

Hilliard Comstock Middle
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2750 West Steele Ln. Santa Rosa, CA , 95403-3299	Principal:	Laura Hendrickson, Principal
Phone:	(707) 890-3885	Grade Span:	7-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fj/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Laura Hendrickson, Principal

Principal, Hilliard Comstock Middle

About Our School



The Comstock community is committed to increasing achievement for every student. Our staff has demonstrated this by meeting and exceeding state and federal goals. Because our teachers have intensive training to meet the needs of diverse learners, our students have shown significant gains. Similarly, we are committed to achieving success for every child by addressing unique individual needs.

Contact

Hilliard Comstock Middle
2750 West Steele Ln.
Santa Rosa, CA 95403-3299

Phone: (707) 890-3885

Email: lhendrickson@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	Hilliard Comstock Middle
Street	2750 West Steele Ln.
City, State, Zip	Santa Rosa, CA , 95403-3299
Phone Number	(707) 890-3885
Principal	Laura Hendrickson, Principal
Email Address	lhendrickson@srcs.k12.ca.us
Website	https://www.comstockmiddleschool.com/
County-District-School (CDS) Code	49709206068977

School Description and Mission Statement (School Year 2021—2022)

Hilliard Comstock Middle School uses state approved textbooks and other instructional materials in English/language arts, social studies, science, and mathematics, including technology and companion online instructional support to engage our students in their day-to-day learning. We have been using technology and digital apps to engage and support student learning for over 10 years. Teachers collaborate on engaging, interesting and challenging material that support what is necessary for students to learn.

Our highly qualified, dedicated, and caring staff works as a team and meets frequently in small groups to review student progress and plan improvements that help more students succeed. Students and families benefit from timely and systematic interventions that support them whenever problems are encountered.

Hilliard Comstock Middle School takes pride in having one of the safest middle school campuses in Sonoma County. We encourage parents of prospective students to contact us for a personalized tour of the school, so they can see firsthand the positive and productive learning environment that exists at Hilliard Comstock Middle School. Safe School Ambassadors, Community Building Days, BEST behavior reinforcement and "Chill Skills" are just some of the programs we implement to support students. In addition, our Family Engagement Facilitator and Restorative Justice Coordinator works with families, staff and students to provide supportive services.

As an added bonus, Hilliard Comstock Middle School offers a unique after school program run by the Boys & Girls Club of Sonoma County that includes daily tutoring and academic support, as well as a range of recreational classes such as art, drama, dance, scrapbooking, sports, etc. This program is free for all Comstock students. In addition, we have partnerships with local sponsors to provide a "Maker" camp and after school course of study. The "Maker" movement supports students' exploration in Science, Technology, Engineering and Mathematics (STEM) by helping them create and innovate. Santa Rosa Parks and Recreation staff is also on campus with their "Naturalist" program, Soccer club and Summer Basketball Camp.

We also like to add the "a" to create "STEAM": the "a" standing for the Arts. We have band, drama, music, digital arts, fine arts and culinary arts electives.

Hilliard Comstock Middle School emphasizes and celebrates student effort, and our school frequently recognizes students for demonstrating Safety, Respect, and Responsibility, and Kindness as well as effort, academic achievement and improvement. We are proud to have a culture of success at Comstock Middle School. Our school vision can be summarized as "Together we believe; together we achieve." This statement reflects our fundamental commitment to work as a team in order to ensure the success of every child entrusted to our care. Collaborative and caring relationships characterize our work at every level among staff, as well as with parents and students.

