

## 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.

<b>School Name</b>	Ralph Emerson Elementary School
<b>Street</b>	720 East Cypress Ave.
<b>City, State, Zip</b>	Burbank, CA 91501-1812
<b>Phone Number</b>	818-729-1200
<b>Principal</b>	Jennifer Kaitz
<b>E-mail Address</b>	jenniferkaitz@burbankusd.org
<b>School Website</b>	<a href="https://www.burbankusd.org/rees">https://www.burbankusd.org/rees</a>
<b>CDS Code</b>	19- 64337- 6011894

### [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.

<b>District Name</b>	Burbank Unified School District
<b>Street</b>	1900 West Olive Avenue
<b>City, State, Zip</b>	Burbank, CA 91506
<b>Phone Number</b>	818-729-4400
<b>Superintendent</b>	Matt Hill, Ed.D.
<b>Web Site</b>	<a href="http://www.burbankusd.org">www.burbankusd.org</a>
<b>E-mail Address</b>	<a href="mailto:MattHill@burbankusd.org">MattHill@burbankusd.org</a>

### **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.

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Emerson is one of eleven elementary schools in the Burbank Unified School District. We encourage the cooperative involvement of school staff, parents and students in order to create the optimum conditions in which all students can achieve. The goals of the school are:

- 1) Provide effective instruction driven by annual data analysis
- 2) Offer a variety of powerful strategies and programs to meet student needs
- 3) Provide a positive learning environment that promotes high academic achievement and social responsibility of our diverse student population.

In partnership with families and community, Emerson staff provides a safe, inclusive, and diverse learning environment. Emerson School focuses on nurturing academically strong and socially emotionally mindful students.

### **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.

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The Emerson PTA and Emerson's Fundraising Committee coordinates a wide variety of opportunities for parental involvement through monthly meetings, class projects and school wide events. Parents are involved in school advisory boards such as School Site Council and English Learner Advisory Council. Furthermore, Back to School Night and Open House provide families with an opportunity to learn about instruction, educational strategies, class policies and procedures plus student behavior expectations. In addition, the school offers parent education evenings throughout the year to support parents in assisting their children with literacy for all curricular areas and math skills as well as online programs students have access including Go Math!, Benchmark Advanced, and iReady.

### **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.

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Emerson Elementary School has developed a comprehensive school safety plan with the following desired change log determined by a variety of assessments to drive the People/Place Action Goal:

#### **Desired Change Log:**

All staff need to continue to be trained by Emerson PBIS team on new school wide procedures and protocols during this second year of training and implementation. Each year new protocols are being created by the team who then will train staff for school wide implementation. This includes addressing behavior expectations and rewards in the distant learning model.

Based on school data, a majority of discipline issues occur during recess and lunch on the playground. Parents

have also expressed that their students are not sure of what the rules are. As a result, a playground handbook needs to be developed for students, staff and families. In addition, designated areas on the playground will be assigned on a rotation basis.

People/Place Action Goal:

By September 2021, at least 95% of the Emerson Elementary staff, certificated and classified, will have received further PBIS (Positive Behavioral Interventions and Supports) training and tools to address student behavior in a positive manner while also supporting the redirection of inappropriate behavior of students with the school wide language, incentives and consequences. This will include addressing it for the distant learning model, hybrid model, and traditional model.

### **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.

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**Year and month of the most recent FIT report: 7/10/2020**

This section should be kept to 1-2 paragraphs.

The facility is in Good repair. Normal maintenance and upkeep is being performed. No improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

**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.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Good</b>	CR120 Leak below windows; CR122 Leak below windows; CR124 Leak below windows; CR124 Stained ceiling tile; CR224 Stained ceiling tile; CR225 Stained ceiling tile; Computer Lab Stained ceiling tile; Auditorium Stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Boys Restroom Toilet non-operational
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Good</b>	Work Orders were submitted to Facilities for repairs

### 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
<b>With Full Credential</b>	30	30	29	694
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	3
<b>Teaching Outside Subject Area of Competence</b> 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
<b>Misassignments of Teachers of English Learners</b> '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
<b>Total Teacher Misassignments</b> '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
<b>Vacant Teacher Positions</b> '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.

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

**Year and month in which the data were collected:** January 2021

This section should be kept to 1-2 paragraphs.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts/K-5</p> <p>Houghton-Mifflin Reading/Language Arts, c. 2003</p> <p>Kindergarten Benchmark Advance 9781512578683 2017 4/21/2016 Deluxe Pkg. - California Edition– 0-618-17716-7.</p> <p>Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Reviewed for Adoption 2015-16 Full Implementation 2016-17</p> <p>Date of Adoption: April 21, 2016</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015 Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015 Grade 2 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015 Grade 3 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015 Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015 Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015  Date of Adoption: May 7, 2015	Yes	0%



