

EVERY STUDENT MATTERS

Profile: Long Beach Unified School District (LBUSD)

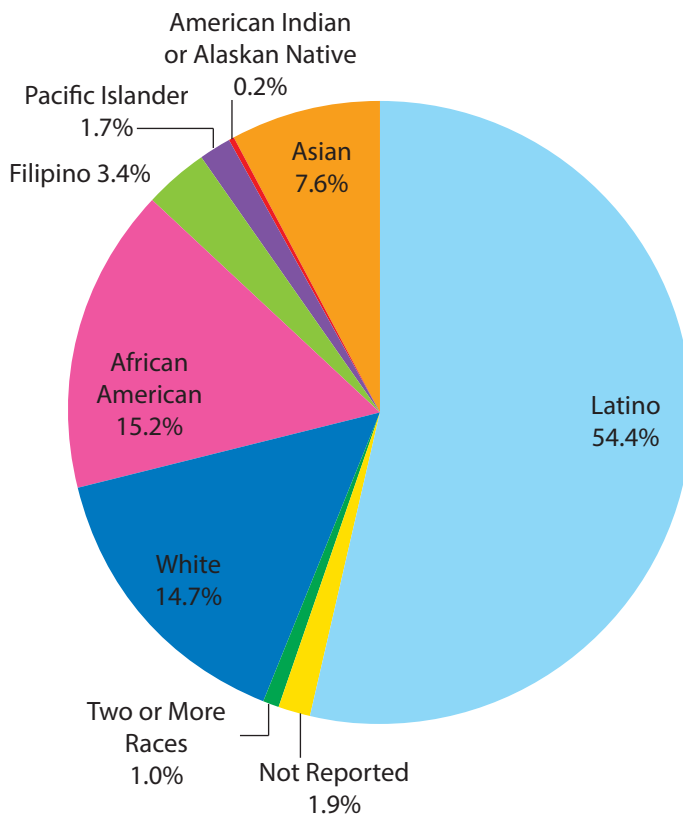
July 2014

DEMOGRAPHICS 2012-2013



- LBUSD is the **3rd largest** school district in CA
- 88 schools
- serves **82,256 students**¹

FIG. A
Racial breakdown²



Why is this important?

These facts show that LBUSD is a big district responsible for a lot of students. Changing LBUSD's school discipline policies will have a great impact.

The percentages of student enrollment by race are important numbers for making comparisons. When numbers are not proportional, that is a signal that policies are not being applied fairly.

For example, the number of Black students suspended should be proportional to the number of Black students in total. If Black students make up 15% of the total population, but account for over 15% of suspended students, then something is wrong. This means that LBUSD's school discipline policy disproportionately impacts Black students.

Minority students make up 85% of LBUSD's student enrollment. Any policies that harm students of color therefore harm nearly all of the districts students. Reforming such policies ought to be LBUSD's highest priority.

WHY LBUSD'S SCHOOL DISCIPLINE POLICY NEEDS REFORM

- **Inconsistent:** LBUSD lacks consistent discipline policies. Though the LBUSD Guidelines for Parents and Students contains excerpts from the CA Education Code, it does not provide any guidance on how schools should apply these generic state laws. As a result, different schools implement different discipline policies. This means that two students in different schools could commit identical behaviors but receive different punishments.
- **Exclusionary:** Many LBUSD students experience harsh, and exclusionary disciplinary practices such as suspension for low-level, common misbehaviors. For example, students at some schools can be suspended after the first time they misbehave on the bus, "defy authority," or use profanity.
- **Disproportionate:** These inconsistent and exclusionary disciplinary actions are disproportionately directed at students of color.

KEY/LEGEND

This data primarily comes from:



California Department of Education, DataQuest



U.S. Department of Education, Office of Civil Rights



Public Records Act Request

TOTAL SUSPENSIONS IN LBUSD OCR

The Office of Civil Rights (OCR) monitors school districts so they don't disproportionately suspend any group of students based on race/ethnicity, sex, age, disability status, etc. OCR periodically publishes information on the **number of students** subject to out-of-school and in-school suspensions for all school districts across the country. The most recent school year in this database is 2011-12, which tells us that **4,817** students received out-of-school suspensions.