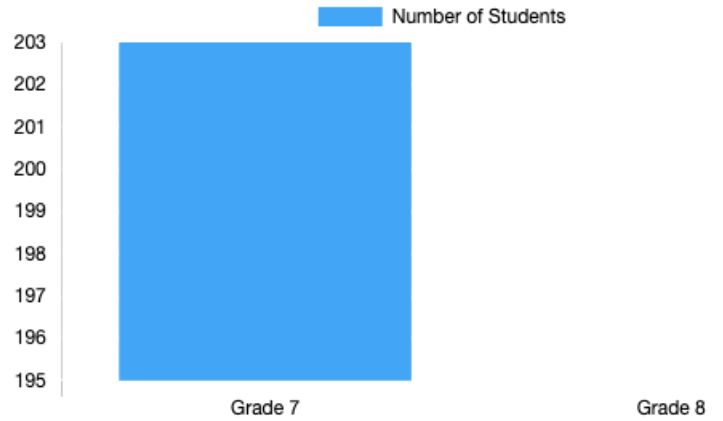
Likewise, our mission reflects the rich diversity of our student population: "At Comstock, our mission is to inspire our students to be global thinkers who will thrive in the 21st Century. We are devoted to developing academic excellence, creating a nurturing environment and fostering an innovative approach to learning. We will cultivate in students a desire to understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that make up humankind."

We are developing future community leaders at HCMS, and we are proud that our school's population mirrors the diversity of California as a whole. This richness helps prepare our students to appreciate and thrive in the culturally rich and global society that they will inherit as adults.

Hilliard Comstock Middle School is a wonderful example of how schools can improve and excel. In 2014 we won Sonoma State University's Jack London Award for our Project Make program as well as the California School Board Association's Golden Bell Award for program innovation. Those familiar with what has occurred at Comstock in recent years understand that this school is all about student achievement and success. Our staff's unrelenting dedication to the success of every child and our willingness to do whatever it takes to help students progress are part of what explains how Comstock's students are continuing to grow and achieve.

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	203
Grade 8	195
Total Enrollment	398



Last updated: 2/17/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	2.00%
Black or African American	1.30%
Filipino	1.80%
Hispanic or Latino	87.40%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	2.30%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.20%
Foster Youth	1.00%
Homeless	0.50%
Migrant	2.50%
Socioeconomically Disadvantaged	87.90%
Students with Disabilities	18.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"Prentice Hall Literature: Timeless Voices, Timeless Themes – Bronze Level, Prentice Hall, 2002, Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Silver Level, Prentice Hall, 2002, Board Approved 3/23/2005"	Yes	0%
Mathematics	"Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018"	Yes	0%
Science	"TCI Bring Science Alive 7th Grade Integrated (BA 2021) TCI Bring Science Alive 8th Grade Integrated (BA 2021)"	Yes	0%
History-Social Science	"Nat. Geo World History: Medieval & early modern times 9781337110808 Nat. Geo American Stories: beginnings to world war 1 9781337111386"	Yes	0%
Foreign Language	Realidades, Level A: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 2/17/22

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 12/30/2021 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/17/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
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 Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/17/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	611	324	53.0	47.0	5.2
Female	295	158	53.6	46.4	5.2
Male	315	166	52.7	47.3	6.0
American Indian or Alaska Native	4	1	25	75	0
Asian	21	14	71.4	28.6	33.3
Black or African American	10	50	50	50	0
Filipino	9	9	100	0	11.1
Hispanic or Latino	457	249	54.5	45.5	2.4
Native Hawaiian or Pacific Islander	3	0	0	100	0
Two or More Races	30	14	46.7	53.3	7.1
White	76	31	40.8	59.2	12.9
English Learners	143	71	49.7	50.3	0
Foster Youth	5	1	20	80	0
Homeless	4	1	25	75	0
Military	8	6	75	25	0
Socioeconomically Disadvantaged	379	213	56.2	43.8	2.3
Students Receiving Migrant Education Services	15	6	40	60	0
Students with Disabilities	93	51	54.8	45.2	2.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	611	359	58.8	41.2	1.7
Female	295	174	59.0	41.0	1.1
Male	315	185	58.7	41.3	2.2
American Indian or Alaska Native	4	1	25	75	0
Asian	21	18	85.7	14.3	11.1
Black or African American	10	6	60	40	0
Filipino	9	8	88.9	11.1	12.5
Hispanic or Latino	457	278	60.8	39.2	0.4
Native Hawaiian or Pacific Islander	3	1	33.3	66.7	0.0
Two or More Races	30	15	50	50	6.7
White	76	32	42.1	57.9	3.1
English Learners	143	86	60.1	39.9	0.0
Foster Youth	5	1	20	80	0
Homeless	4	0	0	100	0
Military	8	5	62.5	37.5	0
Socioeconomically Disadvantaged	379	230	60.7	39.3	0.4
Students Receiving Migrant Education Services	15	9	60	40	0
Students with Disabilities	93	98	62.4	37.6	0.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

