

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	San Mateo High School (1/21/2021)
Street	506 North Delaware Street
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2399
Principal	Yvonne P. Shiu
E-mail Address	yshiu@smuhdsd.org
School Website	https://www.smuhdsd.org/sanmateohigh
CDS Code	4136370

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 North Delaware Street
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2299
Superintendent	Kevin Skelly, Ph.D.
Web Site	www.smuhdsd.org
E-mail Address	kskelly@smuhdsd.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.

San Mateo High School (SMHS) first opened in 1902 with an enrollment of merely 14 students and a staff of one principal/teacher and two assistant teachers. Now it is a vibrant and diverse community that thrives on Bearcat “peace, passion, and pride.” At San Mateo High School, staff and students unite around academic rigor and an unrivaled tradition of school spirit. SMHS stands out, even in the state of California, as a place where diversity is valued. Staff works constantly on being a cohesive whole, giving students opportunities to create lasting memories with people from a vast array of backgrounds. San Mateo High School is a passionate place, and before the pandemic, the quad bustled with the energy of a college campus. The students, intensely spirited, strive to meet their school’s potential and to better their rivals. The staff, highly qualified, serves as both academic and community activists. The parents, highly involved, dedicate time to supporting the school’s ambitions. The community works to put words into action: reaching toward rising expectations, SMHS focuses on what is possible rather than on what is not. SMHS’s vision is to equitably prepare all students for a successful future.

San Mateo High School excels in Advanced Placement and specialized courses, Visual and Performing Arts, Student Leadership and Government, and athletics. SMHS works to integrate the latest technology into the school facilities. While striving to prepare students for both college and the working world, SMHS maintains a commitment to community service and volunteerism. SMHS staff recognizes that the students have a wide array of needs, from acquiring a foundation of academic skills, to learning at an accelerated pace, to developing language, to overcoming disabilities. SMHS expects students to develop socially and academically, becoming responsible members of the community as well as productive and successful members of society.

San Mateo High School’s mission is to foster knowledge, growth, and personal responsibility so that our students will make purposeful academic, career, and life choices.

Schoolwide Learner Outcomes

PEACE

SMHS students will:

- Respect diversity and consider multiple points of view
- Communicate clearly and conscientiously through multiple mediums
- Resolve conflicts equitably

PASSION

SMHS students will:

- Explore interests in class and through co-curricular activities
- Think critically to pose thoughtful questions, define problems, analyze information, and propose solutions
- Aspire to grow academically

PRIDE

SMHS students will:

- Participate actively in the school community
- Strive to reach personal goals and take on challenges
- Graduate high school and pursue post-secondary options based on their strengths, skills, and interests

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.

There are numerous ways parents are involved in decision making and activities at San Mateo High School, and 56% of the parents who took the 2019 California Healthy Kids Survey (CHKS) for parents indicated that they agree or strongly agree that “the school actively seeks the input of parents before making important decisions. 65% of those surveyed indicated that “school provides quality counseling and supports for students with social or emotional needs.”

SMHS is fortunate to have a highly involved Parent-Teacher Organization. In a normal year, the Bearcat PTO sponsors a luncheon each semester where students, nominated by a faculty or staff member, are recognized. However, this year, we adapted the tradition and still recognized students by mailing certificates and a gift to their residence, posting names on our website and notifying their families. The PTO also recruits parents to assist with beginning of the year activities such as Orientation, Registration and book distribution. Of course the opening of school in Fall 2020 was starkly different. They continued to hold general meetings with guest speakers every other month, where all families are invited and translation is provided. We have seen a huge increase in family attendance for online meetings, now that meetings are via ZOOM. A parent/guardian group called English Learner Advisory Committee (ELAC) meets three times a year and ends their work with recommendations for school improvement. There is a Latino Parent Group (Latinos Unidos), an Athletic Boosters Group, a Drama Boosters group, a Music Boosters group, a GATE Parents’ Group that offers grants and funds enrichment activities for students, the SMHS Foundation (Academics Boosters) and all of these parents’ groups meet monthly. The SMHS administrative team divides representation at these different groups, and a portion of the meetings is dedicated to giving a current school report and seeking parental involvement as needed; parents are encouraged to voice their input at Board meetings. PTO and the Foundation also communicate with the school community regarding volunteer opportunities and other opportunities to be involved.

The SMHS Foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration and staff. The Foundation involves a highly committed group of parents, and its mission is “Supporting SMHS academics and programs” SMHS Foundation raises funds to support San Mateo High School academics and programs that help prepare students for the success they deserve.

Parent/guardian volunteers also have an opportunity to serve on San Mateo’s Site Council with elected student leaders, SMHS teachers, and SMHS administration. This body develops the Single Plan for Student Achievement (SPSA) and approves Professional Development requests.

SMHS Principal meets monthly with the presidents of the booster groups at a Presidents’ Council Meeting so that these parties have an opportunity to collaborate and ensure that their timelines don’t overlap in a disruptive way and so that the communities who all support a common interest- students at SMHS- can also support one another’s work as much as possible, working together for the greater good rather than in isolation.

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.

