



FROM BOARDING SCHOOLS TO SUSPENSION BOARDS:  
**SUSPENSIONS AND EXPULSIONS**  
OF NATIVE AMERICAN STUDENTS IN CALIFORNIA PUBLIC SCHOOLS



# EXECUTIVE SUMMARY

This report is a joint publication of the Sacramento Native American Higher Education Collaborative (SNAHEC) and the Community College Equity Assessment Lab (CCEAL) at San Diego State University (SDSU). This groundbreaking report exposes the dramatic inequities in the treatment of and outcomes for Native American youth in California. We present data from the California Department of Education on school suspensions and expulsions as reported by the institutions in their documentation to the state. We also present narratives contributed by the parents of Native American students. All these data points highlight the ways in which Native American youth in California are criminalized and held back from achievement in our state's educational system.

## SOME OF THE KEY FINDINGS FROM THIS STUDY INCLUDE:

- The statewide suspension rate for Native American children and youth is 7.2%, much higher than the statewide suspension average of 3.5%. Analyses indicated that Native American girls were suspended at a rate of 4.6%. Native American boys were suspended at a rate of 9.6%.
- Native American boys are expelled at a rate that is 4.2 times higher than the state average, representing the highest expulsion rate for any racial/ethnic or gender group. The rate has also been steadily rising over the past 4 years.
- Early childhood (kindergarten through third grade) is the area with the greatest suspension disparity. Native American boys are 2.5 times more likely to be suspended in early childhood education than boys in the same grade-range, while the rate is 3.7 times greater for Native American girls in comparison to the average for girls.
- The highest percentage of suspensions occurs in middle school (Grades 7 and 8). In middle school, Native American boys are suspended at a rate of 16.5%, while Native American girls are suspended at 9.1%.
- The top counties for suspending Native American boys were Modoc County, Mono County, and Lassen County. Modoc County was the top county suspending both Native American boys at 38% and Native girls at 26.1%.
- Kings County was the top expulsion county for both Native American boys and girls. Native American boys are more than 40 times more likely to be expelled in this county than the statewide average. For Native American girls, the rate is 20 times higher than the statewide average – these rates are egregiously high.
- The top suspension district for Native American boys in California are Fortuna Union High in Humboldt County. This district suspends more than 71% of their Native American males. This is followed by Modoc Joint Unified in Modoc County at 42.5%.
- The top suspension district for Native American girls is Loleta Union Elementary in Humboldt County. In this district, 32.3% of Native American girls were suspended. This district has long struggled with its service to Native American students, having been the focus of a 2013 Office of Civil Rights investigation for its treatment of Native students.
- Lemoore Union High in Kings County was the top expulsion district for Native American boys and the top expulsion district for girls.





To help contextualize the quantitative data provided in this report, we sought qualitative insights from authors of this report to demonstrate why these suspension patterns occur. Specifically, members of the SNAHEC wrote narratives about the experiences of their children in schools, demonstrating the ways educators commonly engaged Native American children in California's public schools. As demonstrated through the case studies, Native American children are: (a) subject to excessive punishments in comparison to their peers, (b) suspended for defending themselves against bullying tied to stereotypes, (c) singled out for punishment among their peers, (d) misidentified when no wrongdoing has occurred, (e) profiled and hyper-surveilled by teachers who assumed they are troublemakers, (f) targeted for excessive punishments for minor actions perceived as "defiance" or "disrespect" for authority, and (g) treated like they are criminals due to cultural misunderstandings of religious ceremonies. Bearing the quantitative and qualitative insights gleaned from our analyses and voices, we offer six simple strategies to help change the patterns we see:

## SOME OF THE KEY FINDINGS FROM THIS STUDY INCLUDE:

1. Professional development training for all K-12 teachers, educators, and administrators on understanding Native American students. These trainings should be offered in partnership with local Native American tribes.
2. A culturally calibrated process for student suspension that considers Native American cultural beliefs and values. This is essential for preventing misunderstandings that lead to exclusionary practices that hurt Native American children and youth.
3. Working collaboratively with parents and tribal officials to discuss issues that lead to suspensions and expulsion prior to calling in law enforcement. This request will provide an opportunity for open discourse rather than elevating issues to harsh engagement. As part of this recommendation, there is also a need to provide a clear understanding of how Native American parents can launch an inquiry without fear of retaliation.
4. Involving Native American students and their voices in proactive discussions among school officials about policies and practices that discriminate and target Native American children and youth in California's public schools.
5. Engaging disciplinary issues from a restorative justice lens that invites conversation, healing, and justice rather than penalization and fear. These models should be developed in a collaborative manner with teachers, parents, administration, and the Native American community.
6. The creation of memoranda of understanding between each school district in California and local tribes. These memoranda should provide opportunities for tribal specific data sharing on suspensions, expulsions, hiring of Native American staff, and ways the school will commit to developing educators to improve outcomes for Native American children and youth.





**TRUE STORY:** “My grandson is in kindergarten in the [district name withheld] and is often unfairly disciplined. He is not allowed to take part in class activities and sent to the Principal’s office. One incident took place when the teacher was upset that my grandson would not talk to her. She stated she was explaining an assignment and my grandson would not talk to and acknowledge her. He was not allowed recess. I talked to the teacher about establishing ways to communicate with him better. He isn’t always vocal if he feels uncomfortable, which is a reaction she elicits because of how she teaches. She said she doesn’t have time or resources to dedicate specific attention to each child.”

**THE TAKEAWAY:** Teachers must understand the culturally relative nature of communication. Communication styles vary among different tribal groups, but minimal eye contact while an elder or teacher is speaking may be viewed as a sign of respect. A recommendation would be to discuss a quick check-in with the student, so the student can acknowledge the information received. As a result of miscommunication this student was subjected to accelerated discipline for what was thought to be an affront to teacher authority, and it is the accumulation of these microaggressions against Native youth that leads to the negative outcomes found in the data.

# BACKGROUND



The Sacramento Native American Higher Education Collaborative (SNAHEC) is a regionally based workgroup made up of American Indian/Native faculty, staff, administrators, community members, and students affiliated with organizations including the Los Rios District Community Colleges (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College); Sierra College; Sacramento State University; the University of California, Davis; Sacramento City Unified School District; San Juan Unified School District; Elk Grove Unified School District; Sacramento County; Davis Joint Unified School District; Sacramento Native American Health Center; the California Tribal College; and Wilton Rancheria. Meetings occur monthly at different campuses to discuss intersegmental designs of pathways for Native American students and solutions to improve success, retention, and the overall experiences for American Indian students in public education. This group has focused attention on improving interorganizational communication and coordination, creating strategies, improving policy, and developing programs and events that are co-funded between organizations.

The Community College Equity Assessment Lab (CCEAL) is a national research laboratory under the Interwork Institute at San Diego State University. The CCEAL supports community colleges with research, assessment, and training activities that support the success of historically underserved students of color. More than 150 institutions have employed CCEAL instruments to better understand the challenges facing underserved students and to design institutional interventions focused on redressing disproportionate outcomes. The CCEAL has developed rigorously validated tools for assessing institutional efforts and outcomes relevant to underserved students of color. These instruments include the Community College Success Measure (CCSM), the Community College Student Success Inventory (CCSSI), the Community College Insights Protocol (CCIP), the Male Program Assessment for College Excellence (M-PACE), the Community College Instructional Development Inventory (CC-IDI), and the Community College Staff Development Inventory (CC-SDI).





**TRUE STORY:** One of our Native American students was in ceremony all weekend and went to school smelling of sage. They were removed from class, questioned, searched,[and] local police were called as they refused to believe the student. The police performed field sobriety and determined the student was being truthful. Before being allowed to return to class, the student was told to change their shirt into a loaner for those facing dress code violations. The student's garment was sealed in a Ziploc® to remain in the office until after school hours due to being a distraction. Later that day, the administration questioned a high-achieving Native American student as to exactly what "saging" was and if it was something smoked . . . after formal explanation from the new student, the other student's ziplocked shirt was returned, but for 3 weeks following, at random times, this student was removed and searched from the bus, asked to let admin smell their fingers, and embarrassed in front of peers by being followed and questioned.

**THE TAKEAWAY:** It should be noted that Native American students were not allowed to participate in many of their respective religious traditions up until the American Indian Religious Freedom Act was enacted by joint resolution of the Congress in 1978. In California, White Sage, Angelica root, and Wild Sunflower root are used as traditional medicines in ceremony. Sage is burned, and the smoke is pulled over the body. Native American youth often feel pressured to provide a long explanation—one they may not want to give and should not have to provide. Implicit bias creates a situation where the Native American youth must carry the additional burden of having to justify their culture. This true story shows that Native American youth are still directly impacted by the continued criminalization of their culture.

# SUSPENSIONS OF NATIVE AMERICAN STUDENTS



Although the United States at large has made a shift from the overt "Kill the Indian, Save the Man" slogan from Captain Richard A. Pratt's speech on "Americanizing" the Native American at Carlisle Boarding School in 1892, there is still covert assimilation practices alive and well in the U.S. educational system. The Native American student experience within U.S. education has largely been one of assimilation, betrayal, and oppression (Springer, 2015)., and one where visible forms of racism, power, and oppression exist. The experiment of assimilation of Native American people into U.S. society has been an ongoing struggle since the founding of the United States. The Puritans and other missionaries sought to establish land charters to begin colleges so they could "encourage the laudable and charitable design of spreading Christian Knowledge among the Savages of our American Wilderness" (Dartmouth College, 1769, p. 13). Reyhner and Eder (1992) pointed out, "While colonial charters and missionary activities expressed the altruistic aims of Christianizing American's native inhabitants, baser human motivations often prevailed. Indian education has been a money making business" (p. 34). The psychological effects from the use of U.S. education as a covert operation to create laborers, provide Christian salvation, or force assimilation has led to an overwhelming critique of the U.S. education system by contemporary Native American scholars.



# SUSPENSIONS OF NATIVE AMERICAN STUDENTS



In California, three types of educational programs were established for Native Americans. The first was the federal government's reservation day schools, boarding schools, and then the nearby public schools that allowed Indians to attend that began a slow, though steady, increase in popularity among policymakers (Heizer, 1978). The forcible removal of Native American children from their homes and placement into boarding schools takes first place as one of the United States' darkest eras. The trauma associated with this forcible removal has been affixed to a special case of posttraumatic stress coined by Brasfield (2001) as "residential school syndrome." The U.S. government advocated for the removal of Native American children from their homes for extended periods of time so White "civilization" could take root while extinguishing Indian culture and any childhood memories of "savagism" (Adams, 1995). It was not until the Indian Citizenship Act in 1924 that citizenship status was granted to tribes (Marquez, 2017). Native Americans soon recognized that these schools were a threat to their culture, and, as a result, considerable resistance to the schools developed. It is understandable that Native American "resistance" (Deyhle & Swisher, 1997) emerged toward the P-20 educational system in the United States.

# SUSPENSIONS OF NATIVE AMERICAN STUDENTS



Huffman (2001) also explained that "resistance theory asserts that during the educational endeavor, minority individuals actively resist and reject the implicit and explicit messages attacking their ethnic identity" (p. 25) on a daily basis. Turner and Simpson (2008) explained that, for Native Americans, the act of resistance is an ongoing framework for sovereignty and survival, stating, "Colonialism has created a legal and political relationship where our survival as distinct tribal nations depend on how effective we are at using the discourses of the state" (p. 11). For Native students, the act of resistance (Deyhle & Swisher, 1997; Erickson, 1987) is essential to their development as future tribal community leaders and scholars. To shame that act of resistance impedes student discovery and articulation of self-purpose.

The Native American population in California is diverse. According to the most recent U.S. Census data, California is home to more people of Native American/Alaska Native heritage than any other state in the country. There are currently 109 federally recognized Native American tribes in California, 78 entities petitioning for recognition, and 729,000 living in urban areas. According to the Judicial Branch of California (2019), "Tribes in California currently have nearly 100 separate reservations or Rancherias" (para. 1). California's Native American K-12 student population (approximately 34,000) is made up of students who identify as being from urban areas to rural reservations; some students are enrolled members of California tribes (some of which have no federal recognition), and some students come from "out-of-state" tribes (that may or may not be federally recognized). With 109 tribes, California has one of the largest Native American populations in the country.

