

# Hilliard Comstock Middle School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Hilliard Comstock Middle School
<b>Street</b>	2750 West Steele Lane
<b>City, State, Zip</b>	Santa Rosa, Ca. 95403
<b>Phone Number</b>	(707) 890-3885
<b>Principal</b>	Allegra-Anne Buschman
<b>Email Address</b>	abuschman@srcs.k12.ca.us
<b>School Website</b>	<a href="https://hcms.srcschools.org">https://hcms.srcschools.org</a>
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	49709206068977

### 2024-25 District Contact Information

<b>District Name</b>	Santa Rosa High
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Dr. Daisy Morales
<b>Email Address</b>	dmorales@srcs.k12.ca.us
<b>District Website</b>	www.srcschools.org

### 2024-25 School Description and Mission Statement

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.”

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

## 2024-25 School Description and Mission Statement

students in their day-to-day learning. 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.

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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	209
Grade 8	233
<b>Total Enrollment</b>	<b>442</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	50.9
Non-Binary	0.9
American Indian or Alaska Native	0.7
Asian	3.2
Black or African American	1.6
Filipino	1.4
Hispanic or Latino	81.4
Native Hawaiian or Pacific Islander	1.4
Two or More Races	2.9
White	7.5
English Learners	34.8
Foster Youth	0.5
Homeless	2.7
Migrant	3.2
Socioeconomically Disadvantaged	68.6
Students with Disabilities	19.9

## **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.

## 2020-21 Teacher Preparation and Placement

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

## 2021-22 Teacher Preparation and Placement

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.20	71.93	409.90	82.49	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.43	8.80	1.77	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.10	9.40	21.30	4.29	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.80	22.80	4.60	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.00	13.39	33.90	6.84	14303.80	5.15
<b>Total Teaching Positions</b>	22.50	100.00	496.90	100.00	277698	100

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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.80	1.80	2.1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.80	1.80	2.1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.00	0.00	0
<b>Local Assignment Options</b>	0.00	1.10	0.1
<b>Total Out-of-Field Teachers</b>	2.00	1.10	0.1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	6.5	8.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	TCI Bring Science Alive 7th Grade Integrated (BA 2021) TCI Bring Science Alive 8th Grade Integrated (BA 2021)	Yes	0
<b>History-Social Science</b>	Nat. Geo World History: Medieval & early modern times 9781337110808 Nat. Geo American Stories: beginnings to world war 1 9781337111386	Yes	0
<b>Foreign Language</b>	Realidades, Level A: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005	Yes	0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0

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

## 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 in September 2024 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.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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).

### 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	18	13	38	39	46	47
<b>Mathematics</b> (grades 3-8 and 11)	7	9	24	25	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	421	90.15	9.85	13.38
Female	225	205	91.11	8.89	14.43
Male	240	214	89.17	10.83	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	6.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	377	337	89.39	10.61	12.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	18.18
White	37	34	91.89	8.11	23.53
English Learners	157	129	82.17	17.83	0.00
Foster Youth	--	--	--	--	--
Homeless	25	13	52.00	48.00	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	282	249	88.30	11.70	11.93
Students Receiving Migrant Education Services	16	12	75.00	25.00	9.09
Students with Disabilities	96	88	91.67	8.33	3.53

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	469	438	93.39	6.61	8.99
<b>Female</b>	226	210	92.92	7.08	8.21
<b>Male</b>	241	226	93.78	6.22	9.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	16	94.12	5.88	6.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	379	355	93.67	6.33	7.95
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	12	85.71	14.29	8.33
<b>White</b>	37	33	89.19	10.81	24.24
<b>English Learners</b>	159	142	89.31	10.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	21	80.77	19.23	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	283	259	91.52	8.48	8.17
<b>Students Receiving Migrant Education Services</b>	16	13	81.25	18.75	0.00
<b>Students with Disabilities</b>	97	88	90.72	9.28	1.15

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	6.74	9.63	24.05	25.17	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	243	230	94.65	5.35	9.82
<b>Female</b>	115	110	95.65	4.35	7.41
<b>Male</b>	127	119	93.70	6.30	12.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	10	90.91	9.09	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	199	188	94.47	5.53	9.34
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	15	93.75	6.25	26.67
<b>English Learners</b>	90	83	92.22	7.78	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	11	78.57	21.43	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	146	137	93.84	6.16	5.26
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	0.00
<b>Students with Disabilities</b>	47	39	82.98	17.02	5.26

## B. Pupil Outcomes

### 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	78.44%	93.12%	93.12%	91.28%	80.28%

## 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.

#### 2024-25 Opportunities for Parental Involvement

We consider parents equal partners with us in the school community, and we actively reach out to families through Parent Square and phone calls 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 with Aeries and Parent Square.

The School Site Council (SSC) includes parent members and assists in the development of the School Plan and oversees 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	486	149	30.7
Female	246	234	70	29.9
Male	257	250	79	31.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	17	6	35.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	409	393	114	29.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	6	42.9
White	41	39	13	33.3
English Learners	193	185	58	31.4
Foster Youth	--	--	--	--
Homeless	32	30	11	36.7
Socioeconomically Disadvantaged	390	375	122	32.5
Students Receiving Migrant Education Services	21	21	5	23.8
Students with Disabilities	104	96	31	32.3

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.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
12.33	13.73	16.44	6.4	10.12	7.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.2	0.2	0.05	0.21	0.21	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.44	0.20
Female	16.26	0.41
Male	16.73	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	11.11	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.89	0.24
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	17.07	0.00
English Learners	14.51	0.52
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	16.67	0.00
Students Receiving Migrant Education Services	19.05	0.00
Students with Disabilities	14.42	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.

## 2024-25 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

## 2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

### Site-Based Safety Plan Information:

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.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	19	10	
Mathematics	17	18	8	1
Science	20	8	12	
Social Science	19	9	12	1

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	24	9	1
Mathematics	19	14	8	5
Science	21	7	11	2
Social Science	18	7	7	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	25	7	4
Mathematics	23	11	8	5
Science	22	9	11	2
Social Science	19	11	10	1

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	221

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,746.56	\$7,719.88	\$11,026.68	\$91,289.41
District	N/A	N/A	\$94,861.69	
Percent Difference - School Site and District	N/A	N/A	-158.3	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	2.3	

## Fiscal Year 2023-24 Types of Services Funded

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.)

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

### District Level Professional Development:

Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

Site Specific Professional Development: HCMS is working on Instructional Learning Rounds at the school site to support all teachers in the classroom with a focus on students' reading, writing, listening and speaking skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2