FIG. B
Out-of-School Suspensions, 2011-12³

Race/Ethnicity	% of Enrollment	% of Suspended Students
Am Ind/Alaskan	0.3% (248)	0.7% (34)
Asian	11.3% (9,343)	4.4% (212)
Black	15.9% (13,146)	33.1% (1,594)
Hispanic	52.8% (43,653)	48.6% (2,341)
Pacific Islander	1.8% (1,488)	3.2% (154)
2 or more	2.5% (2,067)	2.7% (130)
White	15.4% (12,732)	7.3% (352)
Total	100% (82,677)	100% (4,817)

FIG. C
In-School Suspensions, 2011-12⁴

Race/Ethnicity	% of Enrollment	% of Suspended Students
Am Ind/Alaskan	0.3% (248)	0.8% (6)
Asian	11.3% (9,343)	2.1% (16)
Black	15.9% (13,146)	36.7% (274)
Hispanic	52.8% (43,653)	44.0% (328)
Pacific Islander	1.8% (1,488)	1.9% (14)
2 or more	2.5% (2,067)	2.7% (20)
White	15.4% (12,732)	11.8% (88)
Total	100% (82,677)	100% (746)



DataQuest reports data on the **number of suspensions** and the **number of students** subject to out-of-school and in-school suspensions. This database is updated more frequently than OCR.

LBUSD reported **11,752 total suspensions**, or incidents of suspension, in 2012-13. These suspensions may have been issued to a student once or multiple times. On the other hand, the total number of **suspended students was 5,752**.⁵ This total number represents students who were suspended once, twice, or more. Students are not double counted in this figure.

Why is this important?

Black and White students are not impacted equally by school discipline. **Black** students are more than **100% overrepresented** in suspensions, while **White** students are **underrepresented** by nearly **50%**. This disproportionality is evidence that LBUSD's school discipline policy is unfairly applied.

FIG. D
Suspension Rates, by student subgroup, 2012-13⁶

Ethnicity/Subgroup	# of Suspended Students	Suspension Rate
Latino	2,933	6.6%
American Indian or Native Alaskan	13	8.2%
Asian	136	2.2%
Pacific Islander	121	8.8%
Filipino	60	2.2%
African American	1,996	15.9%
White	408	3.4%
2 or more races	42	5.1%
None Reported	43	2.8%
Special Education	1,001	11.3%
Low-income	4,444	8.5%
English Learners	1,259	7.2%
District Total	5,752	6.3%

FIG. E
Suspension Incidents, by race/ethnicity, 2012-13⁷

Race/Ethnicity	% of Enrollment	% of Suspensions
Latino	54.4% (44,739)	51.0% (2,933)
American Indian or Native Alaskan	0.2% (159)	0.2% (13)
Asian	7.6% (6,224)	2.4% (136)
Pacific Islander	1.7% (1,374)	2.1% (121)
Filipino	3.4% (2,782)	1.0% (60)
African American	15.2% (12,543)	34.7% (1,996)
White	14.7% (12,084)	7.1% (408)
2 or more races	1.0% (820)	0.7% (42)
None Reported	1.9% (1,531)	0.7% (43)

FIG. F

Highest Suspending Schools, with rates at or exceeding 10%, 2012-13⁸

School	Suspension Rate	% Students of Color	% Free or Reduced Priced Lunch	% English Learner
Beach High-Intensive Learning Program	40.2%	92.9%	75.4%	25.1%
Lindbergh Middle	22.0%	98.2%	88.7%	19.4%
Washington Middle	21.8%	98.9%	94.5%	31.9%
Jefferson Leadership Academies	19.4%	94.2%	84.6%	24.4%
Reid High	19.4%	98.2%	81.5%	21.8%
Stephens Middle	18.1%	98.9%	86.9%	22.4%
Lindsey Academy	17.1%	97.8%	89.6%	21.8%
Hill Classical Middle	16.7%	89.1%	73.1%	17.1%
Jordan High	16.3%	98.1%	81.4%	19.2%
Marshall Academy of the Arts	16.3%	85.2%	67.8%	16.7%
Cabrillo High	15.8%	98.5%	81.6%	21.9%
Franklin Classical Middle	13.3%	98.6%	94.2%	30.3%
Wilson High	12.6%	73.9%	53.8%	10.8%
Hamilton Middle	11.7%	98.9%	85.7%	23.7%
Powell Academy for Success	11.3%	99.2%	86.7%	40.6%
Monroe K-8	11.2%	73.8%	54.4%	17.6%
Lakewood High	9.7%	76.5%	48.2%	4.6%
LBUSD (for comparison)	6.3%	85.3%	63.8%	21.3%

