

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Peninsula High School
Street	860 Hinckley Road
City, State, Zip	Burlingame, CA 94010
Phone Number	650-558-2400
Principal	Ron Campana
E-mail Address	rcampana@smuhsd.org
School Website	
CDS Code	41-69047-0135814

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	San Mateo Union High School District
Street	650 N. Delaware Avenue
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2201
Superintendent	Kevin Skelly
Web Site	www.smuhsd.org
E-mail Address	kskelly@smuhsd.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Starting January 2021, Peninsula High School (PHS), located in the suburban community of Burlingame, California, is the only continuation high school serving the San Mateo Union High School District. The San Mateo Union High School District is centrally located between San Francisco (to the north) and Santa Clara and Silicon Valley (to the south). Students transfer to PHS from the six comprehensive high schools in the district serving the cities of San Bruno, Millbrae, Burlingame, San Mateo, Foster City and Hillsborough. SMUHSD is home to over 8,500 students who attend six traditional comprehensive high schools, a middle college high school, and Adult school. PHS serves approximately 185 students who benefit from individualized and direct instruction, flexible scheduling, and the opportunity to earn accelerated credits in a small school setting. In 2013, PAHS received a full six-year clear accreditation from the Western Association of Schools and Colleges and in Spring 2016 successfully submitted its Mid-Term WASC Report. In 2019, PHS received a full six-year clear accreditation and mid-term report required from Western Association of Schools and Colleges. This is the highest score a school can achieve and rarely achieved by an alternative school. The school serves predominately students who are 15 to 18 years of age and have completed at least two semesters of high school (first semester sophomores or older) and who transfer to the school voluntarily. Most of our students are at least 30 credits behind and many have had difficulties attending their home school regularly. A small number of students (less than 2%) are involuntary transfers and approximately an equal percentage of students are transferred because of disciplinary problems in county programs. At any given time, there are approximately 12 to 15 students on probation. Many of our students come to PHS because they do not fit the paradigm of a large comprehensive school. Most of our students find a home at PHS because they feel supported, safe, and respected by those around them. Our students range from first semester sophomores to a few fifth year seniors. Most of the school population (75%-80%) is transported to the Peninsula campus by district school buses. This number is expected to increase when it relocates to Burlingame, CA starting in Spring 2021.

Although most of our students' primary or home language is English, the languages spoken by the students at PHS vary widely and include Spanish, Tongan, Hindi, Arabic, Filipino, Samoan, Turkish, and Russian. We are very proud of our diverse student population. There is also a wide range of socio-economic levels at Peninsula. Some of our students come from the upper-middle class communities of Hillsborough and Foster City, while others receive free or reduced lunches or AFDC support (about 54%). At any given time, between 2-5 (1%+) students are teen parents. Because of our alternative/continuation school status students can participate in athletics at the comprehensive site they previously attended while here if they meet the grade point average requirements. It is important to also note that each year we have a handful of students who are either homeless or face homelessness. In addition to diversity in ethnicity, PHS students also demonstrate diversity in terms of the skills and abilities that they bring to our campus and in this regard we have added Restorative Justice Practices (RJP) and six-period guided studies to better serve their needs. Our students have reading and math skill levels that range from second grade to post-twelfth grade. We have made it a goal to better assess our students through consistency in our Unit Design and three major assessments that are taught in every class. Teachers are expected to have daily formative assessments and one summative assessment and essential question for each unit which is roughly four weeks. This has been challenging during the impact of Covid19 and distance learning. We are applying Constructive Meaning to address reading skills and teaching practices. Our students are provided their education in a trimester system as opposed to semesters at the comprehensive sites. This system gives students the opportunity to get back on track towards graduation and in some cases accelerate towards graduation and college and career. Our goal is to meet our students' needs and to get them back on track for graduation. We concentrate on academics and literacy while emphasizing skill development. Furthermore, students are supported with a career focused elective program. PHS is held to

the same standards-based curriculum that is aligned with District, State, and Federal standards as the comprehensive high schools. In the Fall 2017, Peninsula High School converted back to a continuation school to allow us more flexibility in student scheduling to meet their needs while holding students to high standard. PHS students must also complete 202 credits for graduation. We recently added two additional credits for students to fulfill work experience or community service prior to graduation. Student field experience and application of skills is important prior to graduation. Visual Performing Arts and Physical Education have been removed as a requirement. If a student wishes to go into the military, accommodations may be made so they may take the additional courses to become eligible.