We consider parents equal partners with us in the school community, and we actively reach out to families and encourage their involvement in many different ways. Opportunities for involvement range from collaborative governance of the school to assistance with special projects that directly benefit individual students.

Our Family Engagement Facilitator specifically reaches out to families to provide connections with community services, and to help them engage with their student's academic success.

The School Site Council (SSC) includes parent members and assists in the development of the School Plan and oversight of multiple budgets. Comstock's parent group meets monthly and works on projects such as campus beautification, student social events, and supporting a variety of school programs (e.g., emergency preparedness, etc.) Past projects have included campus beautification, refilling emergency backpacks, and supporting teachers. The English Language Advisory Council (ELAC) is a committee for parents of students learning English as a second or third language and supporting them and their families.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	469	137	29.2
Female	249	245	74	30.2
Male	232	224	63	28.1
American Indian or Alaska Native	9	9	1	28.1
Asian	4	4	3	75.0
Black or African American	8	8	1	12.5
Filipino	7	7	0	0.0
Hispanic or Latino	384	376	110	29.3
Native Hawaiian or Pacific Islander	3	1	0	0.0
Two or More Races	15	15	6	40.0
White	51	49	16	32.7
English Learners	148	141	44	31.2
Foster Youth	5	5	1	20.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	397	387	114	29.5
Students Receiving Migrant Education Services	10	10	3	30.0
Students with Disabilities	84	82	27	32.9

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	11.99%	0.00%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.41%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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 2019-2020	District 2019-2020	State 2019-2020
Suspensions	7.78%	6.03%	2.45%
Expulsions	0.69%	0.11%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Student safety is paramount at Comstock Middle School. Attentive student supervision takes place throughout the day, including before and after school. At lunchtime, administrators, a full-time campus supervisor/student advisor, and teachers monitor students. Every year our safety committee revises the school plan, which the School Site Council (SSC) approves. While many other middle schools are quite large, our school is small, which contributes to a sense of belonging for students and a positive learning environment in which each child is known and respected as an individual.

From the first day of school, we instruct students in the importance of safety, respect, and responsibility. Lessons provided through a daily advisory class help students understand how these values provide the foundation for all school rules. We focus on, encourage, and celebrate positive behaviors. Positive consequences are emphasized over negative ones, and our students learn that they are responsible for making the right choice for themselves and others.

Further, each month an emergency preparedness drill is conducted on campus: fire, earthquake and lock-down drills are reviewed, practiced and modified to be more effective. Our staff safety committee works to update equipment and protocols to ensure the safest campus possible. A full-scale emergency operations plan is in effect and can be reviewed upon request.

Last updated: 3/14/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9608.46	\$8916.64	\$691.82	\$82209.92
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/14/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

Hilliard Comstock Middle School coordinates multiple supplemental funds to maximize their effectiveness and to minimize the impact of periodic shortfalls in basic state funding. State lottery funds are used entirely for classroom instructional materials. Federal Title I funds support professional development and provide additional instructional materials; they are used also to support parent involvement. Title II funds provide additional support for professional development. School and Library Improvement funds support technology and improvements in the overall program. California's local control accountability funding is reflected in the School Plan for Student Achievement which reflects the values and mission of the school and the district.