<sup>1</sup> This number is actually conservative, as many Native American youth may not be fully accounted for in school records systems to variations in Tribal affiliation, mixed-race ancestry, and other factors.

# DEFINING EXCLUSIONARY DISCIPLINE



Here, we present findings from a recent analysis of data from the California Department of Education, with a focus on exclusionary discipline. Data presented here are from the 2017-2018 collection and represent suspension and expulsion data submitted by schools to the state. We believe this report is particularly groundbreaking, because Native American students are often ignored in scholarly research due to limited sample sizes. Too often, Native American populations are relegated to being nothing more than an asterisk in datasets, thereby ignoring glaring disparities in outcomes that render them invisible (Garland, 2007). It should be noted that Native American data are reported here only for those who self-identified as “American Indian or Alaskan Native.” As a result, these data do not account for Native Americans who may identify as multiracial or those who may be Native American but identify within another racial category (e.g., Hispanic/Latinx, Black).

# DEFINING EXCLUSIONARY DISCIPLINE

With this perspective in mind, we offer insights into how exclusionary discipline mars the lives and minds of Native American youth. Exclusionary discipline “involves the removing of students from classroom learning environments as a form of punishment” (Wood, Harris III, & Howard, 2017, p. 1). Most often, exclusionary discipline occurs through the practices of suspension and expulsion, though there are myriad ways children can be excluded from learning environments (e.g., restrictions from school events, inability to participate in recess, paltry participation in gifted programs).

Suspensions are examined in two categories, in-school (“in-house”) suspensions and out-of-school (“out-of-house”) suspensions. In-school suspensions refer to suspensions where students are removed from the learning environment and relocated to a different location in the school for a period of time. Out-of-school suspensions result in the child being removed from the school grounds and unable to return until after a specific period of time has elapsed. In general, out-of-school suspension is employed as a disciplinary strategy when there is an incident of a certain degree of severity (i.e., bringing a weapon to school, hurting someone in a fight) or if a person has an accumulation of documented infractions.

While both in-school and out-of-school suspensions are documented, there is an additional suspension type not often accounted for. Wood et al. (2018) identified blind-in-school suspension as an additional suspension type and noted that blind-in-school suspensions occur when “suspensions [are served] 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’)” (p. 2). They noted that these suspensions can occur for a variety of reasons, such as a lack of a desire to document an incident, time constraints, or the abbreviated version of the suspension. In addition to suspensions, expulsion is another type of exclusion. Expulsion is typically reserved for the most extreme of events or a recurrent incident; in this disciplinary practice, students are permanently barred from attending a specific school or district. Even more, it is not uncommon for districts to honor expulsions rendered to students from other districts. Beyond suspensions and expulsions, children can also experience exclusionary discipline through restriction of opportunities to participate in recess and extracurricular activities. These activities are certainly a component of the learning, growth, and development of children, yet they are rarely documented in a manner that allows for state-level analysis. In fact, restriction from these activities can serve to compound poor student-teacher dynamics and accelerate experiences of mistrust, resulting in relationships that become increasingly strained and eventually lead to elevated disciplinary tactics (e.g., suspension, expulsion).



# DEFINING EXCLUSIONARY DISCIPLINE



Extensive research has shown that minoritized student groups are more likely to be suspended. Moreover, scholars have suggested that higher suspension rates are often a function of bias that educators unconsciously (and in some cases consciously) bring into learning environments. Unfortunately, exposure to suspension practices can have innumerable deleterious effects on Native American children and youth. School suspension has been found to be associated with a greater risk of dropping out of school. Specifically, it is perceived that the suspensions lead to students losing ground in their studies, feeling like they do not belong in school, and in many cases, feeling like “targets” by educators (Lee, Cornell, Gregory, & Fan, 2011; Raffaele Mendez, 2003). Moreover, students who have been suspended or expelled are less likely to go to college (Terriquez, Chlala, & Sacha, 2013), which ultimately influences their lifelong career prospects. That being said, the most concerning outcome of school suspensions is that suspensions are one of the core pillars of the school-to-prison pipeline. The school-to-prison pipeline is a term used to describe the connection, both figuratively and literally, between schooling and the criminal justice system. Specifically, scholars have argued that overexposure to exclusionary discipline and overrepresented in special education are the two main determinants of latter involvement in the criminal justice system (Darensbourg, Perez, & Blake, 2010; Fenning & Rose, 2007; Skiba, Arredondo, & Williams, 2014).



**A TRUE STORY:** On his very first day of high school, there was a significant law enforcement presence on campus that morning. About 30 minutes after I dropped my son off at school, he called me very upset stating, “Dad, I was just held by the police for being a Norteno gang member.” My son was wearing his Native American necklace and T-shirt that had a Native American symbol.

**THE TAKEAWAY:** Native American youth confront stereotypes on a daily basis. The oppressive effects of this stereotyping contribute to an environment that is the opposite of what would be conducive to learning. Instead of trust, there is fear. Instead of safety, there is distrust. Additionally, the symbols of pride and identity in this case are twisted by the colonial institution into perceived negative representations.



# OVERALL SUSPENSIONS AND EXPULSIONS



More than 33,000 Native American children and youth are enrolled by the public-school system in California. Unfortunately, data demonstrate that these children are significantly over-exposed to exclusionary practices that remove them from learning environments. For example, 3.5% of all California students were suspended in the 2017-2018 academic year. However, the suspension rate for Native American children and youth was significantly higher, at 7.2%. Thus, they are more than 2 times more likely than their peers to be suspended. However, there were 2,420 individual Native American students who were suspended, many of whom were suspended more than one time in the year. In fact, the multiple suspension rate for Native American youth is higher than that of all racial/ethnic groups, with the exception of African Americans. In fact, 36.7% of these students were suspended multiple times, bringing the total number of suspensions (including children who were suspended multiple times) to 4,310.

<sup>2</sup> This number is actually conservative, as many indigenous youth may not be fully accounted for in school record systems due to variations in Tribal affiliation, mixed-race ancestry, and other factors.

# OVERALL SUSPENSIONS AND EXPULSIONS

Table 1  
Suspensions and Expulsion Rates, Native American Boys and Girls Compared to California Average

	California (All Students)	Native American Boys	Native American Girls
Overall Suspension	3.5%	9.6%	4.6%
In-School Suspension	0.6%	2.1%	0.9%
Out-of-School Suspension	3.1%	8.4%	4.0%
Defiance-Only	0.6%	2.0%	1.0%
Overall Expulsion	.08%	.34%	.13%

Table 1 presents data on suspensions and expulsion, providing a comparison of Native American boys and girls to the state average. These data demonstrate that Native American girls are suspended at a higher rate than their peers, at 4.6%. However, a noticeable pattern is the exorbitantly higher rates of suspension for Native American children, particularly for boys. In fact, the overall suspension of Native American boys was 9.6%; this rate is 2.7 times higher than the state average. Additionally, higher rates of suspension are seen for boys and girls across all categories, including children who were subjected to in-school (often call “in-house”) suspension, out-of-school suspension, and among those who were suspended for actions perceived as “defiant.” Data on expulsions follow a similar pattern: Native American girls are expelled at a rate that is 1.6 times higher than the state average, while boys are expelled at a rate that is 4.2 times higher than the state average.



# OVERALL SUSPENSIONS AND EXPULSIONS

Table 2  
School Suspensions Over the Past 5 Years

	California (All Students)	Native American Boys	Native American Girls
2017-2018	3.5%	9.6%	4.6%
2016-2017	3.6%	10.1%	4.7%
2015-2016	3.7%	10.6%	4.8%
2014-2015	3.8%	10.2%	4.7%
2013-2014	4.4%	11.5%	5.2%

Table 3  
School Expulsions Over the Past 5 Years

	California (All Students)	Native American Boys	Native American Girls
2017-2018	.08%	.34%	.13%
2016-2017	.09%	.33%	.16%
2015-2016	.09%	.30%	.13%
2014-2015	.09%	.22%	.10%
2013-2014	.10%	.30%	.17%

It should be noted that the total number of suspensions is trending downward for both Native American boys and girls (see Table 2). That being said, the data reveal that the downward trend has not been consistent across years, particularly in 2015-2016 when the rates for both Native American boys and girls rose upward. However, as demonstrated in Table 3, the expulsion rate for Native American boys has been rising since 2014-2015. In fact, the most recent data indicate that expulsions of Native American boys are on the rise, at the highest it has been over the last 5 years. Moreover, the expulsion rate for Native American boys is higher than that of any other racial/ethnic or gender group.

# SUSPENSION TYPES

Table 4  
Suspension Type for Native American Boys and Girls Compared to California Average

	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other
Statewide	13%	49%	2%	13%	18%	4%
Native American Boys	14%	50%	3%	12%	17%	5%
Native American Girls	12%	47%	2%	17%	20%	3%

Note: Percentages may not calculate to 100% due to rounding errors.

Across the state, the largest documented reason why students are suspended is for a violent incident where no injury occurred. In fact, 49% of all suspensions are for this reason, followed by those who are suspended for “perceived” defiance-only at 18% (see Table 4). The remaining categories of suspension are as follows: violent incident (13%), illicit drug-related (13%), other reasons (4%), and weapons possession (2%). While data for Native Americans tend to mirror these breakdowns, it should be noted that Native American girls are less likely to be suspended for a violent incident (no injury), at 47%. Native American girls are more likely to be suspended for illicit drugs, at 17%, a rate that is higher than the state average. Moreover, they are slightly more likely to be suspended for “perceived” defiance only. This is a subjective category that has come under intense scrutiny in recent years for being a primary area in which children of color are overrepresented. Moreover, Appendix A presents suspension type data by grade level, revealing that defiance-only suspension increases precipitously over time. For example, for Native American boys, only 4% of the suspension distribution in early childhood education is for defiance only. However, by high school, this rate reaches 20%. Data for girls follow a similar pattern, rising from 7% in early childhood to 23% by high school.



# SUSPENSIONS BY GRADE LEVEL

Among the most concerning patterns identified in our analysis is that the highest disparity in suspension of Native American boys and girls occurs in early childhood education, from kindergarten through third grade. Early childhood education is among the most important timeframe in students’ learning and development. In early learning, children are in the midst of making decisions about their sense of belonging in school environments. Students’ experiences in early learning shape the degree to which they develop healthy academic identities that associate with school, or that lead to withdrawn behavior as a protective mechanism against oppressive educational practices.

**Table 5**  
*Suspension by Grade Level, Native American Boys Compared to State Average for Boys*

Grade Levels	Statewide (Boys)	Native American Boys	Greater Likelihood
K-3	1.7%	4.2%	2.5
4-6	4.7%	9.9%	2.1
7-8	9.0%	16.5%	1.8
9-12	6.4%	10.7%	1.7

**Table 6**  
*Suspension by Grade Level, Native American Girls Compared to State Average for Girls*

Grade Levels	Statewide (Girls)	Native American Girls	Greater Likelihood
K-3	0.3%	1.1%	3.7
4-6	1.3%	3.6%	2.8
7-8	4.3%	9.1%	2.1
9-12	3.0%	5.9%	2.0

# SUSPENSIONS BY GRADE LEVEL

Tables 5 and 6 present suspension data by grade levels to allow for an understanding of suspension type across levels. Native American boys are 2.5 times more likely to be suspended in early childhood education than boys in the same grade range. This greater exposure to exclusionary discipline drops to 2.1 times higher in Grades 4 through 6 and then drops down from there. However, when compared to other girls within the same age range, Native American girls’ rate of disproportionate representation is even higher than their male peers. In fact, Native American girls in early childhood education are 3.7 times more likely to be suspended than other girls in the same grade range. Like their male peers, this rate drops over time.