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Science/K-5:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level:</p> <p>Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9</p> <p>Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or Big Book Student Edition Complete Set, Level 1, ISBN 0-618-76737-1</p> <p>Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9</p> <p>Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7</p> <p>Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5</p> <p>Grade 5 California Science Pupil Edition, Level 5, ISBN 0-618-68619-3</p> <p>Date of Adoption: May 17, 2007</p> <p>Harcourt Science K-5, California Edition, c. 2000, Harcourt, Inc. Grade K, ISBN 015-317908-2; 1, 015-317649-0; 2, 015-317651-2; 3, 015-317652-0; 4, 015-317654-7; 5, 015-317655-5</p> <p>Date of Adoption: April 5, 2001</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR</p> <p>California Reflections, c. 2005, published by Harcourt School Publishers, with the following specific information for each grade level:            Kindergarten – California Kindergarten Program, ISBN 015-344135-6            Grade 1 – California Unit Big Book Collection: A Child’s View, ISBN 015-3426543-5 or California Student Edition; A Child’s View, ISBN 015-338498-0            Grade 2 – California Unit Big Book Collection: People We Know, ISBN 015-348967-7 or California Student Edition: People We Know, ISBN 015-338499-9            Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4            Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2            Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0</p> <p>Date of Adoption: May 4, 2006</p>	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	<p>Music/K-5:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level:</p> <p>Grade 2 Pupil Edition, ISBN 002-2965513            Audio CD Package, ISBN 002-2964614            Grade 3 Pupil Edition, ISBN 002-2965521            Audio CD Package, ISBN 002-2964622            Grade 4 Pupil Edition, ISBN 002-296553X            Audio CD Package, ISBN 002-2964630            Grade 5 Pupil Edition, ISBN 002-2965548            Audio CD Package, ISBN 002-2964649</p> <p>Date of Adoption: May 21, 2007</p> <p>Share the Music, McGraw Hill</p> <p>Date of Adoption: August 19, 1999</p>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	N/A		

◆ 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	\$11,077.44	\$4,334.00	\$6,743.44	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	-5.2	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-13.9	-7.7

♦ 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.

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

- Local Control Funding Formula (LCFF)
- Interventions
- English Learner Programs Maintenance of Effort (MOE - LCAP Supplemental)

After School Safety and Enrichment Services (ASES - for select low income schools)  
 Special Education  
 Title I, Improving Academic Achievement  
 Title II, Teacher Quality  
 Title III, English Learners  
 Title IV, Student Support

**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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

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.

For the past three years, all certificated staff are provided a variety of professional growth opportunities; while some are mandatory, others are optional for teachers. Each year, the District allocates three paid days of professional development for teachers. This includes both district wide PD as well as site based PD. to begin the 2018-29 and 2019-20 school years, the first professional development opportunity allowed teachers to select from a menu of different PD workshops. Teachers were able to attend two workshops of their choice. Areas of focus have included Google classroom, Box Car and One Eyed Jacks, Teaching Like a Pirate, Mindfulness Practices, Visible Thinking Strategies, Literacy Centers, Daily 5 Café, and Classroom Management Strategies. Site based professional development for preschool work days have included reviewing SBAC data and setting goals for improvement with grade levels in addition to identifying instructional strategies all grade levels are using to support students meeting grade level standards. Site based professional development on those days has also focused on math practices specifically looking at Jo Baler's work in this area. All of these areas of PD focus are chosen based on looking at student data to drive the areas of needs are students are exhibiting. These areas of focus are also aligned with the District's area of instructional focus.

Each year, the principal is allowed to have ten professional development meetings with certificated staff. For the past three years, Emerson, along with other BUSD elementary schools, have been focusing on PBIS training. Many of the meetings did center on training the staff on what PBIS, how to create a school wide positive learning environment for all students, and then actually creating a school wide behavior expectation matrix, a school wide pledge, office referrals to track discipline data, and student incentives for rewarding positive behavior. Other primary focuses of professional development at Emerson has focused on training teachers on how to utilize student data from iReady scores in the area of mathematics and English Language Arts to drive instruction. The research based program iReady! had been used as both an intervention for those students in need of it along with it providing enrichment for students who have mastered grade level standards in those academic areas. The principal and curriculum specialist typically deliver professional development at faculty meetings using professional literature and videos follow up with meaningful collegiate conversations. The past two years Emerson has also paid educational consultants from Box Car and One Eyed Jacks to provide professional development on math and literacy games for students. Teachers are provided substitutes for the day to participate in the professional development and then to plan together as a grade level. The principal follows up by conducting classroom observations to see the implementation of the games. Teachers also participate in monthly data chats with the principal and curriculum specialist to identify students below grade level and group them accordingly to participate in RtI small intervention groups. Due to COVID and distant learning for the school year 2020-21, the primary focus of professional development has been on distance learning and making thinking visible by all students. The District provided teachers a variety of professional development models addressing distant learning areas of focus to begin the school year.

District Wide Professional Development offered in 2020-2021 focused on utilizing technology to teach in a distance learning model. Modules were prepared for teachers to work through during preschool days with their grade level and subject area colleagues. Topics included:

- Setting up a Google Classroom
- Developing Instructional Modules
- Creating Community in the Digital Environment
- Supporting Special Populations
- Grading and Assessment
- Kami Tutorial
- Mote Tutorial
- School City Help Tutorial
- Using the Google Suite
- Flipgrid

These trainings are usually offered in a variety of formats, but due to the pandemic, all professional development this year was delivered through Zoom meetings, Webinars, pre-recorded sessions, and slide decks. Teachers meet together via Zoom/Google Meet weekly, either in department meetings, faculty meetings, or all staff meetings and focus on learning on of the new platforms used in distance learning. The District office also offers monthly virtual workshops on topics related to distance learning and bi-weekly tech newsletters inform teachers of new programs and give examples of teacher lessons.

## 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.

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### 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	0.6	0.2	3.0	2.7	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	0	305	
Expulsions	0	2	

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.