11 out of the 17 schools with the highest suspension rates are elementary or middle schools.



WILLFUL DEFIANCE SUSPENSIONS 

Willful defiance was the **leading cause** of suspensions in 2012-13, making up **48%** of all suspensions.¹⁰

In the California Education Code willful defiance is described as students who have “disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.”¹¹

Why is this important?

This shows the amount of suspensions based on willful defiance as part of total suspensions in one school year. 5,618 of the 11,752 suspensions issued in 2012-13 in LBUSD were for willful defiance—that is 48% of all suspensions issued. If LBUSD stopped suspending students for willful defiance it could cut suspension incidents by approximately one-half.

FIG. G

Willful Defiance vs. Total Suspensions, 2012-2013¹²

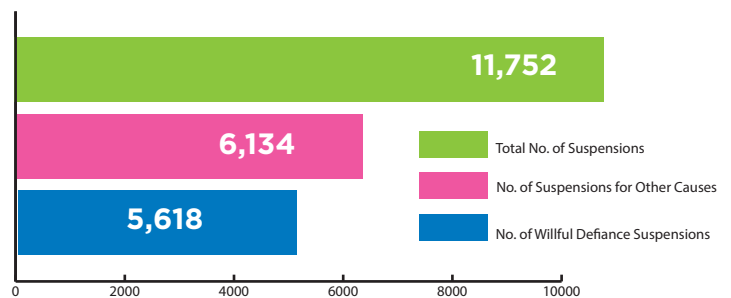


FIG. H

Schools with the highest proportion of willful defiance (WD) suspensions, 2012-13¹³

School	WD Suspensions	Total Suspensions	% Suspensions due to WD
Riley Elementary	8	8	100%
Lee Elementary	16	24	66.7%
Beach High	387	587	65.9%
Jordan High	862	1,365	63.2%
Wilson High	856	1,457	58.8%
Edison Elementary	25	46	54.3%
Jefferson Leadership Acad.	222	411	54.0%
Lakewood High	393	739	53.2%
Cabrillo High	539	1,030	52.3%
Mann Elementary	4	8	50.0%
Polytechnic High	358	722	49.6%
LBUSD	5,618	11,752	47.8%
Reid High	69	152	45.4%
Stanford Middle	104	232	44.8%
Hughes Middle	60	139	43.2%
Cubberly K-8	5	12	41.7%
Hughes Middle	220	537	41.0%

Why is this important?

These schools use WD as a reason to suspend students at a high rate.

Note that these are **not** schools with the greatest **number** of WD suspensions, but schools that use WD as a reason for the greatest **proportion** of their suspensions.

This data could be paired with the fact that WD is ill-defined & a catch-all category for common classroom misbehaviors. Many argue that WD should be more narrowly defined or eliminated.

TRUANCY TICKETS PRA

Issuing truancy tickets to students who face challenges getting to school is a harsh policy. Students who receive truancy tickets from the Long Beach Police Department must pay fines (up to \$250 or more, if multiple tickets are given) and miss school in order to go to court. Some schools also employ special policies that keep tardy and truant students out of their classrooms (on campus suspension), forcing them to miss additional instructional time. These processes are exclusionary, and foster an unwelcoming environment for students not conducive to learning.

During the 2010-11 school year, 1,032 truancy tickets were issued to LBUSD students.¹⁴

- **95%** were issued to students of color
- **72%** were issued to males
- **38%** were issued before 10am
- **22%** were issued before 9:30am

» This means that nearly a quarter of truancy tickets were issued very early in the day, which may indicate that students are being ticketed while on their way to school

- **21%** were issued to students ages 11-14

Why is this important?