Another key takeaway from these data is that while early childhood education represents the area with the greatest disparity between Native American children and their same-gender peers, the high rates of suspension occur in middle school. For example, the statewide average for suspension of boys in middle school (Grades 7 and 8) is 9.0%; however, Native American boys are suspended at a rate of 16.5%. This means that more than 1.6 out of every 10 Native American boys are suspended in this grade range.

Over 9% of all Native American girls in middle school are suspended compared to only 4.3% of other girls. While there is no direct evidence to substantiate this point, many scholars perceive that the lower suspension rate that occurs in high school is partially a function of students who feel disaffected by the educational system dropping out of school.



# SUSPENSIONS BY SUBGROUP

Table 7  
Suspensions by Subpopulations, Native American Boys Compared to State Average for Boys

Subpopulations	Statewide (Boys)	Native American Boys	Greater Likelihood
Students With Disabilities	8.2%	14.4%	1.8
Low Income	6.2%	11.3%	1.8
Foster Youth	19.8%	24.9%	1.3
Homeless	7.8%	13.1%	1.7

Table 8  
Suspensions by Subpopulations, Native American Girls Compared to State Average for Girls

Subpopulations	Statewide (Girls)	Native American Girls	Greater Likelihood
Students With Disabilities	3.9%	7.1%	1.8
Low Income	2.6%	5.5%	2.1
Foster Youth	10.4%	11.8%	1.1
Homeless	3.3%	7.5%	2.3

An analysis of subpopulation data reveals additional insights into the ways disparities are evidenced in statewide rates. The state provides disaggregation of suspension data for subgroups, such as students with disabilities, low-income students, foster youth, and those who are experiencing homelessness. Across all major subgroups in our analyses, we found that Native American boys and girls were more likely to be suspended than their peers (see Tables 7 and 8). The highest suspension rate for boys are for those who are involved in the foster system. This rate is noticeably higher for all boys at 19.8% and even a bit higher for Native American boys at 24.9%. These rates are exorbitantly high. Stated differently, more than 2.5 out of every 10 Native American boys in foster youth are suspended annually. However, the greatest area of disparity was for boys who were students with disabilities or low income who were 1.8 times more likely to be suspended than their peers. Data for girls present a slightly different picture. The suspension rate for Native American girls who are foster youth is 11.8%; this is the highest among all subgroups examined. However, the greater area of overrepresentation is among those who are homeless (2.3 times more likely), followed by low income students (2.1 times more likely). Overall, the data in Tables 7 and 8 depict a pattern where those who are often the most underserved in our educational system are also more likely to be excluded from learning environments through the practice of suspension.

# SUSPENSIONS BY SCHOOL TYPE

Table 6  
Suspensions by School Type, Native American Boys Compared to State Average for Boys

	Statewide (Boys)	Native American Boys
Charter	2.6%	2.4%
Traditional (Non-Charter)	5.2%	10.6%

Table 7  
Suspensions by School Type, Native American Girls Compared to State Average for Girls

	Statewide (Girls)	Native American Girls
Charter	1.0%	1.4%
Traditional (Non-Charter)	2.0%	5.0%

In addition to subgroups, school type also seems to have an influence on overrepresentation among those facing exclusionary discipline. One common example of school type is whether the school is a charter school or a “traditional” public school. Previous research has shown that children of color are less likely to be suspended at charter schools (Wood, Harris III and Howard, 2018), and this pattern also bears out in this analysis. Specifically, the suspension rate for Native American boys in traditional public schools is 10.6%; this rate is nearly 4.4 times greater than the suspension rate for Native American boys in charter schools, at 2.4%. The data for Native American girls adhere to a similar pattern—where they are more likely to be suspended in traditional settings (at 5.0%) than at charter schools (1.4%). It should be noted that we do not believe charter schools should be extolled for low suspension rates, as our experience has shown they often engage in practices that simply “push out” children and youth rather than suspend them. This approach often leads to numbers that appear better than they actually are.

# SUSPENSIONS AND EXPULSION BY COUNTY

Table 8  
Suspension Rates by County for Native American Males

County	Cumulative Enrollment	Suspension Rate
Modoc	50	38.0%
Mono	21	33.3%
Lassen	89	21.3%
Glenn	68	19.1%
Humboldt	840	17.5%
Lake	237	16.9%
Yolo	90	16.7%
Butte	426	15.3%
Yuba	189	14.8%
Calaveras	49	14.3%
El Dorado	133	14.3%
San Joaquin	612	13.4%
Mendocino	502	13.1%
Kings	186	12.4%
Shasta	617	12.0%
San Mateo	84	11.9%
Amador	59	11.9%
Sonoma	365	11.5%
Imperial	201	11.4%
Madera	194	11.3%

Table 9  
Suspension Rates by County for Native American Girls

County	Cumulative Enrollment	Suspension Rate
Modoc	46	26.1%
Colusa	31	16.1%
Humboldt	835	13.3%
Lassen	90	11.1%
Lake	223	10.3%
Butte	383	9.1%
Kings	181	8.8%
Mendocino	445	8.3%
Nevada	72	6.9%
Tulare	411	6.1%
Del Norte	320	5.9%
Sonoma	302	5.6%
Tuolumne	74	5.4%
San Joaquin	644	5.3%
Madera	180	5.0%

# SUSPENSIONS AND EXPULSION BY COUNTY

Geographic region also tends to have an influence on suspension rates for Native Americans. Tables 8 and 9 present suspension rates by county. These tables are rank ordered to highlight the top suspension counties for Native Americans. For Native American males, the highest suspension county is Modoc County (at 38.0%). In this county, nearly four out of every 10 Native American males are suspended in a given year. Following behind Modoc County is Mono County at 33.3%. The rates are egregiously high and provide indirect evidence that Native American males are being targeted by educators for exclusion. Data for Native American females also implicate practices that are occurring in Modoc County. Specifically, 26.1% of Native American girls are being suspended on an annual basis. As a reminder, this is an unduplicated suspension rate, meaning this only accounts for individuals who are suspended at least once, not including those who experience multiple suspensions. Modoc County is followed by Colusa County that has an annual suspension rate of 16.1% for Native American girls.





# SUSPENSIONS AND EXPULSION BY COUNTY

Table 10  
Expulsion Rates by County for Native American Males

County	Cumulative Enrollment	Expulsion Rate
Kings	186	3.23
Yuba	189	1.59
Tulare	411	0.97
Lake	237	0.84
Siskiyou	249	0.8
Inyo	258	0.78
Riverside	1114	0.72
San Joaquin	612	0.65
Sacramento	879	0.57
Shasta	617	0.49
Fresno	705	0.28
Humboldt	840	0.24
San Diego	1345	0.22
San Bernardino	1011	0.2

Note: Data are only reported for counties where more than one expulsion occurred.

Table 11  
Expulsion Rates by County for Native American Girls

County	Cumulative Enrollment	Expulsion Rate
Kings	181	1.66
Tulare	411	0.97
San Joaquin	644	0.31

Note: Data are only reported for counties where more than one expulsion occurred.

Tables 10 and 11 present data for expulsion rates. As noted earlier, expulsions represent a permanent removal of a child from a learning environment. A review of this data indicates shockingly high expulsion rates in Kings County for Native American boys and girls. Native American boys are more than 40 times more likely to be expelled in this county than the statewide average. For Native American girls, the rate is 20 times higher than the statewide average—simply disgraceful.

# SUSPENSIONS AND EXPULSIONS BY SCHOOL DISTRICT

Table 12  
Top 10 Suspension Districts for Native American Boys

County	District	Cumulative Enrollment	Suspension Rate
Humboldt	Fortuna Union High	14	71.43
Modoc	Modoc Joint Unified	40	42.5
Humboldt	Loleta Union Elementary	16	37.5
Lassen	Lassen Union High	35	37.14
Alameda	Alameda Unified	11	36.36
El Dorado	Lake Tahoe Unified	11	36.36
Mono	Eastern Sierra Unified	17	35.29
El Dorado	El Dorado Union High	21	33.33
Tulare	Strathmore Union Elementary	12	33.33
Mendocino	Arena Union Elementary	13	30.77

Note: Data are only reported for districts with a sample size of 10 or more.

Table 13  
Top 10 Suspension Districts for Native American Girls

County	District	Cumulative Enrollment	Suspension Rate
Humboldt	Loleta Union Elementary	31	32.26
Modoc	Modoc Joint Unified	35	28.57
Kings	Lemoore Union High	39	28.21
Lake	Kelseyville Unified	25	24
Placer	Auburn Union Elementary	19	21.05
Lassen	Lassen Union High	34	20.59
Sonoma	Cotati-Rohnert Park Unified	15	20
Madera	Bass Lake Joint Union Elementary	10	20
Humboldt	Fortuna Union High	21	19.05
Modoc	Surprise Valley Joint Unified	11	18.18

Note: Data are only reported for districts with a sample size of 10 or more.

# SUSPENSIONS AND EXPULSIONS BY SCHOOL DISTRICT

While suspensions differ by county, they also differ by districts. Some districts do a better job of serving Native American children and youth than others. The top 10 suspension districts appear in Tables 12 and 13. The number one suspension district for Native American boys in California is Fortuna Union High in Humboldt County. This district suspends more than 71% of their Native American males. This is followed by Modoc Joint Unified in Modoc County at 42.5%. The top suspension district for Native American girls is Loleta Union Elementary in Humboldt County. In this district, 32.3% of Native American girls were suspended in 2017-2018. It is an important reminder that Loleta Union is an elementary school serving a K-8 population, not a high school district. This district has long struggled with its service to Native American students, having been the focus of a 2013 Office of Civil Rights investigation for its treatment of Native students.

One noticeable pattern among the high suspension districts are the relatively lower numbers of Native American children and youth in these areas. Thus, in schools where these students may already feel isolated in terms of those who emanate from the same community, they are also targeted by educators.

Expulsion data by district help to explain why Kings County was the top expulsion county for Native American students. Much of the concern is restricted to one district, Lemoore Union High that was the top expulsion district for Native American boys and the top expulsion district for girls. Cotati-Rohnert Park Unified in Sonoma County had the second highest expulsion rate for Native American boys, at 8.3%.



# SUSPENSIONS AND EXPULSIONS BY SCHOOL DISTRICT

Table 14  
Top Expulsion Districts for Native American Boys

County	District	Cumulative Enrollment	Total Expulsions	Expulsion Rate
Kings	Lemoore Union High	41	4	9.76
Sonoma	Cotati-Rohnert Park Unified	24	2	8.33
Yuba	Marysville Joint Unified	154	3	1.95
Sacramento	Natomas Unified	56	2	3.57
Riverside	Coachella Valley Unified	59	2	3.39
San Diego	Grossmont Union High	66	2	3.03
San Joaquin	Lodi Unified	73	2	2.74
Riverside	Temecula Valley Unified	95	2	2.11
Riverside	Hemet Unified	108	2	1.85
Humboldt	Eureka City Schools	121	2	1.65

*Note: Data are only reported for districts with a sample size of 10 or more and where more than one expulsion occurred.*

Table 15  
Top Expulsion Districts for Native American Girls

County	District	Cumulative Enrollment	Total Expulsions	Expulsion Rate
Kings	Lemoore Union High	39	2	5.13
Tulare	Porterville Unified	168	3	1.79
San Joaquin	Stockton Unified	375	2	0.53

*Note: Data are only reported for districts with a sample size of 10 or more and where more than one expulsion occurred.*



# RECOMMENDATIONS

In light of the quantitative and qualitative insights gleaned from our analyses and voices, we offer 6 simple strategies to help change the patterns we see. These strategies are gleaned from extant research on promising practices for reducing exclusionary outcomes for minoritized youth and from our own experiential knowledge as educators, activists, and those who have navigated these experiences with our own children. Bearing this in mind, we recommend the following:

1. Provide professional development training for all K-12 teachers, educators, and administrators on understanding Native American students. While most teachers engage in preparation programs to learn the fundamentals of teaching and learning, their development rarely includes a meaningful understanding of how to work with minoritized populations, let alone Native American children. Based on the narratives provided, it is clear that training on implicit bias, microaggressions, inclusive pedagogies, and decolonizing practices is essential. To support educators in being better empowered to engage Native American youth, these trainings should be offered in partnerships with local tribes.
2. Implement a culturally calibrated process for student suspension that considers Native cultural beliefs and values. This is essential for preventing misunderstandings that lead to exclusionary practices that hurt Native American children and youth. Native American children are being targeted in educational settings for religious and cultural practices that fall outside a Western domain of thinking and understanding. Thus, school policies should account for indigenous practices—such as the use of sage—when determining what does and does not constitute violations of school policy. In the event Native American practices are deemed violations of existing policy, we recommend that schools and school district work arduously to change those policies and restrict implementation of these policies on Native American youth in the interim.
3. Work collaboratively with parents and tribal officials to discuss issues that lead to suspensions and expulsion prior to calling in law enforcement. It is evident that Native American children, particularly boys, are treated in a criminalized fashion. As such, educators engage them in a more aggressive and demeaning manner. This request will provide an opportunity for open discourse rather than elevating issues to harsh engagement. As part of this recommendation, there is also a need to provide a clear understanding of how Native American parents can launch an inquiry without fear of retaliation. This is an essential component of creating an environment that empowers the disaffected.

