	42
Alameda	CA School for the Deaf-Fremont	43.8%	16
Colusa	Pierce Joint Unified	40.0%	15
Amador	Amador County Unified	38.5%	13
Fresno	Selma Unified	35.7%	14
Kern	Fairfax Elementary	33.3%	42
Merced	Dos Palos Oro Loma Joint Unified	32.5%	40
Contra Costa	John Swett Unified	32.3%	189
Tehama	Corning Union Elementary	30.8%	13
Yuba	Wheatland Union High	30.0%	10

There are a number of school districts that have concerning suspension rates. We have coded the results from this analysis using a three-fold color system, with red, orange, and yellow. These colors are associated with a specific level of concern needed regarding suspension patterns in these districts. Red refers to districts that are an “urgent concern” because they have suspension rates at 30.0% or above. This refers to unduplicated suspensions, a student who was suspended at least once. Orange refers to districts that are in need of “immediate concern.” In these districts, suspension rates range from 25.0 to 29.9%. The final category, yellow, indicates districts that are a “concern.” In these districts, suspension rates are at 20.0% to 24.9%. It should be noted that these lists are not comprehensive due to limitations in sample size. Specifically, school districts with smaller Black male populations are not reported.

The first category includes school districts that are an “urgent concern.” As noted, these districts have Black male suspension rates that are at 30% and above. This delineates school districts where at least a third of their Black boys or young men were suspended at least one time. Nine school districts, all of which are from different areas, were identified using this approach. In line with the findings from the county analysis, many of these school districts are located in rural counties with low total enrollment of Black males. The highest suspension rate was for Bayshore Elementary District at 50%. This is followed by Orville Union High (at 45.2%), the California School for the Deaf–Fremont (at 43.8%), and Pierce Joint Unified District (at 40%). The remaining school districts identified as being in urgent need for intervention are presented in **Table 14**. Of these districts, John Swett Unified has the largest Black male enrollment, at 189, and has suspended nearly a third of these learners.

Table 15

School Districts Coded as “Immediate Concern” for Black Male Suspension, 2016-2017

County Name	District Name	Suspension Rate	Total Enrollment
Shasta	Gateway Unified	28.0%	25
San Bernardino	Rim of the World Unified	28.0%	25
Los Angeles	El Monte Union High	27.7%	47
Butte	Oroville City Elementary	27.5%	51
Merced	Atwater Elementary	27.4%	73
Kings	Hanford Joint Union High	27.4%	106
Riverside	CA School for the Deaf-Riverside	27.3%	11
Fresno	Washington Unified	26.8%	153
San Bernardino	Snowline Joint Unified	26.7%	292
Kern	Kern High	26.2%	1212
Fresno	Kerman Unified	26.1%	23
Merced	Weaver Union	25.9%	81
Kern	Southern Kern Unified	25.8%	229
San Bernardino	Barstow Unified	25.8%	757
Sacramento	River Delta Joint Unified	25.0%	20
Solano	Dixon Unified	25.0%	32
Napa	Napa County Office of Education	25.0%	12
Monterey	Pacific Grove Unified	25.0%	20

Tables 15 and 16 present the list for “immediate concern” and “concern.” A cursory glance at enrollment data indicates total Black male enrollment in these districts tends to increase across the lists. For example, the average Black male enrollment in districts identified as being an “urgent concern” was 37. In contrast, the enrollments at districts identified as “immediate concern” and a “concern” were 168 and 723, respectively.

A total of 33 counties had districts that demonstrated rates that represented at least one level of concern. Several counties had multiple districts that appeared on these lists. Some of these included Los Angeles County (6 districts), Kern County (5 districts), San Bernardino County (5 districts), and Fresno County (5 districts).