This shows that the same populations disproportionately impacted by suspensions are also disproportionately issued truancy tickets.

EXPULSIONS DQ

19 LBUSD students were expelled in 2012-13, mostly related to the possession or selling of a controlled substance or weapon.¹⁵ However, anecdotal evidence suggests that this reported number does not capture the full picture of disciplinary action taken against students. Many youth have shared that it is a common practice to transfer students to alternative or continuation schools for academic or behavioral reasons without any real chance of staying or returning to a comprehensive high school.

SCHOOL CLIMATE SURVEYS

BHC LONG BEACH COMMUNITY SURVEY

In Fall 2012, the Building Healthy Communities: Long Beach Youth Committee conducted a survey in Long Beach high schools and middle schools to capture student experiences with school discipline. Over 1,700 students completed the survey. Their responses confirm that many students are subjected to harsh, exclusionary school discipline practices:¹⁶

- **61%** experience school discipline at some point in their education
 - » Nearly **18%** of students surveyed were given **out-of-school suspensions**
 - » **1/3** were sent to **on-campus suspension** or ACE
 - » **1/3** were **kicked out of class** or were made to sit outside the classroom
 - » **1/3** were disciplined for **talking back or for defiance**
 - » **1/5** were **kicked out of class in elementary school** for discipline-related issues
 - » Almost **half** reported being given **detention**; of those who received detention, **50%** were given detention in **elementary school**
- **30%** thought school discipline policies were overused
- **30%** want to see mentorship, job training, peer counseling, and support services
- Almost **half** of students who were disciplined missed out on their homework, and **40%** said they fell behind in class due to discipline
- Over **60%** were not made aware of positive youth development activities available to them at their schools, such as: college prep, extracurricular activities, internships/ career prep, counseling, and leadership opportunities
 - » **90%** did not know about health services

Why is this important?

This survey offers a compelling picture of students' personal experiences with school discipline. It attests to the detrimental effects of exclusionary discipline on academic achievement, and shows a substantial demand for constructive alternatives. This information shows the need for Restorative Justice and other positive approaches.

CA HEALTHY KIDS SURVEY

The California Healthy Kids Survey is administered by the California Department of Education. It reports on students' concerns regarding the school community. In 2010 the survey found that in LBUSD:¹⁷

- Only **50%** of 11th graders and **58%** of 7th graders said they felt like they were part of their school
- Only **23%** of 11th graders and **32%** of 7th graders said they always or sometimes got counseling to help deal with stress, depression, family issues or alcohol or drug use, in the past year
- Only **42%** of 11th graders and **46%** of 7th graders agreed or strongly agreed that teachers at their school treat students fairly
- **37%** of 11th graders and **35%** of 7th graders said a conflict at their school where a person feels harmed would be resolved through a confidential and safe process "(such as restorative justice)"

Why is this important?

This supplemental survey from Long Beach tells us that a significant portion of students don't feel connected or welcome at school, and only one-quarter to one-third of students say they have the health and wellness services and other supports they need to confront mental and physical health issues. The student experiences and complaints represented in this data are reflective of negative experiences with school climate that must be addressed.

CA SCHOOL CLIMATE SURVEY

The California School Climate Survey is administered by the CA Department of Education. It provides the school staff perspective on how safe, supportive, and engaging their schools are. In 2010-11 the survey found:¹⁸

- **70%** of LBUSD's staff rated disruptive behavior as a moderate or severe problem at their schools
- Only **15%** strongly agreed their school provides adequate counseling and support services for students
- **49%** agreed or strongly agreed their schools handle student discipline and behavioral problems effectively, while **26%** neither agreed nor disagreed, and **24%** disagreed
- Only **11%** said there was "a lot" of conflict resolution/behavior management instruction at their school
- **40%** said they need professional development on positive behavior support and classroom management¹⁹

Why is this important?

This survey shows that school staff often feel they need more support, or that students need more support, in order to improve their school's climate. Not only do we need to improve LBUSD's policies and practices to ensure all students are learning in a positive school climate, but we also need to invest in support staff and professional development to ensure our teachers are supported as well.