4. Involve Native American students and their voices in proactive discussions among school officials about policies and practices that discriminate and target Native American children and youth in California's public schools. Often, educators discuss the importance of being student-centered and make decisions that are perceived to be in the best interest of students without actually speaking with them. Schools and school districts that truly care about Native American youth will engage in proactive dialogue with them in a manner that honors their voices, lives, histories, and experiences. Proactive discussions can serve to illuminate egregious practices, identify teachers who bully Native American youth, and foster enhanced understanding in a manner that can reduce exposure to exclusionary discipline.
5. Engage disciplinary issues from a restorative justice lens that invites conversation, healing, and justice rather than penalization and fear. Restorative practices are being more widely used across the nation. These practices involve “efforts to ensure that there is restitution between the perpetrator of an infraction and their victim(s)” (Wood et al, 2018, p. 32). The idea behind restorative practices is to focus on restoration and healing rather than simply penalizing. One common approach to this philosophy involves restoration circles, where the victim and the individual(s) who harmed them have an honest dialogue with the goal of peaceful resolution. To avoid the superficial implementation of these practices, models should be developed in a collaborative manner with teachers, parents, administration, and the Native American community.
6. Create memoranda of understanding between each school district in California with local tribes. These memoranda should provide opportunities for tribal-specific data-sharing on suspensions, expulsions, hiring of Native American staff, and ways the school will commit to developing educators to improve outcomes for Native children and youth. This will enable tribes to better advocate for their children while also fostering an environment of collaboration that can serve to reduce the distrust.

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# APPENDIX A

## Suspension Type of Native American Boys and Girls by Grade Level

### Native American Males

Grade Levels	<i>Violent Incident (Injury)</i>		<i>Violent Incident (No Injury)</i>	<i>Weapons Possession</i>		<i>Illicit Drug Related</i>	<i>Defiance Only</i>	<i>Other</i>
K--3	23%	63%	2%	0%	4%	6%		
4--6	19%	56%	2%	4%	15%	5%		
7--8	11%	51%	3%	10%	21%	5%		
9--12	9%	41%	4%	23%	20%	4%		

### Native American Females

Grade Levels	<i>Violent Incident (Injury)</i>		<i>Violent Incident (No Injury)</i>	<i>Weapons Possession</i>		<i>Illicit Drug Related</i>	<i>Defiance Only</i>	<i>Other</i>
K--3	17%	67%	1%	1%	7%	7%		
4--6	17%	59%	3%	3%	14%	5%		
7--8	12%	46%	2%	15%	20%	4%		
9--12	9%	39%	1%	25%	23%	2%		

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

County Name	District Name	Cumulative Enrollment	SuspensionRate	Classification
Humboldt	Loleta Union Elementary	31	32.26	Urgent Concern
Modoc	Modoc Joint Unified	35	28.57	Urgent Concern
Kings	Lemoore Union High	39	28.21	Urgent Concern
Lake	Kelseyville Unified	25	24	Urgent Concern
Placer	Auburn Union Elementary	19	21.05	Urgent Concern
Lassen	Lassen Union High	34	20.59	Urgent Concern
Madera	Bass Lake Joint Union Elementary	10	20	Urgent Concern
Sonoma	Cotati-Rohnert Park Unified	15	20	Urgent Concern
Humboldt	Fortuna Union High	21	19.05	Urgent Concern
Modoc	Surprise Valley Joint Unified	11	18.18	Urgent Concern
Orange	Fullerton Joint Union High	17	17.65	Urgent Concern
Humboldt	Klamath-Trinity Joint Unified	430	17.21	Urgent Concern
Ventura	Oxnard Union High	12	16.67	Urgent Concern
Siskiyou	Yreka Union High	18	16.67	Urgent Concern
Butte	Paradise Unified	38	15.79	Urgent Concern
San Diego	Mountain Empire Unified	48	14.58	Urgent Concern
Shasta	Pacheco Union Elementary	14	14.29	Urgent Concern
Sonoma	Petaluma Joint Union High	14	14.29	Urgent Concern
Contra Costa	Oakley Union Elementary	15	13.33	Urgent Concern
Sonoma	Cloverdale Unified	15	13.33	Urgent Concern
Mendocino	Laytonville Unified	23	13.04	Urgent Concern
Alameda	Hayward Unified	33	12.12	Urgent Concern
Trinity	Trinity Alps Unified	25	12	Urgent Concern
Alameda	Alameda County Office of Education	17	11.76	Urgent Concern
Butte	Oroville City Elementary	51	11.76	Urgent Concern
Los Angeles	Los Angeles County Office of Education	18	11.11	Urgent Concern
Mendocino	Arena Union Elementary	18	11.11	Urgent Concern
Mendocino	Ukiah Unified	182	10.99	Urgent Concern
Tulare	Porterville Unified	168	10.71	Urgent Concern
El Dorado	El Dorado County Office of Education	19	10.53	Urgent Concern
El Dorado	Black Oak Mine Unified	19	10.53	Urgent Concern
San Diego	Lemon Grove	19	10.53	Urgent Concern
Butte	Oroville Union High	88	10.23	High Concern
Humboldt	Eureka City Schools	109	10.09	High Concern

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Madera	Golden Valley Unified	10	10	High Concern
Santa Cruz	Santa Cruz City High	10	10	High Concern
Ventura	Ventura County Office of Education	10	10	High Concern
Glenn	Willows Unified	20	10	High Concern
Nevada	Nevada Joint Union High	20	10	High Concern
Sacramento	Natomas Unified	62	9.68	High Concern
Santa Clara	Moreland	21	9.52	High Concern
Humboldt	Humboldt County Office of Education	21	9.52	High Concern
Lake	Upper Lake Unified	53	9.43	High Concern
Lake	Lakeport Unified	85	9.41	High Concern
Butte	Thermalito Union Elementary	32	9.38	High Concern
Shasta	Enterprise Elementary	43	9.3	High Concern
Siskiyou	Scott Valley Unified	43	9.3	High Concern
Mendocino	Mendocino County Office of Education	11	9.09	High Concern
Butte	Feather Falls Union Elementary	11	9.09	High Concern
Lassen	Fort Sage Unified	11	9.09	High Concern
Humboldt	South Bay Union Elementary	22	9.09	High Concern
Sonoma	Santa Rosa High	56	8.93	High Concern
Merced	Dos Palos Oro Loma Joint Unified	23	8.7	High Concern
Los Angeles	Palos Verdes Peninsula Unified	12	8.33	High Concern
San Mateo	San Mateo Union High	12	8.33	High Concern
Solano	Dixon Unified	12	8.33	High Concern
Yuba	Yuba County Office of Education	12	8.33	High Concern
Stanislaus	Modesto City High	24	8.33	High Concern
Butte	Palermo Union Elementary	36	8.33	High Concern
Riverside	Palm Springs Unified	60	8.33	High Concern
San Diego	Vista Unified	49	8.16	High Concern
San Bernardino	Barstow Unified	37	8.11	High Concern
Contra Costa	Pittsburg Unified	13	7.69	High Concern
Humboldt	Arcata Elementary	13	7.69	High Concern
Riverside	Palo Verde Unified	13	7.69	High Concern
Stanislaus	Sylvan Union Elementary	13	7.69	High Concern
Placer	Placer Union High	26	7.69	High Concern
Shasta	Shasta Union High	91	7.69	High Concern
Lake	Konocti Unified	54	7.41	High Concern



# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

San Bernardino	San Bernardino City Unified	138	7.25	High Concern
Kings	Hanford Joint Union High	14	7.14	High Concern
Humboldt	Ferndale Unified	14	7.14	High Concern
Orange	Ocean View	14	7.14	High Concern
Sacramento	Center Joint Unified	14	7.14	High Concern
San Bernardino	San Bernardino County Office of Education	14	7.14	High Concern
Riverside	Lake Elsinore Unified	28	7.14	High Concern
Shasta	Anderson Union High	57	7.02	High Concern
Sacramento	Sacramento City Unified	129	6.98	Moderate Concern
Santa Clara	East Side Union High	29	6.9	Moderate Concern
Orange	Placentia-Yorba Linda Unified	29	6.9	Moderate Concern
Tulare	Visalia Unified	104	6.73	Moderate Concern
Humboldt	Cutten Elementary	15	6.67	Moderate Concern
Nevada	Grass Valley Elementary	15	6.67	Moderate Concern
San Luis Obispo	San Luis Coastal Unified	15	6.67	Moderate Concern
Sonoma	Guerneville Elementary	15	6.67	Moderate Concern
Placer	Roseville City Elementary	30	6.67	Moderate Concern
San Bernardino	Colton Joint Unified	30	6.67	Moderate Concern
San Diego	Julian Union Elementary	45	6.67	Moderate Concern
San Joaquin	Stockton Unified	375	6.67	Moderate Concern
Del Norte	Del Norte County Unified	286	6.64	Moderate Concern
Mendocino	Round Valley Unified	136	6.62	Moderate Concern
San Diego	Bonsall Unified	76	6.58	Moderate Concern
Yolo	Woodland Joint Unified	31	6.45	Moderate Concern
Stanislaus	Ceres Unified	31	6.45	Moderate Concern
Contra Costa	Antioch Unified	47	6.38	Moderate Concern
Humboldt	McKinleyville Union Elementary	47	6.38	Moderate Concern
San Diego	San Diego County Office of Education	16	6.25	Moderate Concern
Fresno	Sanger Unified	16	6.25	Moderate Concern
Kings	Armona Union Elementary	16	6.25	Moderate Concern
San Diego	Carlsbad Unified	16	6.25	Moderate Concern
Sacramento	Folsom-Cordova Unified	48	6.25	Moderate Concern
Shasta	Gateway Unified	97	6.19	Moderate Concern
San Bernardino	Needles Unified	81	6.17	Moderate Concern
Solano	Vallejo City Unified	33	6.06	Moderate Concern