Table 16

School Districts Coded as “Concern” for Black Male Suspension, 2016-2017


County Name	District Name	Suspension Rate	Total Enrollment
Lake	Konocti Unified	24.6%	69
Kern	Mojave Unified	24.4%	578
Kern	Lakeside Union	24.0%	50
Marin	Sausalito Marin City	24.0%	75
San Mateo	South San Francisco Unified	23.6%	72
Los Angeles	Antelope Valley Union High	23.5%	2530
Imperial	Central Union High	23.5%	17
Los Angeles	L.A. County Office of Education	23.4%	1694
Fresno	Fresno County Office of Education	23.2%	367
Del Norte	Del Norte County Unified	23.1%	13
Madera	Madera Unified	22.8%	202
Solano	Vallejo City Unified	22.7%	2282
San Joaquin	Stockton Unified	22.4%	2606
Riverside	Palo Verde Unified	22.3%	112
Humboldt	Eureka City Schools	22.2%	54
Los Angeles	Bonita Unified	21.8%	216
San Bernardino	Hesperia Unified	21.5%	716
San Joaquin	Tracy Joint Unified	21.5%	550
Merced	Merced County Office of Education	21.3%	80
San Joaquin	Manteca Unified	21.3%	973
Yolo	Washington Unified	21.1%	285
Monterey	Salinas Union High	20.8%	77
Sacramento	Sacramento City Unified	20.7%	4286
Kings	Kings County Office of Education	20.6%	34
Tulare	Tulare Joint Union High	20.6%	107
Kings	Corcoran Joint Unified	20.3%	59
Los Angeles	Lancaster Elementary	20.2%	2670
Lassen	Lassen Union High	20.0%	15
Fresno	Fresno Unified	20.0%	3639

Table 17

Larger School Districts with Black Male Suspensions Below the State Average, 2016-2017

County Name	District Name	Suspension Rate	Total Enrollment
Los Angeles	Los Angeles Unified	2.9%	29275
Los Angeles	Baldwin Park Unified	1.1%	852
San Joaquin	Banta Elementary	2.9%	834
San Bernardino	Etiwanda Elementary	2.4%	799
Los Angeles	Acton-Agua Dulce Unified	1.0%	725
San Diego	Chula Vista Elementary	2.8%	633
Los Angeles	West Covina Unified	1.9%	519
Nevada	Nevada County Office of Education	0.0%	413
San Joaquin	New Jerusalem Elementary	2.2%	367
Inyo	Inyo County Office of Education	0.0%	360
San Bernardino	Trona Joint Unified	1.6%	317
San Diego	Dehesa Elementary	0.0%	302
Los Angeles	Wiseburn Unified	2.5%	284

In addition to highlighting districts where suspension rates are high, we also thought it was important to acknowledge districts that have suspension rates that fall below the state average of 3.6%. There are 88 school districts in the state of California that have suspension rates for Black males that are below the state average. **Table 17** identifies some of these districts with the largest enrollments of Black males, however, **Appendix B** presents all of these districts regardless of enrollment size. Among the most noticeable districts is Dehesa Elementary as well as the Nevada and Inyo County Offices of Education that had over 300 Black males enrolled in 2016-2017 yet had no suspensions. These districts serve as bright spots in the state and should be studied to determine how their policies and practices differ from the statewide average.



***“Students who
are experiencing
childhood trauma
are pushed out
or excluded
from learning
communities.”***

Section Three

RECOMMENDATIONS FOR POLICYMAKERS,
SCHOOL BOARDS, AND EDUCATORS

The data presented in this report indicate that there are a number of counties and districts in California with concerning high total suspensions and suspension rates of Black boys and young men. Given this, we offer research-informed recommendations that may serve to aid policymakers, school board members, and educators in advancing equitable policies and practices for Black male students.

Our recommendations are as follows:

Intensive, On-Going Professional Development

Black boys and young men are more likely to be viewed as deviant or troublemakers, even at the earliest of ages. This is due to wider societal stereotypes of Black males that present them as criminalized in the media. As a result, some suspensions are not the byproduct of misbehavior on the student, but rather misjudgment on the part of educators. There is a need to ensure that intensive, on-going professional development is provided to all educators (e.g., staff, teachers, administrators, counselors) on topics such as unconscious bias, racial microaggressions, culturally mediated behaviors, and teaching practices for boys and young men of color. All educators, whether full-time or part-time, should be exposed to these topics. These topics have substantial implications for reducing suspension disparities because they address a key component in the over-representation of Black males in exclusionary discipline—bias, stereotypes, and racism. Professional development should be designed to raise educators' awareness about these issues and build their capacities by exposing them to concrete alternative strategies such as classroom management and relationship-building with students.