ACHIEVEMENT

CALIFORNIA STAR TEST

Long Beach has a significant achievement gap. Even after accounting for income level, students of color score lower than their White peers on standardized tests. Though there is a general decline in the percentage of students who score proficient and advanced on the California Star Test (CST) between 4th and 8th grade across all racial/ethnic groups, the **lowest percentages** and **biggest declines** occur for **Black** and **Latino** students.

FIG. 1

4th & 8th Graders Scoring Proficient and Advanced on CSTs 2013²⁰

Race / Ethnicity	% 4th graders Proficient & Adv.		% 8th graders Proficient & Adv.	
	ELA**	Math	ELA	Math
Latino	54%	69%	46%	50%
Asian	77%	86%	72%	72%
*Cambodian	73%	83%	64%	64%
Pacific Islander	61%	75%	54%	65%
Filipino	78%	91%	74%	76%
*Chinese	95%	96%	100%	88%
Black	55%	65%	49%	44%
White	86%	88%	81%	70%
2 or more	76%	80%	68%	66%
LBUSD	62%	74%	55%	55%

*The most recent data on this sub-group is for the 2011-12 school year.

** English-Language Arts

Why is this important?

This data shows that Black and Latino students, who are most frequently subjected to exclusionary disciplinary policies, lag behind White students on the CST.

This could be used to argue that rather than routinely removing these students from their learning environments, LBUSD should focus on trying to afford them as much instructional time as possible.

Restorative Justice could be offered as an alternative to in-school and out-of-school suspensions.

Nineteen percent of 9th graders in LBUSD **will NOT graduate** with their classmates in four years.²¹ For Latino students, the same is true for **23%**.²²

FIG. J

Graduation Rates, by race/ethnicity, 2012-13²³

Race / Ethnicity	Cohort Students	Cohort Graduates	Graduation Rate	Cohort Dropouts	Dropout Rate
Latino	3,415	2,615	76.6 %	425	12.4%
Am Ind/Alaskan	22	15	68.2 %	*	22.7%
Asian	570	499	87.5 %	35	6.1 %
Pacific Islander	116	91	78.5 %	14	12.1%
Filipino	321	302	94.1 %	12	3.7 %
Black	1,144	905	79.1 %	146	12.8%
White	1,075	948	88.2 %	79	7.3 %
2 or more	33	26	78.8 %	*	15.2%
Not Reported	*	*	70.0 %	*	20.0%
LBUSD	6,706	5,408	80.6 %	723	10.8%

* asterisks are used to protect the identity of students when there are 10 or fewer in the group

PATHWAYS TO COLLEGE

A-G COURSE COMPLETION



Successfully completing the A-G curriculum in high school satisfies the basic course requirements for entering a UC or CSU.

- Of the **5,660** students in the graduating class of 2013 in LBUSD, only **2,270 (40%** of graduates) completed A-G requirements²⁴
- This included only **30%** of **Black, Latino, and Pacific Islander students**

FIG. K

Graduates Completing A-G Requirements, by race/ethnicity, 2012-13²⁵

Race / Ethnicity	# of Grads.	# completed A-G	% completed A-G
Latino	2,775	851	30.7 %
Am Ind/Alaskan	15	2	13.3 %
Asian	513	289	56.3 %
Pacific Islander	94	26	27.7 %
Filipino	308	180	58.4 %
Black	949	306	32.2 %
White	963	595	61.8 %
2 or more	27	14	51.9 %
Not Reported	15	7	43.8 %
Total	5,660	2,270	40.1 %

Why is this important?

These two charts show that the student populations that are overrepresented when it comes to suspensions and other disciplinary actions are conversely underrepresented when it comes to measures of academic success.

An inference could be made that harsh disciplinary policies and an unwelcoming learning environment contribute to the disproportionate lack of school engagement and college preparation among students of color.

Enrollment in Algebra I in 7th or 8th grade is recognized as an indicator that a student is on track towards college. In high school, students who take calculus and college entrance exams such as the SAT or ACT are more likely to pursue higher learning.