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Alameda	San Lorenzo Unified	17	5.88	Moderate Concern
Inyo	Inyo County Office of Education	17	5.88	Moderate Concern
San Bernardino	Snowline Joint Unified	17	5.88	Moderate Concern
San Joaquin	Lammersville Joint Unified	17	5.88	Moderate Concern
Riverside	Murrieta Valley Unified	34	5.88	Moderate Concern
San Bernardino	Morongo Unified	51	5.88	Moderate Concern
Los Angeles	Long Beach Unified	70	5.71	Moderate Concern
Kern	Kern High	123	5.69	Moderate Concern
Butte	Chico Unified	106	5.66	Moderate Concern
Alameda	New Haven Unified	18	5.56	Moderate Concern
Kings	Hanford Elementary	18	5.56	Moderate Concern
Los Angeles	Downey Unified	18	5.56	Moderate Concern
Los Angeles	Rowland Unified	18	5.56	Moderate Concern
Placer	Loomis Union Elementary	18	5.56	Moderate Concern
Kern	Sierra Sands Unified	36	5.56	Moderate Concern
Madera	Chawanakee Unified	55	5.45	Moderate Concern
Sacramento	Twin Rivers Unified	147	5.44	Moderate Concern
El Dorado	El Dorado Union High	37	5.41	Moderate Concern
Lassen	Susanville Elementary	19	5.26	Moderate Concern
San Bernardino	Helendale Elementary	19	5.26	Moderate Concern
San Mateo	Sequoia Union High	19	5.26	Moderate Concern
Sonoma	Roseland	19	5.26	Moderate Concern
Riverside	Banning Unified	76	5.26	Moderate Concern
Fresno	Fresno Unified	232	5.17	Moderate Concern
Riverside	Riverside County Office of Education	39	5.13	Moderate Concern
Orange	Garden Grove Unified	20	5	Moderate Concern
Santa Barbara	Lompoc Unified	20	5	Moderate Concern
Riverside	Desert Sands Unified	40	5	Moderate Concern
Solano	Fairfield-Suisun Unified	60	5	Moderate Concern
Riverside	Hemet Unified	100	5	Moderate Concern
Madera	Yosemite Unified	41	4.88	Moderate Concern
Contra Costa	Liberty Union High	21	4.76	Moderate Concern
San Diego	Cajon Valley Union	21	4.76	Moderate Concern
Riverside	Moreno Valley Unified	42	4.76	Moderate Concern
San Bernardino	Chaffey Joint Union High	42	4.76	Moderate Concern

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

San Bernardino	Yucaipa-Calimesa Joint Unified	42	4.76	Moderate Concern
Kern	Standard Elementary	22	4.55	Moderate Concern
Santa Clara	Santa Clara County Office of Education	22	4.55	Moderate Concern
Humboldt	Northern Humboldt Union High	44	4.55	Moderate Concern
Imperial	San Pasqual Valley Unified	203	4.43	Moderate Concern
Los Angeles	Centinela Valley Union High	23	4.35	Moderate Concern
Shasta	Fall River Joint Unified	46	4.35	Moderate Concern
Los Angeles	Palmdale Elementary	69	4.35	Moderate Concern
Yuba	Marysville Joint Unified	138	4.35	Moderate Concern
Riverside	Coachella Valley Unified	47	4.26	Moderate Concern
Tehama	Evergreen Union	24	4.17	Moderate Concern
Los Angeles	Compton Unified	24	4.17	Moderate Concern
San Bernardino	Rialto Unified	49	4.08	Moderate Concern
San Joaquin	Manteca Unified	49	4.08	Moderate Concern
Contra Costa	Byron Union Elementary	25	4	Moderate Concern
Nevada	Nevada County Office of Education	25	4	Moderate Concern
Sacramento	San Juan Unified	251	3.98	Moderate Concern
San Bernardino	Fontana Unified	26	3.85	Moderate Concern
Santa Barbara	Santa Barbara Unified	26	3.85	Moderate Concern
Sutter	Yuba City Unified	52	3.85	Moderate Concern
San Diego	Valley Center-Pauma Unified	184	3.8	Moderate Concern
Stanislaus	Turlock Unified	53	3.77	Moderate Concern
Ventura	Ventura Unified	27	3.7	Moderate Concern
San Joaquin	Tracy Joint Unified	27	3.7	Moderate Concern
Calaveras	Calaveras Unified	27	3.7	Moderate Concern
San Joaquin	Lincoln Unified	27	3.7	Moderate Concern
Yolo	Washington Unified	28	3.57	Acceptable
Placer	Roseville Joint Union High	28	3.57	Acceptable
Siskiyou	Yreka Union Elementary	85	3.53	Acceptable
Glenn	Stony Creek Joint Unified	29	3.45	Acceptable
San Joaquin	San Joaquin County Office of Education	29	3.45	Acceptable
San Bernardino	Hesperia Unified	58	3.45	Acceptable
Santa Clara	Gilroy Unified	30	3.33	Acceptable
Alameda	Oakland Unified	60	3.33	Acceptable
San Francisco	San Francisco Unified	150	3.33	Acceptable

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Kern	Fruitvale Elementary	32	3.13	Acceptable
Merced	Los Banos Unified	32	3.13	Acceptable
San Diego	Poway Unified	32	3.13	Acceptable
Contra Costa	West Contra Costa Unified	33	3.03	Acceptable
Inyo	Big Pine Unified	33	3.03	Acceptable
Mendocino	Willits Unified	66	3.03	Acceptable
Orange	Orange Unified	34	2.94	Acceptable
San Diego	Warner Unified	68	2.94	Acceptable
Los Angeles	ABC Unified	35	2.86	Acceptable
Contra Costa	Mt. Diablo Unified	36	2.78	Acceptable
Solano	Vacaville Unified	36	2.78	Acceptable
San Bernardino	Redlands Unified	36	2.78	Acceptable
Inyo	Bishop Unified	144	2.78	Acceptable
Kings	Central Union Elementary	74	2.7	Acceptable
San Bernardino	Victor Elementary	74	2.7	Acceptable
Alameda	Fremont Unified	38	2.63	Acceptable
Riverside	Temecula Valley Unified	114	2.63	Acceptable
Mariposa	Mariposa County Unified	39	2.56	Acceptable
San Diego	Oceanside Unified	40	2.5	Acceptable
Fresno	Sierra Unified	122	2.46	Acceptable
Fresno	Central Unified	41	2.44	Acceptable
San Bernardino	Victor Valley Union High	125	2.4	Acceptable
Sacramento	Elk Grove Unified	169	2.37	Acceptable
Riverside	Beaumont Unified	43	2.33	Acceptable
Riverside	Val Verde Unified	43	2.33	Acceptable
Los Angeles	Antelope Valley Union High	44	2.27	Acceptable
Riverside	San Jacinto Unified	133	2.26	Acceptable
San Joaquin	Lodi Unified	90	2.22	Acceptable
San Diego	San Diego Unified	226	2.21	Acceptable
Madera	Madera Unified	46	2.17	Acceptable
San Diego	Lakeside Union Elementary	47	2.13	Acceptable
Santa Clara	Santa Clara Unified	47	2.13	Acceptable
Santa Clara	San Jose Unified	49	2.04	Acceptable
Placer	Western Placer Unified	50	2	Acceptable
Riverside	Corona-Norco Unified	103	1.94	Acceptable



# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

San Diego	Grossmont Union High	55	1.82	Acceptable
Los Angeles	Los Angeles Unified	571	1.75	Acceptable
Orange	Santa Ana Unified	59	1.69	Acceptable
Orange	Anaheim Union High	65	1.54	Acceptable
Amador	Amador County Unified	65	1.54	Acceptable
Fresno	Clovis Unified	145	1.38	Acceptable
Riverside	Riverside Unified	89	1.12	Acceptable
Kern	Bakersfield City	91	1.1	Acceptable
Alameda	San Leandro Unified	10	0	Acceptable
Alameda	Pleasanton Unified	10	0	Acceptable
El Dorado	Camino Union Elementary	10	0	Acceptable
Kern	Southern Kern Unified	10	0	Acceptable
Kings	Pioneer Union Elementary	10	0	Acceptable
Los Angeles	Azusa Unified	10	0	Acceptable
Los Angeles	Burbank Unified	10	0	Acceptable
Los Angeles	Norwalk-La Mirada Unified	10	0	Acceptable
Los Angeles	Santa Monica-Malibu Unified	10	0	Acceptable
Los Angeles	Alhambra Unified	10	0	Acceptable
Marin	San Rafael City Elementary	10	0	Acceptable
Orange	Anaheim Elementary	10	0	Acceptable
Sacramento	Galt Joint Union Elementary	10	0	Acceptable
San Benito	Hollister	10	0	Acceptable
San Diego	Escondido Union High	10	0	Acceptable
San Joaquin	Linden Unified	10	0	Acceptable
Santa Barbara	Santa Maria Joint Union High	10	0	Acceptable
Sonoma	Mark West Union Elementary	10	0	Acceptable
Stanislaus	Empire Union Elementary	10	0	Acceptable
Tehama	Antelope Elementary	10	0	Acceptable
Ventura	Moorpark Unified	10	0	Acceptable
Alameda	Castro Valley Unified	11	0	Acceptable
Los Angeles	Hawthorne	11	0	Acceptable
Los Angeles	Paramount Unified	11	0	Acceptable
Los Angeles	Whittier Union High	11	0	Acceptable
Madera	Chowchilla Elementary	11	0	Acceptable
Shasta	Black Butte Union Elementary	11	0	Acceptable

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Shasta	Whitmore Union Elementary	11	0	Acceptable
Sonoma	Bellevue Union	11	0	Acceptable
Trinity	Mountain Valley Unified	11	0	Acceptable
Alameda	Berkeley Unified	12	0	Acceptable
Glenn	Glenn County Office of Education	12	0	Acceptable
Humboldt	Mattole Unified	12	0	Acceptable
Kern	Mojave Unified	12	0	Acceptable
Kern	Taft Union High	12	0	Acceptable
Los Angeles	Redondo Beach Unified	12	0	Acceptable
Monterey	Salinas City Elementary	12	0	Acceptable
Monterey	Salinas Union High	12	0	Acceptable
Orange	Los Alamitos Unified	12	0	Acceptable
Sacramento	River Delta Joint Unified	12	0	Acceptable
San Bernardino	Silver Valley Unified	12	0	Acceptable
San Diego	Encinitas Union Elementary	12	0	Acceptable
Santa Clara	Oak Grove Elementary	12	0	Acceptable
Yolo	Davis Joint Unified	12	0	Acceptable
Alameda	Livermore Valley Joint Unified	13	0	Acceptable
Contra Costa	Brentwood Union Elementary	13	0	Acceptable
Lake	Middletown Unified	13	0	Acceptable
Lassen	Ravendale-Termo Elementary	13	0	Acceptable
Los Angeles	Hacienda la Puente Unified	13	0	Acceptable
Santa Cruz	San Lorenzo Valley Unified	13	0	Acceptable
Santa Cruz	Scotts Valley Unified	13	0	Acceptable
Sonoma	Liberty Elementary	13	0	Acceptable
Sutter	Live Oak Unified	13	0	Acceptable
Tulare	Tulare Joint Union High	13	0	Acceptable
Kern	Tehachapi Unified	14	0	Acceptable
Los Angeles	Newhall	14	0	Acceptable
Santa Barbara	Santa Maria-Bonita	14	0	Acceptable
Santa Cruz	Pajaro Valley Unified	14	0	Acceptable
Siskiyou	Junction Elementary	14	0	Acceptable
El Dorado	Buckeye Union Elementary	15	0	Acceptable
Kern	Greenfield Union	15	0	Acceptable
Los Angeles	Saugus Union	15	0	Acceptable

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Monterey	Monterey Peninsula Unified	15	0	Acceptable
Riverside	Perris Union High	15	0	Acceptable
Santa Barbara	Orcutt Union Elementary	15	0	Acceptable
Stanislaus	Patterson Joint Unified	15	0	Acceptable
Tehama	Corning Union Elementary	15	0	Acceptable
Kern	Kernville Union Elementary	16	0	Acceptable
Los Angeles	Westside Union Elementary	16	0	Acceptable
Merced	Atwater Elementary	16	0	Acceptable
Orange	Magnolia Elementary	16	0	Acceptable
Orange	Westminster	16	0	Acceptable
San Bernardino	Etiwanda Elementary	16	0	Acceptable
San Diego	Borrego Springs Unified	16	0	Acceptable
San Diego	La Mesa-Spring Valley	16	0	Acceptable
Shasta	Mountain Union Elementary	16	0	Acceptable
Solano	Travis Unified	16	0	Acceptable
Sutter	Marcum-Illinois Union Elementary	16	0	Acceptable
Tulare	Dinuba Unified	16	0	Acceptable
El Dorado	Mother Lode Union Elementary	17	0	Acceptable
Kings	Lemoore Union Elementary	17	0	Acceptable
Orange	Saddleback Valley Unified	17	0	Acceptable
San Bernardino	Trona Joint Unified	17	0	Acceptable
San Luis Obispo	Paso Robles Joint Unified	17	0	Acceptable
Santa Clara	Alum Rock Union Elementary	17	0	Acceptable
Shasta	Columbia Elementary	17	0	Acceptable
Siskiyou	Siskiyou County Office of Education	17	0	Acceptable
Siskiyou	Happy Camp Union Elementary	17	0	Acceptable
Tulare	Tulare City	17	0	Acceptable
Ventura	Pleasant Valley	17	0	Acceptable
Alameda	Alameda Unified	18	0	Acceptable
Fresno	Orange Center	18	0	Acceptable
Los Angeles	Torrance Unified	18	0	Acceptable
Orange	Tustin Unified	18	0	Acceptable
San Diego	Ramona City Unified	18	0	Acceptable
Santa Cruz	Live Oak Elementary	18	0	Acceptable
Shasta	Shasta County Office of Education	18	0	Acceptable

