

George T. Egling Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	George T. Egling Middle School
Street	813 Webster Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7631
Principal	Erika Lemenager
Email Address	elemenager@colusa.k12.ca.us
School Website	https://egling.colusa.k12.ca.us/
Grade Span	4-8
County-District-School (CDS) Code	06-61598-6057152

2025-26 District Contact Information

District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Rebecca Changus
Email Address	rchangus@colusa.k12.ca.us
District Website	https://www.colusa.k12.ca.us/

2025-26 School Description and Mission Statement

Colusa Community - -Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district

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offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High School which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 550 students in grades 4th-8th. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade After-School Program, Leadership Classes, Band, 4th -5th grade PE specialist, Language Development classes, and 6th grade involvement in environmental education school at Sly Park Outdoor School. Egling Middle School has a chromebook for every student. A variety of sports are offered at 7th and 8th grade students including girls' and boys' basketball, girls' volleyball, girls' and boys' soccer. 7th and 8th grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered. Parents are encouraged to participate in the Egling Middle School Parent Club, School Site Council and our English Language Advisory Committee.

Egling Middle School Staff--Credentialed staff includes 29 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 1 math specialist, 1 speech teacher, 1 counselor and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 after school program director, 3.5 EL instructional assistants, 4 instructional assistants, 7 special education instructional assistants, 1 library aide, 5 duty supervisors, 3 cafeteria and 4 custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the option to fail. Students needing help in achieving the Common Core State Standards receive support from the entire school community. The school environment is safe, positive and caring. The environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements-- Egling Middle School has a quarter grading system for 6-8th grades, trimesters for 4/5th grades. Students receive grade reports at 9 week periods. Parents may access students' grades and assignments online through our grade reporting systems, Aeries for 4th through 8th graders. Parent conferences are held in October-November for our 4th - 5th grade students, as well as on an as-needed basis. 6th through 8th grade students and parents at Egling Middle School meet our administration and teachers as needed throughout the year. 7th and 8th grade students must not receive any F grades through out the year to participate in promotion activities. A tutoring and grade make-up session is offered for those student who need to recover grades. A summer school program is also offered.

Academic Achievement-- 95% of the Egling Middle School 8th grade class of 2023 met the promotion requirement.

Daily Schedule: School begins at 8:13. 4th-8th grades' day ends at 2:45. 6th through 8th graders all classes are offered each day. 6th through 8th graders rotate through teacher-taught elective classes during 7th period.

Mission: Colusa Unified School District's mission to provide a safe, student-centered, high quality education for ALL students.

Vision: Colusa Unified School District's mission is to provide, in cooperation with our families, an excellent, well balanced education where all students gain skills necessary for success in an ever changing world.

Guiding Principles -

* Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.

*Egling Middle School is a place where the school community empowers students to develop their skills and talents.

*High expectations are set for all students to maximize their potential. All students have the ability to learn. Students who need help in achieving the standards receive support from the entire community.

*Positive and Caring School Community : The school environment is safe, positive and caring it supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community.

*Quality Curriculum: All students are engaged in a rigorous, standards-based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions.

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***Meeting Diverse Abilities and Cultural Needs:** Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	128
Grade 5	95
Grade 6	112
Grade 7	103
Grade 8	115
Total Enrollment	553

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	1.8
Asian	1.4
Black or African American	1.3
Hispanic or Latino	75
Two or More Races	2.2
White	17.9
English Learners	24.8
Foster Youth	0.2
Homeless	6.7
Migrant	0.9
Socioeconomically Disadvantaged	78.1
Students with Disabilities	17

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.

2021-22 Teacher Preparation and Placement

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)	25.8	95.34	62.2	86.12	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.38	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	1.22	0.3	0.46	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.11	2.8	3.97	11953.1	4.28
Unknown/Incomplete/NA	0.6	2.25	5.8	8.05	15831.9	5.67
Total Teaching Positions	27	100	72.3	100	279044.8	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.