Why is this Important?

Note the disproportionalities in Figure L. Ideally, the percentages in each column should be the same across each row; all of the percentages should be the same as the % of district enrollment. The bigger the difference, the greater the disparity.

FIG. L College Preparation Indicators, by race/ethnicity, 2011-12²⁶

Race / Ethnicity	% of District enrollment	% of Algebra I enrollment	% of Calculus enrollment	% of SAT/ACT takers
Latino	52.8%	50.6%	27.6%	33.7%
Am Ind/Alaskan	0.3%	0.4%	0.3%	0.2%
Asian	11.3%	13.6%	35.2%	22.3%
Pacific Islander	1.8%	2.1%	1.2%	1.3%
Black	15.9%	13.7%	7.5%	14.8%
White	15.4%	18.0%	25.6%	26.4%
2 or more	2.5%	1.6%	2.6%	1.3%

SCHOOL SUPPORT STAFF

• Teachers

- » The teacher-to-student ratio in LBUSD was **26-to-1** in the 2012-13 school year²⁷
- » The average class had **28** students in grades K-6 and **36** students in grades 7-12 in the 2012-13 school year²⁸

• Counselors

- The American School Counselor Association recommends a **250-to-1** ratio of students to school counselors.²⁹
- » The average student-to-counselor ratio in the **US** was **471-to-1** in 2010-11³⁰
 - » The student-to-counselor ratio in **CA** was **1,016-to-1**, the **worst** in the nation³¹
 - » The student-to-counselor ratio in **LBUSD** was **961-to-1** in 2011-2012³²

Why is this important?

High average class sizes mean that individual teachers are responsible for a large number of students. Because a single teacher is only capable of doing so much with a larger class size, schools with high average class sizes should have additional support staff -- like counselors -- to help. LBUSD, however, has both a high average class size and a remarkably high counselor-to-student ratio. This means that both students and teachers need more staff on campus to turn towards for constructive support.

REFERRALS TO LAW ENFORCEMENT

LBUSD reported **zero** school-based referrals to law enforcement and **zero** school-related arrests; however, **9% of students** who took the Building Healthy Communities: Long Beach ESM School Climate Survey **reported being arrested near or on school campus**. Over 50% of these arrests occurred during high school.³³

Why is this important?

This information shows that (1) a substantial number of LBUSD students have been arrested while in or around school, and (2) that the data reported by LBUSD may be inaccurate.

CAMBODIAN-AMERICAN YOUTH

EVERY STUDENT MATTERS! Count every student.

The Every Student Matters (ESM) Campaign not only draws attention to the alarming data for Black and Latino youth of LBUSD in relation to academic opportunities and school discipline outcomes, but also to the need to disaggregate data for all Asian and Pacific Islander student subgroups as well. It is particularly important for the California Department of Education and LBUSD to make data for Southeast Asian students publicly available to the community in order to capture the disparities of all student subgroups in Long Beach—which has the highest population of Cambodians outside of Cambodia. Ignoring data for Asian and PI student subgroups hinders LBUSD’s ability to address the specific concerns and needs of all students in the district.

Below is some data on the Cambodian-American population for Long Beach City and Los Angeles County collected by other sources that begins to describe the needs of Khmer youth in Long Beach.

- » **62% of Cambodian refugees living in Long Beach suffer from post-traumatic stress syndrome.** It is the highest level diagnosed amongst any group ever studied, including combat veterans returning from the Iraq and Vietnam Wars.³⁴
- » In 2011, **50% of Cambodian-American youth** surveyed in Long Beach **showed signs of depression.**³⁵
- » Only **59% of Cambodian Americans living in Los Angeles County have attained a high school diploma**, and only 9% have a bachelor’s degree.³⁶
- » **33% of Cambodian-American youth in Los Angeles County live in poverty.**³⁷
- » In 2011, **39% of Cambodian-American youth** surveyed living in Long Beach **were either stopped or pulled over by law enforcement.** Additionally, 21% were taken into police custody.³⁸

KEY GOALS

1
Implement Restorative Justice practices and other alternatives to exclusionary, punitive discipline practices, especially in middle schools and high schools.