San Mateo High School's comprehensive school safety plan was updated and accepted by the Site Leadership Team on January 13, 2020 and the School Site Council on January 27, 2020. San Mateo High School (SMHS) has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment.

Prior to the beginning of the academic school year, a Family Handbook is provided to each family of students who have been admitted to attend SMHS, as well as posted to our website. However this year, it was only available online. This handbook contains important information regarding the attendance policies, student activities, school resource information, expected student behaviors, including school rules and progressive disciplinary action, and emergency preparedness procedures. The Family Handbook is also available in Spanish. The SMHS Bearcat PTO provides all freshmen, AVID, Guided Studies and Special Education students with a planner. General education students can also purchase a Student Planner which also contains the identical information found in the Family Handbooks.

SMHS campus is staffed with four administrators, a part time Dean of Students, five academic counselors, two campus safety specialists, five Wellness Counselors, a health aide, and an attendance clerk. They all assist in student safety, wellness, and campus security. To promote a safe, positive, and nurturing environment in normal years, the administration, campus aides, and counselors (academic and wellness) have held grade level assemblies. The Administrative team always visits freshman English classes to introduce themselves and review the rules and policies. Throughout the school year, the Wellness Counselors help promote a safe environment by offering group therapy and grade level assemblies. Wellness also has facilitated Mutual Respect, a student lead panel for Freshman Students that promotes student wellness. San Mateo High School is a closed campus. All visitors must sign in at the Main Office.

SMHS has a school safety team that meets four times each school year. There are both certificated and classified staff members on the site team. There are current students that participate in the safety meetings as well. The Facilities Manager is active in ongoing safety meetings to ensure physical safety at all times for students and staff. The site team analyzes data and implements any changes to the school's emergency protocol. The site team also discusses and reflects after each safety drill (monthly).

SMHS conducts random monthly emergency preparedness drills, which includes earthquake, fire, secure campus, lock down / barricade and shelter in place. Big 5 Protocol training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as San Mateo Police Department, Fire Department, and the San Mateo County Office of Education (SMCOE). Staff training continues to be offered throughout the 2020-21 school year. Students are also involved in emergency preparedness teams which include First Aid and Student Status Teams, and the American Red Cross Club. Staff members are given opportunities throughout the school year to attend SMCOE professional development sessions centered around BIG 5 training and school safety.

In real emergency situations, staff can call an emergency alert extension which rings into all offices to ensure that someone will pick up the telephone or send an email to an emergency address. Substitute teachers are provided with emergency packets when on campus. Staff can also email the emergency address to ensure that each staff member in the main office and student services is aware of any staff member or student who may require immediate attention. SMHS utilizes Aeries Communication to communicate with all families via text, email and phone calls. The SMHS Administration (with the assistance of the Family Engagement Coordinator and Dean of Students) has the ability to send out immediate messages in multiple languages to

notify families of any safety concern on campus or in neighboring areas.

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: 11/23/20

This section should be kept to 1-2 paragraphs.

San Mateo High School is a relatively new facility, having been rebuilt from 2000-2005. The new buildings are designed to integrate state-of-the-art technology with the design and architecture of the original buildings. Our athletic facilities include a main gymnasium and a small gymnasium, a heated outdoor pool, an artificial turf field and an all-weather track. On an average day, over 1,700 students, staff, and community members use our facilities. There is wireless access throughout the SMHS campus. In addition to a computer lab in the school library, the school has one mac lab for Journalism, Yearbook, Digital Photography and Art and Multimedia classes and one pc lab for teacher/class use. A mobile cart with a classroom set of chromebooks is available in almost every classroom; those teachers who have requested a cart have one in their classroom. Each classroom is equipped with Internet access for teacher and student use as well as an a SMARTBoard or a high definition television with remote and document camera. In 2008, San Mateo High School wrote and was awarded a Career Technical Education Facilities Grant for a new Biotechnology facility in the amount of \$3 million that was matched with Measure M funds. The Biotechnology facility officially opened in December 2010. The Performing Arts Theater Renovation, an 18 month project, began in December 2011 and was completed in October 2013. In July 2012, the turf field was replaced and in the summer of 2014, the stadium went through a bleacher modernization project; bleachers were refurbished or replaced and a press box and handicap access were added. By the end of 2012, solar panel installation in the main parking lot was completed. During the spring 2015, Measure O funds were used to renovate M building. Two new modern art classrooms and a gallery were created, along with three general education classrooms, a multipurpose room, and the mac computer lab were added to accommodate future population growth. During summer 2019, the track was replaced. COVID put a halt to project in Spring 2020. Repair projects resumed in the summer; our Main Gym's roof was replaced. Measure M projects will begin as soon as the Board of Trustees approves of the project list.

Every summer, the whole facility is cleaned and repairs are made, so that the school community is welcomed back to a new school year.

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	.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	.
Overall Rating:	Exemplary	

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	94	95	95	541
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	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

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: 09/2017

This section should be kept to 1-2 paragraphs.