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Shasta	Happy Valley Union Elementary	18	0	Acceptable
Stanislaus	Waterford Unified	18	0	Acceptable
Inyo	Lone Pine Unified	19	0	Acceptable
Orange	Newport-Mesa Unified	19	0	Acceptable
Placer	Dry Creek Joint Elementary	19	0	Acceptable
San Bernardino	Chino Valley Unified	19	0	Acceptable
San Diego	Escondido Union	19	0	Acceptable
Santa Clara	Campbell Union High	19	0	Acceptable
Santa Clara	Milpitas Unified	19	0	Acceptable
Sonoma	Rincon Valley Union Elementary	19	0	Acceptable
Alameda	Dublin Unified	20	0	Acceptable
Kern	Rosedale Union Elementary	20	0	Acceptable
Riverside	Alvord Unified	20	0	Acceptable
Riverside	Jurupa Unified	20	0	Acceptable
Sacramento	Robla Elementary	20	0	Acceptable
San Bernardino	Adelanto Elementary	20	0	Acceptable
San Diego	San Dieguito Union High	20	0	Acceptable
San Diego	Santee	20	0	Acceptable
San Mateo	Jefferson Elementary	20	0	Acceptable
Stanislaus	Stanislaus County Office of Education	20	0	Acceptable
Stanislaus	Stanislaus Union Elementary	20	0	Acceptable
Trinity	Burnt Ranch Elementary	20	0	Acceptable
Tuolumne	Summerville Elementary	20	0	Acceptable
Fresno	Westside Elementary	21	0	Acceptable
Los Angeles	Bellflower Unified	21	0	Acceptable
Sacramento	Sacramento County Office of Education	21	0	Acceptable
Santa Clara	Evergreen Elementary	21	0	Acceptable
Siskiyou	Siskiyou Union High	21	0	Acceptable
Tulare	Tulare County Office of Education	21	0	Acceptable
Ventura	Hueneme Elementary	21	0	Acceptable
Ventura	Simi Valley Unified	21	0	Acceptable
Los Angeles	Covina-Valley Unified	22	0	Acceptable
Mono	Eastern Sierra Unified	22	0	Acceptable
Riverside	Meniffee Union Elementary	22	0	Acceptable
Alpine	Alpine County Unified	23	0	Acceptable



# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

Colusa	Colusa Unified	23	0	Acceptable
Kern	Kern County Office of Education	23	0	Acceptable
Orange	Orange County Department of Education	23	0	Acceptable
San Luis Obispo	Lucia Mar Unified	23	0	Acceptable
Stanislaus	Oakdale Joint Unified	23	0	Acceptable
Los Angeles	Glendale Unified	24	0	Acceptable
Napa	Napa Valley Unified	24	0	Acceptable
Santa Clara	Morgan Hill Unified	24	0	Acceptable
Sonoma	Santa Rosa Elementary	24	0	Acceptable
Tuolumne	Summersville Union High	24	0	Acceptable
Kern	Norris Elementary	25	0	Acceptable
San Bernardino	Upland Unified	25	0	Acceptable
Los Angeles	Montebello Unified	26	0	Acceptable
Los Angeles	Pasadena Unified	26	0	Acceptable
Merced	Merced City Elementary	26	0	Acceptable
Shasta	Cottonwood Union Elementary	26	0	Acceptable
Stanislaus	Hickman Community Charter	26	0	Acceptable
Butte	Butte County Office of Education	27	0	Acceptable
San Bernardino	Alta Loma Elementary	27	0	Acceptable
San Diego	Chula Vista Elementary	27	0	Acceptable
San Luis Obispo	Atascadero Unified	27	0	Acceptable
Marin	Novato Unified	28	0	Acceptable
Sonoma	Windsor Unified	28	0	Acceptable
Stanislaus	Modesto City Elementary	28	0	Acceptable
Orange	Irvine Unified	29	0	Acceptable
Placer	Rocklin Unified	29	0	Acceptable
Los Angeles	Pomona Unified	31	0	Acceptable
Sutter	Meridian Elementary	31	0	Acceptable
Tehama	Red Bluff Joint Union High	31	0	Acceptable
Ventura	Conejo Valley Unified	31	0	Acceptable
Fresno	Fresno County Office of Education	33	0	Acceptable
Tehama	Red Bluff Union Elementary	33	0	Acceptable
Humboldt	Fortuna Elementary	34	0	Acceptable
Kern	Panama-Buena Vista Union	34	0	Acceptable
Merced	Merced Union High	34	0	Acceptable

# APPENDIX B - MATRIX OF SUSPENSIONS FEMALE

San Bernardino	Apple Valley Unified	35	0	Acceptable
San Diego	San Marcos Unified	35	0	Acceptable
Los Angeles	Las Virgenes Unified	36	0	Acceptable
Orange	Huntington Beach Union High	36	0	Acceptable
San Diego	Alpine Union Elementary	36	0	Acceptable
Contra Costa	San Ramon Valley Unified	38	0	Acceptable
Shasta	Cascade Union Elementary	38	0	Acceptable
Los Angeles	Duarte Unified	39	0	Acceptable
San Diego	Dehesa Elementary	39	0	Acceptable
San Joaquin	New Jerusalem Elementary	39	0	Acceptable
Los Angeles	Lancaster Elementary	41	0	Acceptable
San Bernardino	Oro Grande	42	0	Acceptable
San Diego	Spencer Valley Elementary	42	0	Acceptable
Los Angeles	Inglewood Unified	43	0	Acceptable
Tulare	Burton Elementary	43	0	Acceptable
Los Angeles	West Covina Unified	45	0	Acceptable
San Diego	Sweetwater Union High	45	0	Acceptable
Los Angeles	Acton-Agua Dulce Unified	51	0	Acceptable
Del Norte	Del Norte County Office of Education	54	0	Acceptable
Los Angeles	William S. Hart Union High	57	0	Acceptable
Orange	Capistrano Unified	57	0	Acceptable
Kern	Maricopa Unified	59	0	Acceptable
Santa Clara	Sunnyvale	62	0	Acceptable
Shasta	Redding Elementary	63	0	Acceptable
San Bernardino	Ontario-Montclair	75	0	Acceptable
Los Angeles	San Gabriel Unified	150	0	Acceptable
Los Angeles	Baldwin Park Unified	224	0	Acceptable

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

County Name	District Name	Cumulative Enrollment	Suspension Rate	Classification
Humboldt	Fortuna Union High	14	71.43	Urgent Concern
Modoc	Modoc Joint Unified	40	42.5	Urgent Concern
Humboldt	Loleta Union Elementary	16	37.5	Urgent Concern
Lassen	Lassen Union High	35	37.14	Urgent Concern
Alameda	Alameda Unified	11	36.36	Urgent Concern
El Dorado	Lake Tahoe Unified	11	36.36	Urgent Concern
Mono	Eastern Sierra Unified	17	35.29	Urgent Concern
Tulare	Strathmore Union Elementary	12	33.33	Urgent Concern
El Dorado	El Dorado Union High	21	33.33	Urgent Concern
Mendocino	Arena Union Elementary	13	30.77	Urgent Concern
Kings	Hanford Joint Union High	17	29.41	Urgent Concern
Kings	Lemoore Union High	41	29.27	Urgent Concern
Humboldt	Humboldt County Office of Education	32	28.13	Urgent Concern
Fresno	Washington Unified	11	27.27	Urgent Concern
San Diego	San Diego County Office of Education	22	27.27	Urgent Concern
Sonoma	Sonoma County Office of Education	27	25.93	Urgent Concern
San Diego	Escondido Union High	16	25	Urgent Concern
Kern	Kernville Union Elementary	16	25	Urgent Concern
Yolo	Davis Joint Unified	21	23.81	Urgent Concern
Mendocino	Ukiah Unified	179	23.46	Urgent Concern
Lake	Kelseyville Unified	30	23.33	Urgent Concern
Lake	Upper Lake Unified	43	23.26	Urgent Concern
Tehama	Gerber Union Elementary	13	23.08	Urgent Concern
Humboldt	South Bay Union Elementary	22	22.73	Urgent Concern
Butte	Oroville Union High	106	22.64	Urgent Concern
Los Angeles	Los Angeles County Office of Education	27	22.22	Urgent Concern
Glenn	Willows Unified	27	22.22	Urgent Concern
Sonoma	Santa Rosa High	54	22.22	Urgent Concern
Lake	Konocti Unified	59	22.03	Urgent Concern
Contra Costa	Pittsburg Unified	14	21.43	Urgent Concern
Butte	Paradise Unified	42	21.43	Urgent Concern
Butte	Oroville City Elementary	56	21.43	Urgent Concern
Butte	Thermalito Union Elementary	39	20.51	Urgent Concern
Riverside	Palm Springs Unified	64	20.31	Urgent Concern

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Siskiyou	Junction Elementary	10	20	Urgent Concern
Amador	Amador County Office of Education	10	20	Urgent Concern
Shasta	Bella Vista Elementary	10	20	Urgent Concern
Los Angeles	Whittier Union High	10	20	Urgent Concern
Sonoma	Piner-Olivet Union Elementary	10	20	Urgent Concern
Nevada	Grass Valley Elementary	20	20	Urgent Concern
El Dorado	Black Oak Mine Unified	20	20	Urgent Concern
Orange	Garden Grove Unified	16	18.75	Urgent Concern
Riverside	Coachella Valley Unified	59	18.64	Urgent Concern
Humboldt	Pacific Union Elementary	11	18.18	Urgent Concern
Madera	Madera County Superintendent of Schools	11	18.18	Urgent Concern
Tuolumne	Sonora Elementary	11	18.18	Urgent Concern
Shasta	Happy Valley Union Elementary	22	18.18	Urgent Concern
Stanislaus	Ceres Unified	33	18.18	Urgent Concern
San Bernardino	Needles Unified	83	18.07	Urgent Concern
Humboldt	McKinleyville Union Elementary	61	18.03	Urgent Concern
San Joaquin	Tracy Joint Unified	28	17.86	Urgent Concern
Santa Barbara	Santa Maria Joint Union High	17	17.65	Urgent Concern
Humboldt	Klamath-Trinity Joint Unified	431	17.63	Urgent Concern
Sonoma	Windsor Unified	23	17.39	Urgent Concern
Solano	Vallejo City Unified	23	17.39	Urgent Concern
Stanislaus	Oakdale Joint Unified	29	17.24	Urgent Concern
Shasta	Fall River Joint Unified	58	17.24	Urgent Concern
San Joaquin	Ripon Unified	12	16.67	Urgent Concern
Glenn	Orland Joint Unified	12	16.67	Urgent Concern
Stanislaus	Patterson Joint Unified	12	16.67	Urgent Concern
Sutter	Live Oak Unified	12	16.67	Urgent Concern
Placer	Roseville Joint Union High	30	16.67	Urgent Concern
Yolo	Washington Unified	30	16.67	Urgent Concern
Tehama	Red Bluff Joint Union High	30	16.67	Urgent Concern
Kern	Sierra Sands Unified	37	16.22	Urgent Concern
Fresno	Central Unified	56	16.07	Urgent Concern
San Joaquin	Stockton Unified	337	16.02	Urgent Concern
Siskiyou	Yreka Union High	25	16	Urgent Concern
Los Angeles	Antelope Valley Union High	44	15.91	Urgent Concern



# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Orange	Orange Unified	19	15.79	Urgent Concern
Humboldt	Eureka City Schools	121	15.7	Urgent Concern
San Diego	Mountain Empire Unified	51	15.69	Urgent Concern
Santa Barbara	Santa Maria-Bonita	13	15.38	Urgent Concern
Shasta	Enterprise Elementary	52	15.38	Urgent Concern
San Bernardino	Barstow Unified	33	15.15	Urgent Concern
Shasta	Pacheco Union Elementary	20	15	Urgent Concern
Yuba	Marysville Joint Unified	154	14.94	Urgent Concern
Inyo	Lone Pine Unified	27	14.81	Urgent Concern
Riverside	Hemet Unified	108	14.81	Urgent Concern
Calaveras	Calaveras Unified	34	14.71	Urgent Concern
San Bernardino	Hesperia Unified	41	14.63	Urgent Concern
Siskiyou	Scott Valley Unified	41	14.63	Urgent Concern
Alameda	San Lorenzo Unified	14	14.29	Urgent Concern
San Luis Obispo	San Luis Coastal Unified	14	14.29	Urgent Concern
Sonoma	Petaluma Joint Union High	21	14.29	Urgent Concern
Yuba	Yuba County Office of Education	28	14.29	Urgent Concern
San Bernardino	Snowline Joint Unified	28	14.29	Urgent Concern
Trinity	Trinity Alps Unified	28	14.29	Urgent Concern
Sutter	Yuba City Unified	50	14	Urgent Concern
Sacramento	Twin Rivers Unified	137	13.87	Urgent Concern
San Bernardino	Rialto Unified	29	13.79	Urgent Concern
Stanislaus	Turlock Unified	58	13.79	Urgent Concern
Alameda	Fremont Unified	51	13.73	Urgent Concern
Placer	Dry Creek Joint Elementary	22	13.64	Urgent Concern
Stanislaus	Sylvan Union Elementary	22	13.64	Urgent Concern
San Joaquin	San Joaquin County Office of Education	30	13.33	Urgent Concern
Glenn	Stony Creek Joint Unified	23	13.04	Urgent Concern
Alameda	Hayward Unified	31	12.9	Urgent Concern
San Bernardino	San Bernardino County Office of Education	31	12.9	Urgent Concern
Shasta	Redding Elementary	71	12.68	Urgent Concern
Kern	Kern High	135	12.59	Urgent Concern
Contra Costa	Liberty Union High	16	12.5	Urgent Concern
San Bernardino	Trona Joint Unified	16	12.5	Urgent Concern
San Joaquin	Linden Unified	16	12.5	Urgent Concern

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Sonoma	Cotati-Rohnert Park Unified	24	12.5	Urgent Concern
San Joaquin	Lincoln Unified	24	12.5	Urgent Concern
San Diego	Bonsall Unified	90	12.22	Urgent Concern
Stanislaus	Stanislaus County Office of Education	33	12.12	Urgent Concern
Riverside	Riverside County Office of Education	58	12.07	Urgent Concern
Siskiyou	Yreka Union Elementary	83	12.05	Urgent Concern
Shasta	Shasta Union High	108	12.04	Urgent Concern
Fresno	Fresno Unified	228	11.84	Urgent Concern
Merced	Dos Palos Oro Loma Joint Unified	17	11.76	Urgent Concern
Santa Clara	Milpitas Unified	17	11.76	Urgent Concern
Lassen	Susanville Elementary	34	11.76	Urgent Concern
Shasta	Gateway Unified	103	11.65	Urgent Concern
Alameda	Livermore Valley Joint Unified	26	11.54	Urgent Concern
Humboldt	Cutten Elementary	26	11.54	Urgent Concern
Sacramento	Folsom-Cordova Unified	44	11.36	Urgent Concern
Imperial	San Pasqual Valley Unified	187	11.23	Urgent Concern
Santa Clara	Oak Grove Elementary	18	11.11	Urgent Concern
Kings	Lemoore Union Elementary	18	11.11	Urgent Concern
Sacramento	Center Joint Unified	18	11.11	Urgent Concern
Los Angeles	Burbank Unified	18	11.11	Urgent Concern
San Diego	Escondido Union	18	11.11	Urgent Concern
Santa Clara	Campbell Union High	18	11.11	Urgent Concern
Ventura	Ventura Unified	27	11.11	Urgent Concern
Riverside	Lake Elsinore Unified	36	11.11	Urgent Concern
Del Norte	Del Norte County Unified	279	11.11	Urgent Concern
Shasta	Cascade Union Elementary	55	10.91	Urgent Concern
Riverside	Moreno Valley Unified	46	10.87	Urgent Concern
Sacramento	San Juan Unified	258	10.85	Urgent Concern
Fresno	Clovis Unified	166	10.84	Urgent Concern
Madera	Yosemite Unified	37	10.81	Urgent Concern
Riverside	Beaumont Unified	56	10.71	Urgent Concern
Santa Clara	San Jose Unified	56	10.71	Urgent Concern
San Bernardino	Morongo Unified	47	10.64	Urgent Concern
San Diego	San Dieguito Union High	19	10.53	Urgent Concern
Fresno	Sanger Unified	19	10.53	Urgent Concern
Kings	Hanford Elementary	19	10.53	Urgent Concern

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

San Mateo	Sequoia Union High	19	10.53	Urgent Concern
Contra Costa	Mt. Diablo Unified	29	10.34	High Concern
Lake	Lakeport Unified	88	10.23	High Concern
Madera	Madera Unified	59	10.17	High Concern
Contra Costa	Antioch Unified	69	10.14	High Concern
Orange	Ocean View	10	10	High Concern
El Dorado	Placerville Union Elementary	10	10	High Concern
Merced	Hilmar Unified	10	10	High Concern
Orange	Fountain Valley Elementary	10	10	High Concern
Orange	Westminster	10	10	High Concern
Placer	Placer County Office of Education	10	10	High Concern
Tehama	Corning Union High	10	10	High Concern
Tulare	Tulare County Office of Education	10	10	High Concern
Sonoma	Guerneville Elementary	20	10	High Concern
San Diego	La Mesa-Spring Valley	20	10	High Concern
Tehama	Evergreen Union	20	10	High Concern
Tehama	Corning Union Elementary	30	10	High Concern
Yolo	Woodland Joint Unified	30	10	High Concern
Amador	Amador County Unified	50	10	High Concern
Sacramento	Sacramento City Unified	151	9.93	High Concern
Kern	Rosedale Union Elementary	31	9.68	High Concern
Fresno	Fresno County Office of Education	31	9.68	High Concern
Solano	Fairfield-Suisun Unified	52	9.62	High Concern
Madera	Chawanakee Unified	52	9.62	High Concern
Kern	Standard Elementary	21	9.52	High Concern
Los Angeles	Norwalk-La Mirada Unified	21	9.52	High Concern
San Bernardino	Adelanto Elementary	21	9.52	High Concern
Monterey	Salinas Union High	11	9.09	High Concern
Humboldt	Ferndale Unified	11	9.09	High Concern
Merced	Livingston Union	11	9.09	High Concern
Sacramento	River Delta Joint Unified	11	9.09	High Concern
Santa Clara	Alum Rock Union Elementary	11	9.09	High Concern
Santa Clara	Campbell Union	11	9.09	High Concern
San Bernardino	Oro Grande	22	9.09	High Concern
Nevada	Nevada Joint Union High	22	9.09	High Concern
San Bernardino	Chino Valley Unified	22	9.09	High Concern

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Shasta	Shasta County Office of Education	22	9.09	High Concern
San Bernardino	Apple Valley Unified	33	9.09	High Concern
Mendocino	Willits Unified	77	9.09	High Concern
Riverside	Banning Unified	77	9.09	High Concern
Sacramento	Natomas Unified	56	8.93	High Concern
Inyo	Bishop Unified	169	8.88	High Concern
Los Angeles	Lancaster Elementary	34	8.82	High Concern
San Joaquin	Manteca Unified	68	8.82	High Concern
San Diego	Ramona City Unified	23	8.7	High Concern
Riverside	Riverside Unified	92	8.7	High Concern
San Diego	Sweetwater Union High	35	8.57	High Concern
Riverside	Palo Verde Unified	12	8.33	High Concern
Colusa	Maxwell Unified	12	8.33	High Concern
Alameda	Alameda County Office of Education	12	8.33	High Concern
El Dorado	Buckeye Union Elementary	12	8.33	High Concern
Butte	Butte County Office of Education	24	8.33	High Concern
San Diego	Cajon Valley Union	24	8.33	High Concern
Tuolumne	Summerville Union High	24	8.33	High Concern
Fresno	Sierra Unified	120	8.33	High Concern
Merced	Merced Union High	25	8	High Concern
Placer	Placer Union High	25	8	High Concern
San Bernardino	Victor Elementary	88	7.95	High Concern
San Bernardino	San Bernardino City Unified	141	7.8	High Concern
Madera	Golden Valley Unified	13	7.69	High Concern
Sonoma	Sonoma Valley Unified	13	7.69	High Concern
Mendocino	Mendocino County Office of Education	26	7.69	High Concern
Mendocino	Laytonville Unified	26	7.69	High Concern
Tehama	Red Bluff Union Elementary	39	7.69	High Concern
San Bernardino	Redlands Unified	39	7.69	High Concern
Contra Costa	West Contra Costa Unified	52	7.69	High Concern
Santa Barbara	Santa Barbara Unified	40	7.5	High Concern
Stanislaus	Modesto City High	40	7.5	High Concern
San Diego	Valley Center-Pauma Unified	187	7.49	High Concern
San Diego	Vista Unified	54	7.41	High Concern
Tulare	Visalia Unified	111	7.21	High Concern
Los Angeles	Covina-Valley Unified	14	7.14	High Concern

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Los Angeles	Redondo Beach Unified	14	7.14	High Concern
Madera	Bass Lake Joint Union Elementary	14	7.14	High Concern
Placer	Eureka Union	14	7.14	High Concern
Sacramento	Robla Elementary	14	7.14	High Concern
Santa Clara	Los Gatos Union Elementary	14	7.14	High Concern
Los Angeles	Compton Unified	28	7.14	High Concern
Riverside	Desert Sands Unified	42	7.14	High Concern
Santa Barbara	Lompoc Unified	29	6.9	Moderate Concern
Placer	Roseville City Elementary	29	6.9	Moderate Concern
San Luis Obispo	Lucia Mar Unified	29	6.9	Moderate Concern
Shasta	Anderson Union High	58	6.9	Moderate Concern
San Joaquin	Lodi Unified	73	6.85	Moderate Concern
Alameda	San Leandro Unified	15	6.67	Moderate Concern
San Bernardino	Yucaipa-Calimesa Joint Unified	15	6.67	Moderate Concern
Humboldt	Mattole Unified	15	6.67	Moderate Concern
Mendocino	Fort Bragg Unified	15	6.67	Moderate Concern
Sacramento	Sacramento County Office of Education	15	6.67	Moderate Concern
Sonoma	Roseland	15	6.67	Moderate Concern
Sonoma	Rincon Valley Union Elementary	30	6.67	Moderate Concern
Tulare	Burton Elementary	30	6.67	Moderate Concern
Riverside	Menifee Union Elementary	30	6.67	Moderate Concern
Santa Clara	Morgan Hill Unified	30	6.67	Moderate Concern
Kern	Fruitvale Elementary	30	6.67	Moderate Concern
Tulare	Porterville Unified	151	6.62	Moderate Concern
Solano	Vacaville Unified	47	6.38	Moderate Concern
Riverside	Temecula Valley Unified	95	6.32	Moderate Concern
Riverside	Jurupa Unified	16	6.25	Moderate Concern
Humboldt	Northern Humboldt Union High	49	6.12	Moderate Concern
San Diego	Grossmont Union High	66	6.06	Moderate Concern
Shasta	Cottonwood Union Elementary	17	5.88	Moderate Concern
Inyo	Inyo County Office of Education	17	5.88	Moderate Concern
Santa Cruz	Scotts Valley Unified	17	5.88	Moderate Concern
Siskiyou	Siskiyou Union High	17	5.88	Moderate Concern
Los Angeles	Bellflower Unified	34	5.88	Moderate Concern
Butte	Chico Unified	121	5.79	Moderate Concern
Kern	Panama-Buena Vista Union	35	5.71	Moderate Concern