Elimination of Suspension in Early Childhood Education

While Black boys at all levels of education are more likely to be exposed to exclusionary discipline, this report identifies early childhood education (preschool to third grade) as the level of education with the greatest disparities. It was found that Black boys in early childhood were 5.6 times more likely to be suspended than the state average. A recent report by Walter Gilliam (2016) and his team found that many preschool teachers look for disruptive behavior in much the same way: in just one place, waiting for it to appear, and often have an acute and sustained focus on Black boys more than any other group. They surmise that implicit bias on the part of many White teachers may inform their actions, and explain the high levels of suspensions for Black male preschoolers. It is essential that schools and school districts work to eliminate the suspension of young children. Suspending children in early childhood education can foster antipathy towards school environments, negative dispositions regarding students' perceived sense of belonging in learning environments, confidence in their academic abilities, and perceptions of the utility of school. Moreover, these practices can also serve to erode students' relationships with educators, a pattern that can worsen throughout their educational trajectories. As an alternative to suspension and expulsion, educators can consider counseling-based interventions, restorative/transformational justice practices, greater involvement with family members, individualized behavior interventions, and other in-school strategies.

Analyses of School and School District Data

This report has shown how suspension rates vary greatly across subgroups, counties, and districts. As evidenced by these analyses, the variation in suspension rates illuminates key insights and questions that can foster dialogue and changes in the excessive use of exclusionary discipline across the state. Local data should similarly be examined (on a regular basis) to identify subgroups and patterns of overrepresentation. These data are publicly available, yet not readily employed by educators in intentional ways to engage in collective sense-making around these issues. Interpretation of data should involve district leaders, school leaders, classroom educators, parents, and all other stakeholders. In particular, these discussions should be standing items on school board and parent-teachers association meeting agendas. There are a number of ways that data can be examined; at a minimum, we believe this should include: (a) an analysis of Black male subgroup suspension rates (e.g., foster, homeless, low-income), (b) differences across gender affiliation (e.g., Black boys—Black girls), and (c) classrooms and teachers that are overusing these practices in lieu of alternative forms of management and discipline. In addition, similar analyses should also occur for expulsion data.

District-Level Intervention Plans for Suspension

Every school district should establish intervention plans that provide a framework for reducing the suspension of all students, with targeted efforts for groups with high suspension disparities. Educational institutions have a wide array of plans for different areas of school effectiveness (e.g., curriculum, budget, hiring); there should similarly be a plan that addresses discipline practices that inevitably remove students from learning environments. These plans should include SMART (specific, measureable, achievable, realistic, and timely) goals, timelines, jointly agreed upon intervention efforts, and a reporting structure to provide feedback about progress made towards desired goals. Districts should require each school to set goals around local suspension data that are in line with the districts suspension reduction efforts. Plans should include strategies and interventions to support district personnel in these efforts. The intervention plans should be re-visited annually and made available to the public.

Assessment of Existing Discipline Policies

There is wide variation in discipline policies and the ways that these policies are applied across districts and regions in California. Therefore, each district should examine their behavior guidance policies to determine the extent that they align with the evidence based and high impact practices identified by Garrity Longstreth, Salcedo-Potter and Staub (2015). The Teaching and Guidance Policy Essentials Checklist (TAGPEC) (Longstreth & Garrity, 2018) is a tool designed to evaluate discipline policies in early childhood education using seven essential features of high quality behavior guidance policies (e.g. an intentional focus on teaching social emotional skills, developmentally and culturally appropriate learning environment, professional development and data collection) that are aligned with indicators that support a constructive analysis of high impact discipline.

Establishment of a Statewide Exclusionary Discipline Taskforce

This report has demonstrated that there are high levels of suspensions in certain counties and districts. These high suspensions include both the total number of suspensions and the total unduplicated suspension rate. Some of the most egregious suspension levels are highlighted within this report. Given this, it is imperative that the state establish an exclusionary discipline taskforce within the California Department of Education that is charged with supporting counties and districts in reducing overexposure to exclusionary discipline. This task force should focus on counties and districts with extraordinarily high level of exclusionary discipline. As an example, this could include districts where more than 500 suspensions of Black males occur in a given year or counties where suspension rates are at 30% or above. This task force should be responsible for: (a) examining locales (e.g., counties, districts) with high levels of suspension; (b) conducting interviews with students and educators in these locales to identify issues in need of enhanced attention; (c) working collaboratively with these locales to establish goals, benchmarks, and interventions to reduce exclusionary discipline patterns; (d) providing training and development support to ensure that the establish interventions are effective; and (e) engaging in performance monitoring to determine if further state involvement is needed.

