

Hilliard Comstock Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

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 and access to prior year reports, 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/fg/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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Allegra Buschman, Principal

Principal, Hilliard Comstock Middle

About Our School



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Contact

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

Phone: [\(707\) 890-3885](tel:(707)890-3885)
Email: abuschman@srcs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

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

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

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.”

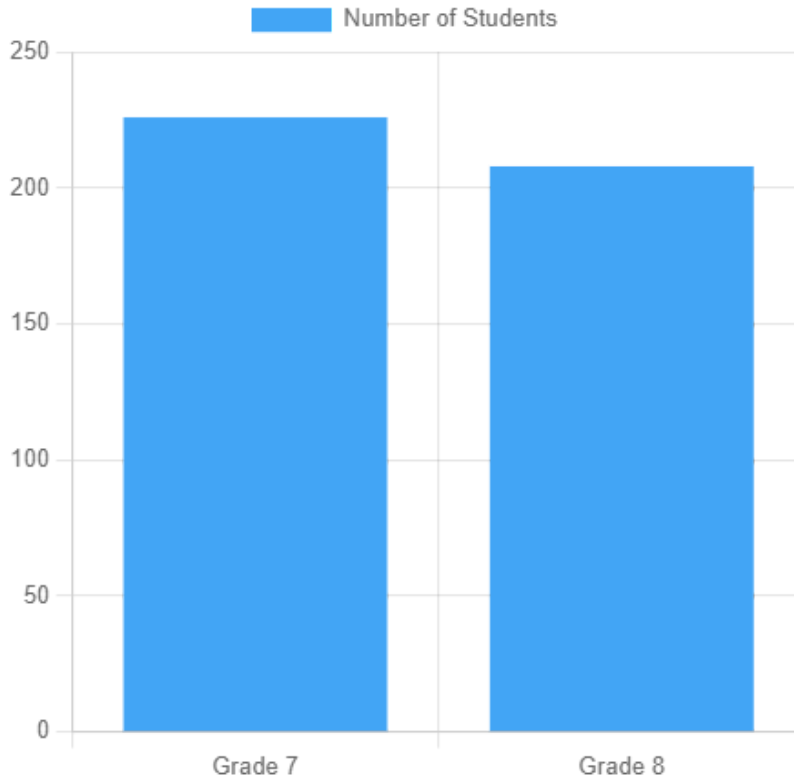
We are developing future community leaders at HCMS, and we are proud that our school's population mirrors the diversity of California as a whole. This richness helps prepare our students to appreciate and thrive in the culturally rich and global society that they will inherit as adults.

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.

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	226
Grade 8	208
Total Enrollment	434



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	44.20%
Male	55.30%
Non-Binary	0.50%
American Indian or Alaska Native	0.70%
Asian	4.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.10%
Foster Youth	0.20%
Homeless	2.50%
Migrant	1.80%

Student Group	Percent of Total Enrollment
Black or African American	1.60%
Filipino	0.70%
Hispanic or Latino	80.40%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	3.20%
White	7.40%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.40%
Students with Disabilities	23.30%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	75.28%	391.70	79.66%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.50	7.73%	12.30	2.51%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	4.21%	21.60	4.41%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	9.79%	15.20	3.09%	12115.80	4.41%
Unknown/Incomplete/NA	0.60	2.94%	50.80	10.33%	18854.30	6.86%
Total Teaching Positions	20.40	100.00%	491.80	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.70	64.13%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	9.08%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	5.55%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	4.20	21.19%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	19.80	100.00%	459.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.80	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	1.80

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00
Local Assignment Options	0.00	1.10
Total Out-of-Field Teachers	2.00	1.10

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80%	6.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Realidades, Level A: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005	Yes	0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

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 12/30/23 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