All courses are aligned to the state content standards. PHS provides access to various electives through concurrent enrollment in community colleges, adult school, work experience, community service, and volunteering. In addition, PHS utilizes an array of online courses. Students use the online courses to work in-class and at-home, and the expectation is that students use online courses to recover credits rapidly.

Mission Statement

Understanding that PHS students have diverse needs and being committed to equity, we will prepare students for college and career readiness and post-secondary success by creating a nurturing environment for students to grow as individuals and as a community, leveraging access to technology in their daily lives, and delivering culturally responsive curriculum.

Vision Statement

PHS will provide opportunities for social-emotional growth to empower our students to demonstrate their knowledge of academic, professional, and technological skills in becoming informed and socially conscious members of a global community.

SPSA/WASC goals:

1. Action Plan I: Provide academic rigor for all students to increase postsecondary success in college and/or career.
2. Action Plan II: Increase the number of extra and co-curricular activities offered all students at Peninsula High School. Continue to expand Career Technical Education pathways.
3. Action Plan III: Improve the calibration of the assignment of credits and grades to ensure consistency and maintenance of high standards school-wide so that all students achieve student outcomes or the PUMAS.

[Opportunities for Parental Involvement \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Back to School Night, Open House, Community Night, ELAC/DELAC meetings, Student Recognition/Awards Night, Community Nights, School Site Council meetings, and graduation planning committee are all ways for parents/guardians to be involved at PHS. Three times a year we conduct ELAC meetings with our ELD students

and families. Parent involvement and participation are an integral component of the school. Parents/Guardians are required to attend an Intake Interview with the counselor, and sometimes the principal or assistant principal as the first step in the admission process. The purpose of the intake interview is to review the student's transcript/credits, school rules and expectations, and to discuss each student's plan for graduation. School Site Council and Title I meetings occur monthly, and meeting agendas are posted on our website and via Canvas or Google. Parents are encouraged to participate in School Site Council, and we have at least two parent volunteers on the council as well as a regular student representative. We recently hosted a community parent night by our counseling department covering topics of concern with families such as stress and opportunities to support student growth. During Covid19/Distance Learning, we have hosted bi-monthly meetings for parents to ask questions and receive updates. Our program is titled "Coffee with the Principal." We have found that while the live turnout on Zoom is low many parents/guardians access the recordings found on our website.

Every family participates in new student orientation where they receive an overview of the PHS program. Parents are now offered parent training classes through the district program Parent Connect. Students are given the opportunity to participate in the FLY (Fresh Lifelines for Youth) program, and drug and alcohol counseling through Dan Michalske, a licensed drug and alcohol therapist. The evening meetings vary in location and are usually either held at the school site in Burlingame or at the district main office in San Mateo to provide more parent/guardian access. Our Parent Outreach Coordinator along with our Mental Health Therapist, Lara Montoya helps to facilitate the parent meetings.