Advocates for Foster Youth

As demonstrated in this report, Black boys and young men who are foster youth are suspended at much higher rates than the statewide average. Specifically, Black male students who were foster youth were suspended at 27.4%. These students are less likely to have non-school representatives who can support them and advocate for them with the school administration. Therefore, it is recommended that schools adopt a practice that requires that foster youth not be suspended unless an advocate is present. This advocate should be the student's social worker or another independent representative of the students choosing. This practice is necessary for reducing the overexposure of Black male foster youth to exclusionary discipline and, subsequently, their tracking into the school-to-prison pipeline.

Provide Avenues for Student Voice

As noted by Lewis (2017), students are often aware of the educators who target them. In his research, he has found that students can readily identify educators who are not fair arbitrators of discipline and who adversely target Black males. He argues that educators should regularly elicit students' voices in addressing school discipline and performance issues. Bearing this in mind, we recommend that each school district establish a reporting system where students can confidentially report educators who engage in excessive use of disciplinary practices such as suspension. While these educators can also be identified using school data, it is essential that there is a mechanism that provides an avenue for students' voices to be heard. In addition, there should be a feedback loop in place that informs students about the steps that will be taken to learn more about the incidents in question and to provide further development for the educator (if necessary). This feedback should prioritize the process by which complaints are addressed. It should be noted that the reporting system should be employed in a way that does not leave teachers vulnerable to inaccurate complaints.

Consider Restorative Justice as an Alternative to Suspension

Across the nation, many schools and school districts are embracing restorative justice practices. Restorative justice involves efforts to ensure that there is restitution between the perpetrator of an infraction and their victim(s). There are many approaches to restorative justice, but one approach involves restoration circles where the perpetrator and victim engage in dialogue while having advocates present. The goal is to bring about peaceful reconciliation for all parties through authentic and honest dialogue. In contrast, traditional approaches to justice are punitive in nature, focusing on punishing perpetrators for their actions without efforts to 'restore' relational dynamics between parties. While many schools claim to use restorative justice practices, some leave much to be desired, and are restorative in name only. To that end, high quality models of restorative justice should be studied, replicated, and brought to scale district-wide. This approach may be particularly beneficial in reducing suspension rates for Black males who are over-represented in suspensions, more likely to be suspended for a longer period of time, more likely to be subject to mandatory minimum suspensions (Wood, 2017), and are viewed as being in need of control (Ladson-Billings, 2011).

Prepare District Personnel to Understand, Identify, and Respond to Trauma

One of the more misunderstood aspects of student behavior is the salience of trauma. Trauma has been known to disrupt psychosocial development, cognitive enhancement, and impact overall learning. For many students who have been exposed to toxic stress and traumatic events, certain types of behavior are misguided pleas for help and intervention. Districts must take the necessary steps to help their personnel understand trauma, identify it when students behave in particular ways, and provide teachers with strategies and skills to diffuse situations, redirect behavior, and simply empathize with a student who may be in pain or distress. Frequently students who are experiencing childhood trauma are pushed out or excluded from learning communities. Schools need to reverse such practices by not alienating students, but by embracing students who need to be supported, understood, and cared for in a more humane manner. The fact that Black male foster and homeless youth have high levels of suspensions may speak to the general ignorance or lack of support that school personnel have about mental health, trauma, and toxic stress. Districts need to significantly increase the number of psychiatric social workers and mental health therapists at schools to support some of the most vulnerable students.

Recognize that Cultural Differences are not Cultural Deficits

Another factor that may explain large numbers of suspensions and expulsions of Black males is the general cultural disconnect that occurs between many teachers and students. In particular, culture influences cognition, thinking, speaking, behavior, and learning. Many Black boys frequently find themselves in classrooms with teachers who have limited to no understanding of their cultural ways of knowing and being. A more nuanced and deeper understanding of culture recognizes the complexities of day-to-day behaviors that are germane for all learners. But for Black males, their ways of expression, processing new information, and caring are often misunderstood and deemed to be problematic. Districts must help their teachers recognize that cultural differences among students do not mean cultural deficits. However, districts must not adopt static notions of culture either, but recognize the variability of Black culture and Black male students, and help teachers develop culturally appropriate practices, culturally inclusive content, and create learning environments that recognize and honor cultural democracies.