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Humboldt	Fortuna Elementary	18	5.56	Moderate Concern
Orange	Newport-Mesa Unified	18	5.56	Moderate Concern
Stanislaus	Stanislaus Union Elementary	18	5.56	Moderate Concern
San Joaquin	Lammersville Joint Unified	18	5.56	Moderate Concern
Solano	Travis Unified	18	5.56	Moderate Concern
Tulare	Dinuba Unified	18	5.56	Moderate Concern
San Bernardino	Victor Valley Union High	128	5.47	Moderate Concern
Sacramento	Elk Grove Unified	203	5.42	Moderate Concern
Los Angeles	Palmdale Elementary	74	5.41	Moderate Concern
San Diego	San Diego Unified	226	5.31	Moderate Concern
Contra Costa	Contra Costa County Office of Education	19	5.26	Moderate Concern
Los Angeles	Torrance Unified	19	5.26	Moderate Concern
Merced	Atwater Elementary	19	5.26	Moderate Concern
San Bernardino	Etiwanda Elementary	19	5.26	Moderate Concern
Butte	Palermo Union Elementary	38	5.26	Moderate Concern
Riverside	San Jacinto Unified	135	5.19	Moderate Concern
Santa Clara	Santa Clara Unified	39	5.13	Moderate Concern
Orange	Santa Ana Unified	79	5.06	Moderate Concern
San Luis Obispo	Atascadero Unified	20	5	Moderate Concern
Napa	Napa Valley Unified	20	5	Moderate Concern
Los Angeles	Las Virgenes Unified	40	5	Moderate Concern
San Diego	Lakeside Union Elementary	60	5	Moderate Concern
Kern	Bakersfield City	81	4.94	Moderate Concern
Placer	Western Placer Unified	41	4.88	Moderate Concern
San Diego	Oceanside Unified	41	4.88	Moderate Concern
Placer	Loomis Union Elementary	21	4.76	Moderate Concern
San Bernardino	Upland Unified	22	4.55	Moderate Concern
Sonoma	Cloverdale Unified	22	4.55	Moderate Concern
Santa Clara	East Side Union High	45	4.44	Moderate Concern
San Francisco	San Francisco Unified	204	4.41	Moderate Concern
Kern	Norris Elementary	23	4.35	Moderate Concern
San Diego	Lemon Grove	23	4.35	Moderate Concern
Mendocino	Round Valley Unified	169	4.14	Moderate Concern
Riverside	Corona-Norco Unified	98	4.08	Moderate Concern
Merced	Los Banos Unified	25	4	Moderate Concern



# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Orange	Tustin Unified	25	4	Moderate Concern
Riverside	Alvord Unified	25	4	Moderate Concern
Santa Clara	Santa Clara County Office of Education	25	4	Moderate Concern
Orange	Capistrano Unified	51	3.92	Moderate Concern
Alameda	Oakland Unified	77	3.9	Moderate Concern
Siskiyou	Happy Camp Union Elementary	26	3.85	Moderate Concern
Orange	Anaheim Union High	78	3.85	Moderate Concern
Los Angeles	Montebello Unified	27	3.7	Moderate Concern
San Bernardino	Chaffey Joint Union High	54	3.7	Moderate Concern
Los Angeles	Long Beach Unified	81	3.7	Moderate Concern
San Bernardino	Colton Joint Unified	28	3.57	Moderate Concern
Nevada	Nevada County Office of Education	28	3.57	Moderate Concern
Orange	Saddleback Valley Unified	28	3.57	Moderate Concern
Los Angeles	Pasadena Unified	29	3.45	Acceptable
Los Angeles	Los Angeles Unified	585	3.42	Acceptable
Ventura	Conejo Valley Unified	30	3.33	Acceptable
Alameda	New Haven Unified	30	3.33	Acceptable
Orange	Huntington Beach Union High	61	3.28	Acceptable
San Bernardino	Ontario-Montclair	62	3.23	Acceptable
Placer	Rocklin Unified	32	3.13	Acceptable
San Diego	Alpine Union Elementary	32	3.13	Acceptable
Santa Clara	Gilroy Unified	32	3.13	Acceptable
Riverside	Val Verde Unified	34	2.94	Acceptable
Stanislaus	Modesto City Elementary	35	2.86	Acceptable
Los Angeles	Inglewood Unified	35	2.86	Acceptable
San Diego	Poway Unified	35	2.86	Acceptable
Colusa	Colusa Unified	36	2.78	Acceptable
Los Angeles	West Covina Unified	39	2.56	Acceptable
Mariposa	Mariposa County Unified	39	2.56	Acceptable
Orange	Irvine Unified	41	2.44	Acceptable
Riverside	Murrieta Valley Unified	41	2.44	Acceptable
San Diego	Warner Unified	84	2.38	Acceptable
San Diego	Dehesa Elementary	43	2.33	Acceptable
San Diego	Julian Union Elementary	47	2.13	Acceptable
Los Angeles	Duarte Unified	49	2.04	Acceptable
Kings	Central Union Elementary	62	1.61	Acceptable

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Santa Clara	Sunnyvale	75	1.33	Acceptable
Los Angeles	San Gabriel Unified	105	0.95	Acceptable
Los Angeles	Palos Verdes Peninsula Unified	10	0	Acceptable
Marin	San Rafael City Elementary	10	0	Acceptable
Monterey	Salinas City Elementary	10	0	Acceptable
San Diego	Borrego Springs Unified	10	0	Acceptable
Santa Clara	Palo Alto Unified	10	0	Acceptable
Sonoma	Mark West Union Elementary	10	0	Acceptable
Ventura	Ojai Unified	10	0	Acceptable
Ventura	Pleasant Valley	10	0	Acceptable
Alameda	Castro Valley Unified	11	0	Acceptable
Fresno	Selma Unified	11	0	Acceptable
Los Angeles	Culver City Unified	11	0	Acceptable
Los Angeles	Westside Union Elementary	11	0	Acceptable
Los Angeles	Wilsona Elementary	11	0	Acceptable
Monterey	Bradley Union Elementary	11	0	Acceptable
Orange	Anaheim Elementary	11	0	Acceptable
Santa Clara	Cupertino Union	11	0	Acceptable
Santa Cruz	San Lorenzo Valley Unified	11	0	Acceptable
Sutter	Sutter Union High	11	0	Acceptable
Sonoma	Bellevue Union	12	0	Acceptable
Fresno	Kerman Unified	13	0	Acceptable
Kings	Pioneer Union Elementary	13	0	Acceptable
Lake	Lucerne Elementary	13	0	Acceptable
Los Angeles	Santa Monica-Malibu Unified	13	0	Acceptable
Orange	Fullerton Elementary	13	0	Acceptable
San Bernardino	Alta Loma Elementary	13	0	Acceptable
Santa Clara	Moreland	13	0	Acceptable
Tuolumne	Curtis Creek Elementary	13	0	Acceptable
Contra Costa	Oakley Union Elementary	14	0	Acceptable
El Dorado	Mother Lode Union Elementary	14	0	Acceptable
Kern	Greenfield Union	14	0	Acceptable
Kings	Kit Carson Union Elementary	14	0	Acceptable
Los Angeles	Charter Oak Unified	14	0	Acceptable
Orange	Fullerton Joint Union High	14	0	Acceptable
San Luis Obispo	Paso Robles Joint Unified	14	0	Acceptable

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

Santa Clara	Cambrian	14	0	Acceptable
Shasta	Whitmore Union Elementary	14	0	Acceptable
Stanislaus	Waterford Unified	14	0	Acceptable
Tulare	Exeter Unified	14	0	Acceptable
Fresno	Orange Center	15	0	Acceptable
Humboldt	Arcata Elementary	15	0	Acceptable
Kings	Armona Union Elementary	15	0	Acceptable
Riverside	Perris Union High	15	0	Acceptable
Shasta	Columbia Elementary	15	0	Acceptable
Sutter	Marcum-Illinois Union Elementary	15	0	Acceptable
Ventura	Simi Valley Unified	15	0	Acceptable
Contra Costa	Brentwood Union Elementary	16	0	Acceptable
Los Angeles	Newhall	16	0	Acceptable
Los Angeles	Saugus Union	16	0	Acceptable
San Bernardino	Lucerne Valley Unified	16	0	Acceptable
San Diego	Encinitas Union Elementary	16	0	Acceptable
Tuolumne	Summerville Elementary	16	0	Acceptable
Kern	Southern Kern Unified	17	0	Acceptable
Los Angeles	Glendale Unified	17	0	Acceptable
Los Angeles	Rowland Unified	17	0	Acceptable
San Bernardino	Silver Valley Unified	17	0	Acceptable
Santa Clara	Evergreen Elementary	17	0	Acceptable
Santa Cruz	Pajaro Valley Unified	17	0	Acceptable
Ventura	Hueneme Elementary	17	0	Acceptable
Fresno	Westside Elementary	18	0	Acceptable
San Diego	Carlsbad Unified	18	0	Acceptable
Santa Barbara	Orcutt Union Elementary	18	0	Acceptable
Los Angeles	Alhambra Unified	19	0	Acceptable
Sonoma	Liberty Elementary	19	0	Acceptable
Contra Costa	Byron Union Elementary	20	0	Acceptable
Los Angeles	Downey Unified	20	0	Acceptable
Los Angeles	Hawthorne	20	0	Acceptable
Alameda	Dublin Unified	21	0	Acceptable
Alpine	Alpine County Unified	21	0	Acceptable
El Dorado	El Dorado County Office of Education	21	0	Acceptable

# APPENDIX C - MATRIX OF SUSPENSIONS MALE

San Bernardino	Fontana Unified	21	0	Acceptable
Tulare	Tulare City	22	0	Acceptable
Tulare	Tulare Joint Union High	22	0	Acceptable
Orange	Magnolia Elementary	23	0	Acceptable
San Joaquin	New Jerusalem Elementary	23	0	Acceptable
Siskiyou	Siskiyou County Office of Education	23	0	Acceptable
Kern	Tehachapi Unified	24	0	Acceptable
Merced	Merced City Elementary	24	0	Acceptable
San Bernardino	Helendale Elementary	24	0	Acceptable
Sonoma	Santa Rosa Elementary	24	0	Acceptable
Monterey	Monterey Peninsula Unified	25	0	Acceptable
Orange	Placentia-Yorba Linda Unified	25	0	Acceptable
San Diego	Spencer Valley Elementary	25	0	Acceptable
Fresno	Kings Canyon Joint Unified	26	0	Acceptable
Marin	Novato Unified	26	0	Acceptable
San Diego	Chula Vista Elementary	27	0	Acceptable
Los Angeles	Pomona Unified	30	0	Acceptable
Stanislaus	Hickman Community Charter	30	0	Acceptable
Sutter	Meridian Elementary	30	0	Acceptable
Kern	Maricopa Unified	32	0	Acceptable
San Diego	San Marcos Unified	33	0	Acceptable
Kern	Kern County Office of Education	35	0	Acceptable
Los Angeles	ABC Unified	37	0	Acceptable
Los Angeles	Centinela Valley Union High	37	0	Acceptable
Contra Costa	San Ramon Valley Unified	40	0	Acceptable
Inyo	Big Pine Unified	40	0	Acceptable
Orange	Orange County Department of Education	40	0	Acceptable
Los Angeles	William S. Hart Union High	55	0	Acceptable
Del Norte	Del Norte County Office of Education	56	0	Acceptable
Los Angeles	Acton-Agua Dulce Unified	59	0	Acceptable
Los Angeles	Baldwin Park Unified	182	0	Acceptable



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