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 Meets 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	20,523.85	5,441.39	15,082.46	115,236.85
District	♦	♦	15,385.63	\$110,144
Percent Difference: School Site and District	♦	♦	-2.0	4.5
State	♦	♦	\$7,750	\$90,287
Percent Difference: School Site and State	♦	♦	64.2	24.3

♦ 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 assist 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.

The majority of funds at San Mateo are expended for teachers' salaries and benefits, support staff, and instructional materials. The school receives limited discretionary funding from the district to cover textbooks, instructional materials, and maintenance. LCAP provides staffing for academic intervention programs-after school Homework Center tutors and paid student tutors, as well as support for the ELD Instructional Aide, ELD Specialist and Family Engagement Coordinator. In the past, District Title III provided funding for parent education programs such as PIQE- Parent Institute for Quality Education. During the 2019-20 school year, the school received approximately \$273,000 in donations from the SMHSF to support our instructional programs and enrich students' high school experience. Examples of funded items include, but are not limited to: Chromebooks (loaner program), Freshman Connections, Cellphone Free environment, SMARTBoards, Professional Development, Equity Grant, HD tvs, Library upgrades. For the 2020-21 year, all donations to each parent organization have decreased due to the pandemic. The District has provided schools with budgets to cover COVID related instructional materials costs, as well as personnel to supervise learning pods on campus.

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	

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.

Staff at SMHS (both certificated and classified) are regularly provided with opportunities for Professional Development both on and off-site. District mandated PD transitioned from Keenan SafeSchools trainings to Praesidium's Armatus Learn to Protect and Target Solutions programs that all staff are required to complete annually, Kognito training for certificated staff emphasizes Suicide Awareness and Pre + Intervention Training. During the summer the District provided funds for PLCs to get ready for Distance Learning, asking that PLCs include a Special Education and ELD teacher on the team. Instruction Technology Coordinators also provided much needed support to transition teachers to a distance learning format. Other district PD offerings depends on the assessed needs and interests of the staff at the time and have included opportunities such as past EL Achieve Constructing Meaning workshops, "Digital Bridge" trainings for teachers utilizing the chromebook carts in their curriculum, and more. This spring (Spring 2020) teachers had an opportunity to participate in Digital Bridge 2.0-Micro credential and receive a \$350 stipend. Last year's foci was the implementation of Canvas, a Learning Management System, and continues to be, as new teachers come on board and skills need to be refined.

Teachers at SMHS also engage in PD at a site-level in various ways. All teachers are a part of a "Professional Learning Community" (PLC) each school year. They self-select their PLC based on content-area and interest, as many teachers have more than one teaching assignment.. All PLCs set SMARTE (Specific, Measurable, Attainable, Realistic, Timely, Equitable) goals each school year, keep documentation of their work (though the specifics of this vary by team), and are encouraged to go through the Cycle of Inquiry and to examine student work throughout the year. Since 2016 each spring semester, teachers are encouraged to participate in our "Peer Observation" process; all teachers were asked to do two meaningful observations (20 minutes or more each) of their colleagues. Not only did the teachers provide one another feedback to encourage professional growth, but SMHS used these to examine our implementation of our School-wide Learner Outcomes through these Peer Observations for our 2017 WASC Report and re-created its observation form to allow for some measurement of our work in the area of our SLOs. In Fall 2020 teachers were invited to participate in Peer Observations regarding distance learning best practices.

Finally, staff at SMHS is encouraged to apply for Professional Development opportunities off campus as well. The approval process involves completing a PD Request Form in which the interested party describes the PD opportunity, explains how it aligns to the school's current Single Plan for Student Achievement (SPSA) goals, and explains how they plan to share their learnings with colleagues and students. The application is presented to the school's Site Council for approval. We are fortunate that the San Mateo High School Foundation has offered to supplement our PD budget with an additional \$5,000.00 to allow for more opportunity for teacher growth. For the 2020-21 school year, summer PD was focused on Distance Learning strategies, increasing CANVAS skills and technology. Many teachers worked over the summer in preparation for Distance Learning. The TOSA for both Instructional Technology and Professional Development have been working hard throughout the fall semester to provide teachers with resources and support. Teacher continue to request PD funding to attend online workshops.

Non-permanent teachers in the District work with Instructional Coaches during their evaluation year. Typically all teachers on full evaluation are given the opportunity to work with an Instructional Coach; however due to the pandemic, tenured teachers were given the option of deferring their evaluation for one year. We have reached a point where all our teachers have had the opportunity to work with an Instructional Coach through the evaluation process.

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.

At San Mateo High School, we have four CTE pathways. We offer a four year Biotechnology Certificate Program under our San Mateo Biotechnology Career Pathway Program (SMBCP). The SMBCP serves the needs of the industry and the community by increasing student science literacy and preparedness for biotechnology employment and advanced academics. We also offer a Hospitality, Tourism and Recreation pathway; course offerings include Foods and Nutrition and Culinary Arts. In the Arts, Media and Entertainment pathway, we offer Digital Photography and both Media Arts and an Advanced Media Arts course. Our fourth pathways is Information and Communication Technologies, offering Publications, Journalism, Principles of Computer Science and AP Computer Science.

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	3.8	3.4	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	2.0773	2.3108	
Expulsions	0.1154	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.