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 2024

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 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	21%	18%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	6%	7%	25%	24%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	443	389	87.81%	12.19%	17.83%
Female	189	166	87.83%	12.17%	21.69%
Male	252	221	87.70%	12.30%	14.61%
American Indian or Alaska Native	--	--	--	--	--
Asian	22	18	81.82%	18.18%	27.78%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	358	318	88.83%	11.17%	16.46%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33%	16.67%	40.00%
White	28	23	82.14%	17.86%	17.39%
English Learners	157	119	75.80%	24.20%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	337	295	87.54%	12.46%	19.11%
Students Receiving Migrant Education Services	11	6	54.55%	45.45%	--
Students with Disabilities	114	107	93.86%	6.14%	0.94%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	443	406	91.65%	8.35%	7.43%
Female	189	176	93.12%	6.88%	6.82%
Male	252	228	90.48%	9.52%	7.96%
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45%	4.55%	20.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	358	332	92.74%	7.26%	6.34%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89%	11.11%	18.75%
White	28	22	78.57%	21.43%	9.09%
English Learners	157	141	89.81%	10.19%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	337	308	91.39%	8.61%	7.19%
Students Receiving Migrant Education Services	11	8	72.73%	27.27%	--
Students with Disabilities	114	109	95.61%	4.39%	1.85%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	10.15%	6.74%	26.52%	24.05%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	205	96.70%	3.30%	6.37%
Female	83	81	97.59%	2.41%	6.17%
Male	129	124	96.12%	3.88%	6.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	175	170	97.14%	2.86%	4.73%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	11	91.67%	8.33%	0.00%
English Learners	73	72	98.63%	1.37%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	169	162	95.86%	4.14%	5.59%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	64	95.52%	4.48%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	124
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/24

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

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	93.80%	93.80%	91.47%	92.64%	95.74%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

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

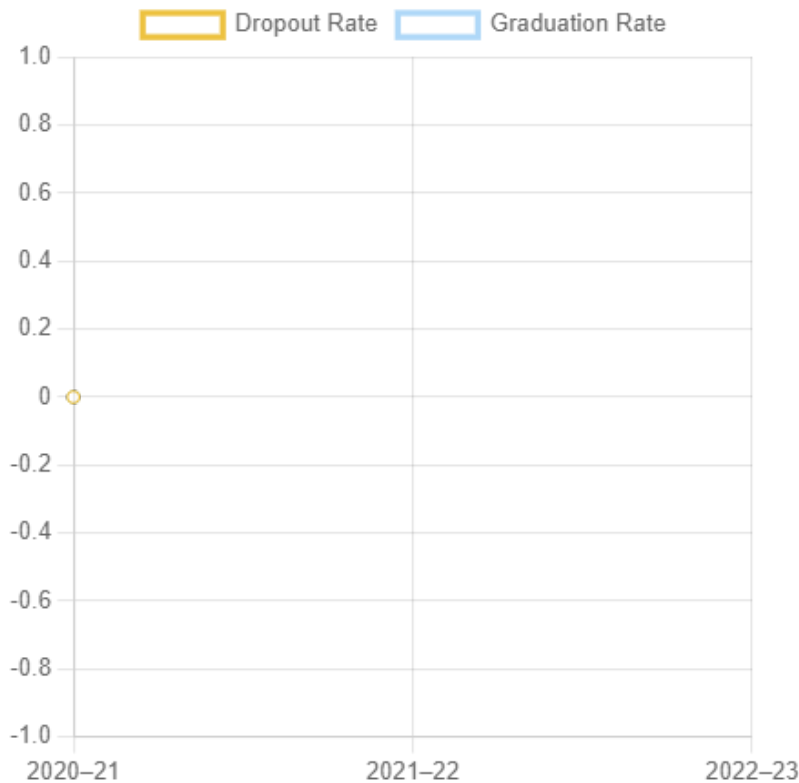
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				14.0%	11.5%	12.5%	9.4%	7.8%	8.2%
Graduation Rate				80.4%	84.2%	82.6%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	468	184	39.3%
Female	214	205	78	38.0%
Male	272	261	104	39.8%
Non-Binary	2	2	2	100.0%
American Indian or Alaska Native	4	3	3	100.0%
Asian	23	23	5	21.7%
Black or African American	8	7	4	57.1%
Filipino	4	4	1	25.0%
Hispanic or Latino	390	374	141	37.7%
Native Hawaiian or Pacific Islander	6	6	3	50.0%
Two or More Races	17	15	6	40.0%
White	35	35	21	60.0%
English Learners	191	181	72	39.8%
Foster Youth	2	2	1	50.0%
Homeless	17	15	7	46.7%
Socioeconomically Disadvantaged	372	357	145	40.6%
Students Receiving Migrant Education Services	13	11	4	36.4%
Students with Disabilities	123	120	61	50.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	12.33%	13.73%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.20%	0.00%	0.05%	0.21%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.73%	0.20%
Female	12.62%	0.47%
Male	14.71%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.35%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	14.62%	0.26%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	17.65%	0.00%
White	8.57%	0.00%
English Learners	12.57%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.88%	0.00%
Socioeconomically Disadvantaged	12.37%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.38%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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: 1/31/24

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	13	5	6
Mathematics	18.00	13	7	2
Science	18.00	10	11	1
Social Science	20.00	9	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	19	10	
Mathematics	17.00	18	8	1
Science	20.00	8	12	
Social Science	19.00	9	12	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	24	9	1
Mathematics	19.00	14	8	5
Science	21.00	7	11	2
Social Science	18.00	7	7	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	241.11

* 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	0.30

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.10

* 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.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17672.00	\$6238.00	\$11434.00	\$95862.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

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.)