References

- Belfield, C. R. (2014). *The Economic Burden of High School Dropouts and School Suspensions in Florida*. Los Angeles, CA: The Civil Rights Project.
- Darensbourg, A., Perez, E., & Blake, J. J. (2010). *Overrepresentation of African American Males in Exclusionary Discipline: The Role of School-based Mental Health Professionals in Dismantling the School to Prison Pipeline*. *Journal of African American Males in Education*, 1(3), 196-207.
- Education Trust – West (2015). *Black minds matter: Supporting the educational success of Black children in California*. Oakland, CA: Author.
- Fenning, P., & Rose, J. (2007). *Overrepresentation of African American students in exclusionary discipline the role of school policy*. *Urban Education*, 42, 536-559.
- Fitzgerald, T. D. (2015). *Black males and racism: Improving the schooling and life chances of African Americans*. New York, NY: Routledge.
- Garrity, S. M., Longstreth, S. L., Salcedo-Potter, N. S., & Staub, A. (2016). *Using the Teaching and Guidance Policy Essentials Checklist to build and support effective early childhood systems*. *Early Childhood Education Journal*, 44(3), 209-216.
- Gilliam, W., Maupin, A. N., Reyes, C. R., Accavitti, B. S., & Shic, F. (2016). *Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* New Haven, CT: Yale University Child Study Center.
- Howard, T. C. (2008). *Who really cares? The disenfranchisement of African American males in prek-12 schools: A critical race theory perspective*. *Teachers College Record*, 110, 954-985.
- Howard, T. C. (2013). *Black male (d): Peril and promise in the education of African American males*. New York, NY: Teachers College Press.
- Ladson Billings, G. (2011). *Boyz to men? Teaching to restore Black boys' childhood*. *Race Ethnicity and Education*, 14(1), 7-15.
- Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). *High suspension schools and dropout rates for Black and White students*. *Education and Treatment of Children*, 34, 167-192.
- Lewis, C. (2017). *Black minds matter: Promising instructional practices* [Video lecture]. San Diego, CA: San Diego State University.
- Longstreth, S., Garrity, S. (2018). *Effective Discipline Policies: How to Create a System that Supports Young Children's Social-Emotional Competence*. Lewisville, NC: Gryphon House.
- Losen, D. J., & Skiba, R. J. (2010). *Suspended education: Urban middle schools in crisis*. Montgomery AL: Southern Poverty Law Center.
- Morris, E. W., & Perry, B. L. (2016). *The punishment gap: School suspension and racial disparities in achievement*. *Social Problems*, 63, 68-86.
- Noguera, P. A. (2003). *The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males*. *Urban Education*, 38, 431-459.
- Raffaele Mendez, L. M. (2003). *Predictors of suspension and negative school outcomes: A longitudinal investigation*. *New Directions for Student Leadership*, 2003(99), 17-33.
- Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). *More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline*. *Equity & Excellence in Education*, 47, 546-564.
- Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). *The color of discipline: Sources of racial and gender disproportionality in school punishment*. *The Urban Review*, 34, 317-342.
- Terriquez, V., Chlala, R., & Sacha, J. (2013). *The impact of punitive high school discipline policies on the postsecondary trajectories of young men* [Research brief]. Los Angeles, CA: Pathways to Postsecondary Success.
- Townsend, B. L. (2000). *The disproportionate discipline of African American learners: Reducing school suspensions and expulsions*. *Exceptional Children*, 66(3), 381-391.
- Wood, J. L. (2017). *Black minds matter: Assumptions of criminality (distrust)*. [Video lecture]. San Diego, CA: San Diego State University.
- Wood, J. L., Essien, I., & Blevins, D. (2017). *Black males in kindergarten. The effect of social skills on close and conflictual relationships with teachers*. *Journal of African American Males in Education*, 8(2), 30-50.