2022-23 Teacher Preparation and Placement

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)	25.2	88.07	66.5	83.92	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	2.79	3.7	4.78	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	4.05	2.3	2.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.15	2.8	3.57	11746.9	4.23
Unknown/Incomplete/NA	1.1	3.87	3.7	4.76	14303.8	5.15
Total Teaching Positions	28.6	100	79.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	23.6	84.61	62.2	81.11	230039.4	100
Intern Credential Holders Properly Assigned	1	3.57	5.9	7.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.14	4	5.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	2.86	1.6	2.17	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.79	2.8	3.68	13705.8	4.91
Total Teaching Positions	28	100	76.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0.8
Misassignments	0.30	0.1	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	1.1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.30	0.3	0.8
Total Out-of-Field Teachers	0.30	0.3	0.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.6	5.4	6.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	9.4	10.4

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Colusa Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Egling students by a Task Force comprised of teachers and administrators and approved by the State Board of Education. All students have state adopted texts and state approved intervention programs are being implemented.

Year and month in which the data were collected	August 2023
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	4th-6th gr.: Benchmark Advance, Benchmark Advance Company LLC 2017 7th-8th gr.: SpringBoard English Language Arts and English Language Development, CollegeBoard 2017 4th-8th gr. ELD: Champions: Ballard & Tighe, 2007	0%
Mathematics	4th-5th gr.: Bridges in Mathematics, The Math Learning Center 2014 6th-8th gr: Big Ideas Math, Course 1, 2 and 3 2015 8th gr.: Integrated I - Big Ideas Math Integrated I 2016	0%
Science	4th-5th gr: McGraw-Hill Inspire 2020 6th gr: McGraw-Hill Inspire: Earth and Space Science 2020 7th gr.: McGraw-Hill Inspire: Life Science 2020 8th gr.: McGraw-Hill Inspire: Physical Science 2020	0%
History-Social Science	4th-5th gr.: McGraw-Hill Impact 2020 6th gr.: National Geographic: World History Ancient Civilizations 2018 7th gr.: National Geographic: World History Medieval and Modern Times 2018 8th gr.: National Geographic: US History American Stories 2018	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A

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

School Facility Conditions and Planned Improvements

Thanks to the Colusa voters and the passing of the school bond. Egling Middle School has a new fire alarm system and fire sensors. We have updated our phone and internet connections. Egling has received two new portable classrooms. New HVAC systems have been added to our portable classrooms and 200 wing. Our band room has updated storm windows and the floor has been renovated. Lights throughout the buildings have been upgraded to an energy efficient system. Our gym floor and our playgrounds are new as well. It is important that the facilities at our school reflect our pride and caring. We strive to maintain clean and beautiful grounds. Buildings and grounds receive regular maintenance. The district provides Egling 2 full-time day custodians and 2 part time custodian to meet our facility needs.

The Director of Maintenance and administrators identify long-term maintenance needs and determine when to schedule necessary repairs. Work identified as a major repair is handled through a district work-order process. Site custodians do minor repairs and maintenance such as painting and furniture upkeep. Emergency repairs are given highest priority. The administrators work with the custodial staff to develop a cleaning schedule to ensure a clean and safe school.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Surfaces are being addressed this fall and on an ongoing basis.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Deferred maintenance will address most of the deficiencies noted.
External: 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	30	32	34	47	48
Mathematics (grades 3-8 and 11)	26	25	26	27	35	37

2024-25 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	543	530	97.61	2.39	30.25
Female	266	260	97.74	2.26	35.91
Male	277	270	97.47	2.53	24.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	411	401	97.57	2.43	27.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	99	97	97.98	2.02	40.21
English Learners	101	95	94.06	5.94	7.37
Foster Youth	--	--	--	--	--
Homeless	38	34	89.47	10.53	14.71
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	436	426	97.71	2.29	26.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	93	98.94	1.06	3.23

2024-25 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
All Students	543	536	98.71	1.29	24.63
Female	266	263	98.87	1.13	24.71
Male	277	273	98.56	1.44	24.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	411	407	99.03	0.97	21.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	99	97	97.98	2.02	37.11
English Learners	101	100	99.01	0.99	9.00
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	13.16
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	436	431	98.85	1.15	21.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	93	98.94	1.06	17.20

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.71	21.67	16.56	19.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	203	97.60	2.40	21.67
Female	106	103	97.17	2.83	22.33
Male	102	100	98.04	1.96	21.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	155	152	98.06	1.94	18.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	41	95.35	4.65	31.71
English Learners	34	34	100.00	0.00	2.94
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	5.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	167	97.66	2.34	19.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	10.00

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	98.9%	100%	98.9%	98.9%	98.9%
Grade 7	97.9%	96.9%	96.9%	96.9%	96.9%

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.