- Students have Access to Eight therapeutic/ Social emotional support groups (7 of 8 are outside resources):

1. Insights (Drug and Alcohol) (2 groups now and 3 groups total soon)
2. FLY (Fresh Lifelines for Youth) (Mentoring and learn about law and careers in law)
3. RTS (Rape Trauma Services)
4. CORA (Community Overcoming Relationship Abuse)
5. Parent Connect
6. Pride Center
7. Men's Group
8. Girl's Group
9. Drug and Alcohol Counseling
10. YEA! Program/Workshop on the relationship of abuse and education surrounding ways to get out and ways to be more aware.
11. Social Emotional Learning (SEL) Curriculum designed and implemented by our 6th period Guided Studies Teachers.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The School Safety Plan was updated and is discussed with faculty and staff each October, prior to our district wide disaster drill which usually takes place around mid-October. Because of distance learning and Covid19 protocols, this event has been postponed until spring or upon our return to onsite instruction. All teachers are supplied with a red binder which contains updated evacuation routes, emergency drill protocol and procedures. Each classroom is supplied with an updated red emergency bag. A district-wide emergency preparedness survey was taken by all faculty and staff and is being assessed at the district office. Procedures for emergency response cover a wide range of events that could impact our school. Protocols are established that address each scenario. Roughly once a month, we conduct on separate dates fire drills, lockdown drills, and earthquake drill

The PHS Safety Plan is a comprehensive overview of school safety procedures, student demographic information, physical site assessment, programs and interventions in place to create a safe climate for all students. Strategies for discipline, conferences, and behavioral expectations are published in this plan. Assistant Principal Fred Wolfgramm oversees the communication and implementation of these plans and practices. Strategies in place that demonstrate support of legal tools such as probation officers, school support systems, district SRO, truancy letters and the SARB process are reviewed in the safety plan as well and further discussed by Mr. Wolfgramm with staff.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 9/23/2020

This section should be kept to 1-2 paragraphs.

This report was based on our San Bruno location which we no longer occupy. The school site was safe and relatively well maintained. PHS was an aging facility and improvements have not kept pace because a brand new school in Burlingame was being completed. Due to the diligent efforts of our district leadership and school board, we have a modern, accessible school in top condition to support our students educational needs. PHS maintenance and custodial staff endeavor to make repairs in a timely manner to keep the school clean and in working condition. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The custodial staff works closely with the site Plant Manager/Lead Boiler person to

develop cleaning schedules for school grounds, buildings, and restrooms.

PHS is composed of 10 classrooms, faculty lounge, restroom facilities, main office, cafeteria, quad, and outdoor basketball court. Classroom halls open our outdoor spaces, a center courtyard in the middle of the school. This design allows easy supervision of students during lunch time and between classes. The courtyard and restrooms are kept clean and free of garbage and graffiti.

Visitors or non-students are easily visible and are not allowed to loiter in the parking lot or on campus. Internal security cameras are brand new along with our building alarm system. Additional security cameras were added outside of both student restrooms in the courtyard.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	15	13	541
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 12/20

This section should be kept to 1-2 paragraphs.

Our school district uses materials that are approved by our school board and meet the local and state standards. My site receives access to the same books that the comprehensive sites use for instruction to ensure consistency in instruction.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards/2015	Yes	0
Mathematics	Current and meet State and Local Standards: Springboard Math Program/2017	Yes	0
Science	Current and meet State and Local Standards	Yes	0
History-Social Science	Current and meet State and Local Standards	Yes	0
Foreign Language	Current and meet State and Local Standards	Yes	0
Health	Current and meet State and Local Standards/2016	Yes	0
Visual and Performing Arts	Current and meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)	Current and meet State and Local Standards	Yes	0

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	32,503.39	6,310.70	26,192.69	100,013.30
District	♦	♦	15,385.63	\$110,144
Percent Difference: School Site and District	♦	♦	52.0	-9.6
State	♦	♦	\$7,750	\$90,287
Percent Difference: School Site and State	♦	♦	108.7	10.2

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Peninsula High School receives Title I, Title I ARRA, and EIA funds. In addition, PHS gets support from the general fund of San Mateo Union High School District. Planning and use of categorical funds are listed in the Single Plan for Student Achievement (SPSA) and are approved by the School Site Council by the end of November 2020 with Board Approval in December 2020. All funds are used to meet the achievement demands of each sub-group (ELs, SpEd, and socio-economically disadvantaged).