Appendix A

Black Male (Unduplicated) Suspension Rate and Total Enrollment by County, 2016-2017

County	Black Male Suspension Rate	Total Black Male Enrollment	County	Black Male Suspension Rate	Total Black Male Enrollment
Alameda	11.8%	12958	Orange	8.1%	3882
Alpine	-	-	Placer	10.7%	886
Amador	38.5%	13	Plumas	15.4%	13
Butte	16.8%	346	Riverside	12.5%	14,995
Calaveras	3.8%	26	Sacramento	19.5%	16,299
Colusa	37.5%	16	San Benito	4.3%	23
Contra Costa	17.0%	9181	San Bernardino	15.0%	19,879
Del Norte	22.2%	18	San Diego	9.4%	13528
El Dorado	8.2%	220	San Francisco	5.5%	4641
Fresno	19.1%	5720	San Joaquin	20.2%	6811
Glenn	42.9%	14	San Louis Obispo	7.3%	219
Humboldt	17.8%	118	San Mateo	10.5%	898
Imperial	14.9%	148	Santa Barbara	7.2%	447
Inyo	0.3%	371	Santa Clara	9.4%	2979
Kern	16.3%	5763	Santa Cruz	2.3%	173
Kings	16.8%	659	Shasta	16.6%	229
Lake	18.7%	107	Sierra	-	-
Lassen	-	-	Siskiyou	17.4%	46
Los Angeles	8.5%	63051	Solano	18.9%	5165
Madera	11.4%	88	Sonoma	10.7%	672
Marin	13.4%	397	Stanislaus	15.1%	1734
Mariposa	-	-	Sutter	9.6%	324
Mendocino	15.7%	51	Tehama	20.8%	53
Merced	19.2%	953	Trinity	0.0%	22
Modoc	16.7%	12	Tulare	13.0%	715
Mono	0.9%	112	Tuolumne	0.0%	39
Monterey	10.7%	531	Ventura	8.1%	971
Napa	12.6%	238	Yolo	18.2%	521
Nevada	0.7%	450	Yuba	18.4%	337

Appendix B

School District Suspension Rates Below the State Average, 2016-2017

County	District Name	Unduplicated Count of Students Suspended			County	District Name	Unduplicated Count of Students Suspended		
		Cumulative Enrollment		Suspension Rate			Cumulative Enrollment		Suspension Rate
Los Angeles	Los Angeles Unified	29275	849	2.90%	Mono	Mono County Office of Education	110	0	0.00%
Los Angeles	Baldwin Park Unified	852	9	1.10%	San Diego	Julian Union Elementary	103	2	1.90%
San Joaquin	Banta Elementary	834	24	2.90%	Sutter	Meridian Elementary	102	0	0.00%
San Bernardino	Etiwanda Elementary	799	19	2.40%	Santa Clara	Evergreen Elementary	94	2	2.10%
Los Angeles	Acton-Agua Dulce Unified	725	7	1.00%	Sonoma	Liberty Elementary	87	0	0.00%
San Diego	Chula Vista Elementary	633	18	2.80%	Orange	Cypress Elementary	82	1	1.20%
Los Angeles	West Covina Unified	519	10	1.90%	El Dorado	El Dorado County Office of Education	80	1	1.30%
Nevada	Nevada County Office of Education	413	0	0.00%	San Joaquin	Ripon Unified	63	1	1.60%
San Joaquin	New Jerusalem Elementary	367	8	2.20%	Fresno	Westside Elementary	62	0	0.00%
Inyo	Inyo County Office of Education	360	0	0.00%	Los Angeles	Gorman Elementary	62	0	0.00%
San Bernardino	Trona Joint Unified	317	5	1.60%	Los Angeles	Alhambra Unified	49	0	0.00%
San Diego	Dehesa Elementary	302	0	0.00%	Sonoma	Rincon Valley Union Elementary	49	1	2.00%
Los Angeles	Wiseburn Unified	284	7	2.50%	San Francisco	SBE - OnePurpose	43	0	0.00%
Kern	Maricopa Unified	237	0	0.00%	San Diego	Borrego Springs Unified	40	1	2.50%
San Francisco	San Francisco County Office of Education	222	0	0.00%	Stanislaus	Waterford Unified	39	1	2.60%
Orange	Orange County Department of Education	209	3	1.40%	Fresno	Raisin City Elementary	38	0	0.00%
Los Angeles	Saugus Union	208	1	0.50%	Ventura	Hueneme Elementary	37	1	2.70%
Sacramento	California Education Authority (CEA) Headquarters	200	0	0.00%	Santa Clara	Mountain View Whisman	36	0	0.00%
Orange	Anaheim Elementary	180	5	2.80%	Santa Clara	Mountain View-Los Altos Union High	36	1	2.80%
Los Angeles	Sulphur Springs Union	165	3	1.80%	Monterey	Monterey County Office of Education	36	1	2.80%
San Diego	Spencer Valley Elementary	139	0	0.00%	Sutter	Marcum-Illinois Union Elementary	35	0	0.00%
Los Angeles	San Gabriel Unified	137	1	0.70%	Fresno	Orange Center	35	1	2.90%
San Diego	South Bay Union	134	2	1.50%	San Diego	SBE - Thrive Public	35	1	2.90%
Los Angeles	SBE - Barack Obama Charter	115	1	0.90%	San Diego	Bonsall Unified	34	1	2.90%
San Diego	Lakeside Union Elementary	113	3	2.70%	San Mateo	San Mateo County Office of Education	33	1	3.00%