2
Develop a consistent discipline policy and framework for all LBUSD schools that provide overall guidance on positive school discipline practices with flexibility for school-site decisionmaking.

3
Reduce the disproportionate suspension and expulsion of students of color, especially Black students.

4
Reduce suspensions at schools where > 10% of students have received in-school or out-of-school suspensions by promoting alternatives that keep students in the classroom and in school.

CONCLUSION

LBUSD’s school discipline policy is inconsistent, exclusionary, and disproportionately impacts the very student populations most in need of support. The **Every Student Matters** campaign recognizes the importance of positive and constructive school discipline for the well-being and academic success of all of LBUSD’s students. We want to work together with LBUSD to improve upon current policies—particularly the implementation of LBUSD’s Resolution on School Discipline Principles and Practices—and ensure that our schools are safe and welcoming environments for everyone.

To this end, we want to engage LBUSD in a discussion about instituting workable alternatives such as Restorative Justice. We want to reduce exclusionary practices and instead promote policies that help students stay in school, graduate on time, and continue on a pathway towards success.

We want the best school climate for every student, because every student matters.

CITATIONS

1. California Department of Education, DataQuest [hereafter CDE DataQuest], Enrollment by Ethnicity for 2012-13, Long Beach Unified, available at <http://dq.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cChoice=DistEnrEth&cYear=2012-13&Select=1964725--LONG%20BEACH%20UNIFIED&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>.
2. Id.
3. U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, 2011-12, Discipline, Restraints/Seclusion Harassment/Bullying, Long Beach Unified [hereafter, OCR CRDC], available at <http://ocrdata.ed.gov/Page?t=d&eid=30385&syk=6&pid=961>
4. Id.
5. CDE DataQuest, Suspension and Expulsion Report For 2012-13, Suspension by Federal Offense, Long Beach Unified, available at <http://dq.cde.ca.gov/dataquest/SuspExp/suspbyfeth.aspx?cYear=2012-13&cType=ALL&cCDS=1964725000000&cName=Long+Beach+Unified&cLevel=District&cChoice=dSusEthOff>.
6. Id. Suspension rate calculations were made by the Children's Defense Fund-California [hereafter, CDF-CA].
7. Id.
8. CDE DataQuest, Suspension and Expulsion Report For 2012-13, Suspension and Expulsion Rates, Long Beach Unified, available at <http://dq.cde.ca.gov/dataquest/SuspExp/suspexplrate.aspx?cYear=2012-13&cType=ALL&cCDS=1964725000000&cName=Long%20Beach%20Unified&cLevel=District&cChoice=dSusExpRt>.
9. This figure was calculated by CDF-CA based on the Suspension, and Expulsion Report for 2012-13, Suspension by Federal Offense from the California Department of Education's DataQuest Website, for Long Beach Unified, available at <http://dq.cde.ca.gov/dataquest/SuspExp/suspbyfeth.aspx?cYear=2012-13&cType=ALL&cCDS=1964725000000&cName=Long+Beach+Unified&cLevel=District&cChoice=dSusEthOff>.
10. CDE DataQuest, Suspension and Expulsion Report for 2012-2013, 48900(k) Defiance Suspension and Expulsion, available at <http://dq.cde.ca.gov/dataquest/SuspExp/defbyscheth.aspx?cYear=2012-13&cType=ALL&cCDS=1964725000000&cName=Long%20Beach%20Unified&cLevel=District&cChoice=dDefByEth>. Calculation made by CDF-CA.
11. Official California Legislative Information, California Education Code, available at <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48900-48927>.
12. CDE DataQuest, Suspension and Expulsion Report for 2012-2013, 48900(k) Defiance Suspension and Expulsion, available at <http://dq.cde.ca.gov/dataquest/SuspExp/defbyscheth.aspx?cYear=2012-13&cType=ALL&cCDS=1964725000000&cName=Long%20Beach%20Unified&cLevel=District&cChoice=dDefByEth>.
13. Id.
14. This truancy citation data was collected from a Public Records Act request made to the Long Beach Police Department that were received on May 31, 2012. This data does not include citations given by the Long Beach Unified School District.
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