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

PHS is dedicated to developing a professional learning community in which there is teacher collaborative time, a culture of life long learning and school improvement. Wednesdays mornings from 8:00-9:00 am are for faculty meetings in which staff meets to review, analyze, and discuss, develop, and implement school-wide Unit Design and Assessments, PUMA Projects, PUMA Care, Curriculum Mapping, Reading strategies and assessment tools, and Mathematics assessment tools, and share samples of student work and demonstrate learning strategies that are effective with students. The San Mateo Union High School District is committed to professional development opportunities and supports PHS to better serve our students at our site. In the Fall 2018, PHS started implementing and structuring school-wide 4th Period Interventions based on student academic and social-emotional supports needed. 6th period Academic interventions in 2021 are school-wide guided studies courses. They cover topics such as reading and writing development and study skills college preparation. Our social-emotional supports are spread throughout the week and school periods. (Drug and Alcohol) (3 groups), FLY (Fresh Lifelines for Youth) (Mentoring and learn about law and careers in law), RTS (Rape Trauma Services), CORA (Community Overcoming Relationship Abuse), Guided Studies classes, Pride Center, Men's Group, and YEA! Program/Workshop on the relationship of abuse and education surrounding ways to get out and ways to be more aware. The Staff Development calendar is designed to focus on improving ways to implement formative and summative assessments, utilizing essential questions, coordinate reading, writing, and vocabulary across the curriculum. We provide in every class test taking skills for English Learners, at-risk students, special needs students and strategies for differentiated instruction in mainstream and co-taught classes. Teachers implement Department Common Assessments and use these formative assessments to better monitor student learning and inform instruction. Reflection on student learning is on-going and is used to measure their own teacher effectiveness and student areas in need of growth. In trimester #1, our school focused on Engagement Strategies on Zoom, particularly software and activities used in the chat space. In Trimester #2, we have focused on improved classroom management techniques and strategies around effective conversation with students and peers. Trimester #3 we will be adjusting based on student results but elements of Puma Care will be applied.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

PHS offers career education through CTE courses in Tourism and Hospitality and Digital Photography/Journalism. In addition, we support our CTE classwork with every student required to complete work experience or community service to support coursework and ensured proper preparation and access to post-high school college and career. These career courses are a part of distinct career pathways that will give students skills to be successful in post-secondary life. Career courses were chosen through a series of surveys and data research based upon the demands in San Mateo County. Our hope is for 25+ students to annually complete each of our 2-year career pathways prior to graduation. Our pathways will include articulation with Community Colleges, job internships, job shadowing, possible employment, certifications, and field trips.

PHS students receive counseling from our College and Career Adviser regarding career paths and courses of study. The Career Adviser and the Work Experience Coordinator also present students with a broad array of career opportunities, provides guest speakers on careers in fields of interest, and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. In Fall 2017, through a district grant, our site was able to hire a part-time Career Coordinator with their focus on finding long-term career positions utilizing the skills taught in our Career Technical Education (CTE) courses. In Spring 2021, our career coordinator In 2020, students are exposed to resumé writing, interest inventories, and interview techniques. PHS career path and vocational programs include: Work Experience, Naviance, and Monthly Counseling Presentations/Check-Ins in Guided Studies classes. Mr. Hockaday, our career coordinator, organizes Career Fairs and speakers including mock interviews and job shadowing from the community are made available for the students to heighten their awareness of options for education, training, and employment beyond high school. Students taking CTE Tourism and Hospitality classes will have the opportunity in the 2019-20 school year to achieve three different levels of restaurant/hotel industry certifications. In the Spring 2018, we started offering a new CTE pathway through our science program on conservation energy using clean energy concepts, policies, and industries and the program is flourishing in 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	14.5	15.3	3.7	3.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	19.5122	2.3108	
Expulsions	0.4878	0.0756	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.