County	District Name	Unduplicated Count of Students Suspended			County	District Name	Unduplicated Count of Students Suspended		
		Cumulative Enrollment		Suspension Rate			Cumulative Enrollment		Suspension Rate
Ventura	Oak Park Unified	33	1	3.00%	Butte	Paradise Unified	13	0	0.00%
San Diego	Encinitas Union Elementary	32	0	0.00%	Lake	Lakeport Unified	13	0	0.00%
Los Angeles	Whittier City Elementary	31	0	0.00%	Monterey	Santa Rita Union Elementary	13	0	0.00%
Tulare	Exeter Unified	30	0	0.00%	Santa Clara	Los Altos Elementary	13	0	0.00%
Marin	San Rafael City Elementary	27	0	0.00%	Santa Cruz	Santa Cruz County Office of Education	13	0	0.00%
Santa Cruz	Live Oak Elementary	27	0	0.00%	Ventura	Mesa Union Elementary	13	0	0.00%
San Mateo	Menlo Park City Elementary	23	0	0.00%	Fresno	Sierra Unified	12	0	0.00%
Santa Cruz	Santa Cruz City Elementary	23	0	0.00%	Tulare	Dinuba Unified	12	0	0.00%
Contra Costa	Orinda Union Elementary	22	0	0.00%	Fresno	Fowler Unified	11	0	0.00%
San Diego	Warner Unified	22	0	0.00%	Los Angeles	San Marino Unified	11	0	0.00%
Alameda	Piedmont City Unified	21	0	0.00%	Los Angeles	South Whittier Elementary	11	0	0.00%
Kings	Kit Carson Union Elementary	21	0	0.00%	Monterey	San Antonio Union Elementary	11	0	0.00%
Santa Cruz	San Lorenzo Valley Unified	20	0	0.00%	Monterey	Soledad Unified	11	0	0.00%
Placer	Newcastle Elementary	19	0	0.00%	Nevada	Grass Valley Elementary	11	0	0.00%
Trinity	Trinity County Office of Education	19	0	0.00%	San Mateo	Millbrae Elementary	11	0	0.00%
Los Angeles	Temple City Unified	18	0	0.00%	Santa Barbara	Hope Elementary	11	0	0.00%
Kern	Delano Joint Union High	16	0	0.00%	Sonoma	Bennett Valley Union Elementary	11	0	0.00%
Riverside	SBE - Baypoint Preparatory Academy	16	0	0.00%	Tuolumne	Summersville Union High	11	0	0.00%
Kern	Richland Union Elementary	15	0	0.00%	San Joaquin	Escalon Unified	10	0	0.00%
Orange	Laguna Beach Unified	15	0	0.00%	San Mateo	Burlingame Elementary	10	0	0.00%
San Diego	Jamul-Dulzura Union Elementary	15	0	0.00%	Sonoma	West Sonoma County Union High	10	0	0.00%
Sutter	Nuestro Elementary	15	0	0.00%	Ventura	Ojai Unified	10	0	0.00%
Monterey	Alisal Union	14	0	0.00%					
San Benito	Hollister	14	0	0.00%					
Sonoma	Old Adobe Union	14	0	0.00%					



Get Out!

BLACK MALE SUSPENSIONS
IN CALIFORNIA PUBLIC SCHOOLS

WOOD • HARRIS III • HOWARD

Community College Equity Assessment Lab
cceal.org

UCLA Black Male Institute
blackmaleinstitute.org