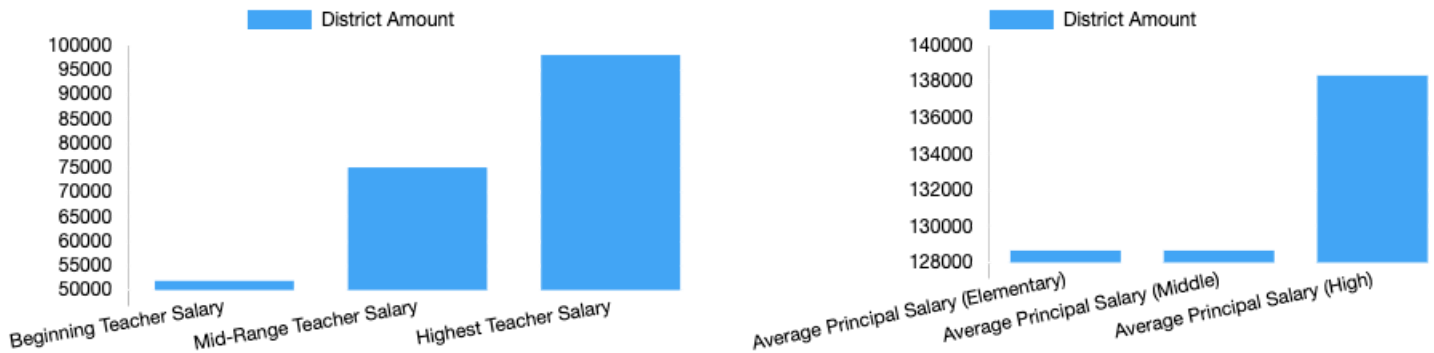
Comstock students benefit also from a variety of grants that enrich elective and physical education programs, as well as our offerings after regular school hours. (We provide a daily program of academic support and recreational classes from the end of school until 6:00 p.m.)

Last updated: 3/14/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51895.00	--
Mid-Range Teacher Salary	\$75057.00	--
Highest Teacher Salary	\$98021.00	--
Average Principal Salary (Elementary)	\$118974.00	--
Average Principal Salary (Middle)	\$128663.00	--
Average Principal Salary (High)	\$138329.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2690	55.2	44.8	12.1
Female	2322	1346	58	42	11.9
Male	2494	1332	53.4	56.6	12.2
American Indian or Alaska Native	34	13	38.2	61.8	7.7
Asian	246	169	68.7	31.3	28.4
Black or African American	105	58	55.2	44.8	10.3
Filipino	46	36	78.3	21.7	13.9
Hispanic or Latino	2484	1212	48.8	51.2	4.4
Native Hawaiian or Pacific Islander	35	12	34.3	65.7	0
Two or More Races	308	178	57.8	42.2	23
White	1562	1002	64.1	35.9	17
English Learners	542	199	36.7	63.3	0
Foster Youth	35	13	37.1	62.9	0
Homeless	38	12	31.6	68.4	0
Military	88	52	59.1	40.9	0
Socioeconomically Disadvantaged	1826	895	49.0	51.0	4.7
Students Receiving Migrant Education Services	66	22	33.3	66.7	9.1
Students with Disabilities	687	268	39.0	61.0	2.2

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Inspect Broad Coverage – Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2694	55.3	44.7	10.3
Female	2322	1337	57.6	42.4	9.4
Male	2494	1335	53.5	46.5	11.2
American Indian or Alaska Native	34	10	29.4	70.6	10.0
Asian	246	173	70.3	29.7	34.7
Black or African American	105	63	60.0	40	6.3
Filipino	46	38	82.6	17.4	26.3
Hispanic or Latino	2484	1257	50.6	49.4	3.3
Native Hawaiian or Pacific Islander	35	14	40	60	0
Two or More Races	308	181	58.8	41.2	14.4
White	1562	938	60.1	39.9	14.3
English Learners	542	236	43.5	56.5	0.4
Foster Youth	35	14	40.0	60	0
Homeless	38	11	28.9	71.1	0.0
Military	88	56	63.6	36.4	0
Socioeconomically Disadvantaged	1826	932	51.0	49.0	3.5
Students Receiving Migrant Education Services	66	23	34.8	65.2	4.3
Students with Disabilities	687	301	43.8	56.2	2.3

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22