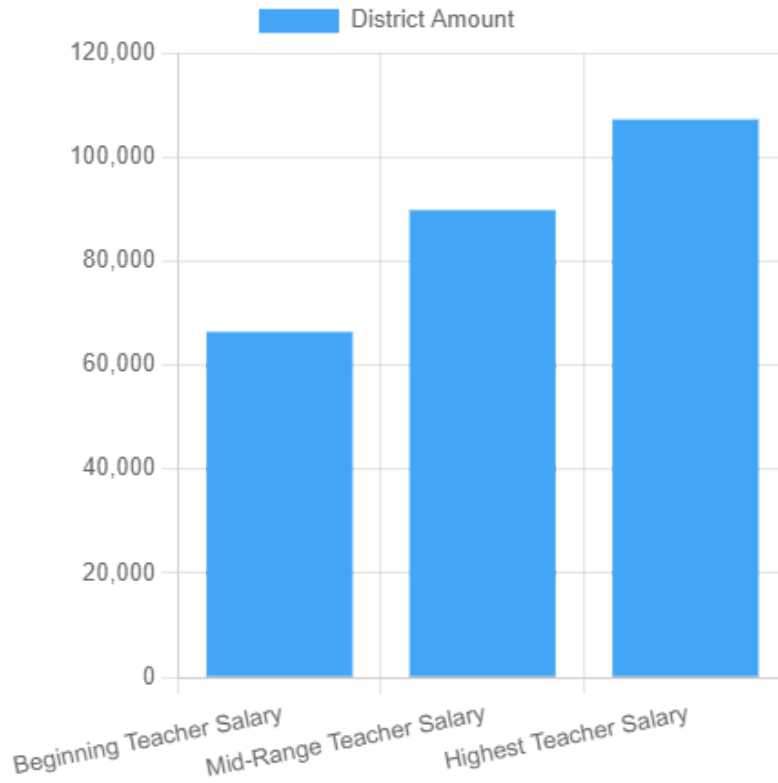
Last updated: 1/31/24

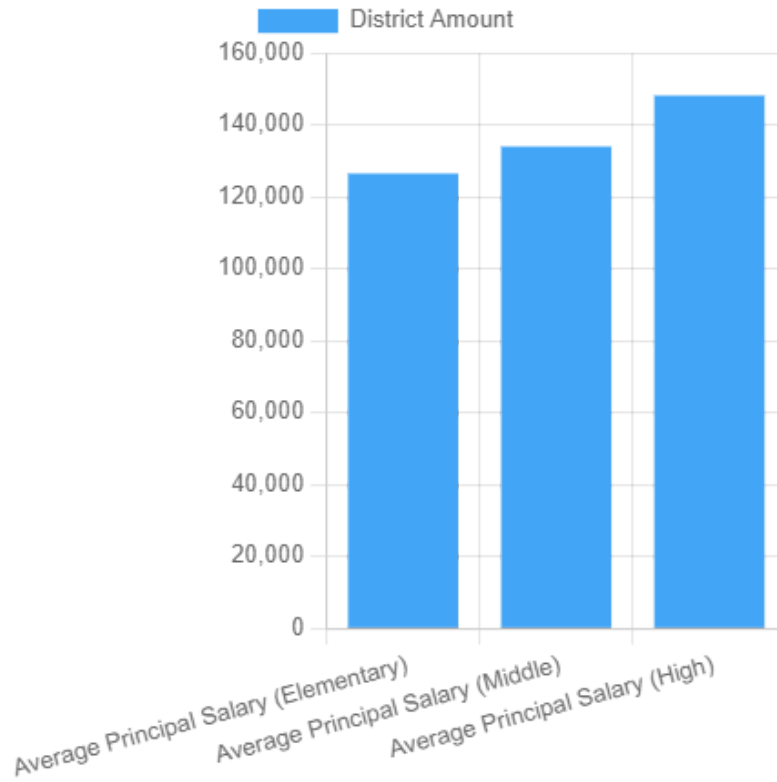
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	0.00%	0.00%

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





Last updated: 1/31/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/31/24