2025-26 Opportunities for Parental Involvement

Parent involvement opportunities include field trip chaperones, classroom volunteers, fundraising, School Site Council, Parent Club, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and many athletic related opportunities. Local organizations and businesses support our activities throughout the year.

Egling Middle School has an active Parent Club and ELAC which meet monthly. Parent Club is actively involved in fundraising and in educational activities. Our Parent Club facilitates opportunities for parents to become involved in our school activities and programs.

Parents are encouraged to use our online student information system: Aeries for all students, which allows parents to monitor their student's progress. Teachers and administrators contact parents to discuss successes and areas of concern regarding students' academics and behavior. They work together to develop strategies to benefit students. Classroom teachers also use Parent Square for communication to families.

A weekly bulletin is emailed home to inform parents of upcoming events.

Parents are contacted and encouraged to attend our monthly 4th - 5th grade achievement assemblies recognizing the academic achievement of their students.

Parent education nights are offered throughout the year.

For more information on how to become involved, check out the Egling Middle School website or contact us at (530) 458-7631.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	559	70	12.5
Female	280	273	38	13.9
Male	287	286	32	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	417	47	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	3	23.1
White	103	101	11	10.9
English Learners	148	145	21	14.5
Foster Youth	--	--	--	--
Homeless	45	43	7	16.3
Socioeconomically Disadvantaged	458	451	58	12.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	103	21	20.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.24	2.93	6.53	2.94	2.1	3.35	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.18	0	0.31	0.06	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.53	0.00
Female	3.93	0.00
Male	9.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	2.91	0.00
English Learners	6.08	0.00
Foster Youth	0.00	0.00
Homeless	15.56	0.00
Socioeconomically Disadvantaged	7.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.77	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.

2025-26 School Safety Plan

School safety is the highest priority at our school. Egling Middle School has a closed campus policy and all visitors are required to report to the office for permission to be on campus and receive a visitor's badge. All staff on campus wear school ID badges. We provide adequate adult supervision for the cafeteria, playground, and other areas immediately before and after school. The principal, vice principal, counselor and athletic director regularly assist with student supervision. Our After School Program is offered to all 4th - 8th grade students and runs at capacity. The program includes homework assistance, a healthy snack and extracurricular activities. The program supervises students from the end of the regular school day until 6:00 p.m.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

In conjunction with our District Attorney's Office all students are provided with internet safety training. The Colusa Probation Department facilitates our 7th and 8th grade Girls' Circle and Boys' Council. The Sheriff's Department provides the Drug Awareness and Resistance Education (DARE) for our 5th Grader. Annually, we hold a "Safety Day" where community services come to present on a variety of topics for prevention and safety purposes. Egling Middle School has random visits from Interquest Detection Canines.

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	17	15	1	0
Mathematics	18	11	0	0
Science	22	6	3	0
Social Science	22	6	3	0

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	11	2	
Mathematics	22	6	4	
Science	22	5	5	
Social Science	23	3	7	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	6	6	
Mathematics	22	4	6	
Science	22	4	6	
Social Science	21	5	5	

2024-25 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	509

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.68750
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,941	\$1,806	\$9,135	\$79,292
District	N/A	N/A	\$13,666	\$92,290
Percent Difference - School Site and District	N/A	N/A	-39.7	-15.2
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-19.8	-8.5

Fiscal Year 2024-25 Types of Services Funded

- Title 1 Reading Specialist, 2 Paraprofessionals and Reading Intervention Classes: Small reading group instruction for struggling readers.

*Math Specialist, 2 Paraprofessionals, which run small group intervention class for struggling math students.

- Services for English Learners: English Language Development classes as well as 4.25 FTE bilingual para professionals.
- 1 to 1 chromebooks for all students: Updated computers provided for computer applications and programs such as Benchmark Advance and Springboard instructional components, typing, iReady Assessments and Individualized Instruction, Plato Learning
- After School Tutoring in Reading and Math: A tutoring component is part of our After School Safety and Enrichment Program (ASES). 7-8th Students can make up failing grades during credit recovery. As well we offer parent training for helping students with math strategies at home.

*1 FTE social emotional counselor

*District Health Clerk services all school sites to assist with student records and necessary requirement.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$62,724	\$54,773
Mid-Range Teacher Salary	\$84,107	\$78,981
Highest Teacher Salary	\$121,875	\$117,337
Average Principal Salary (Elementary)	\$124,109	\$128,425
Average Principal Salary (Middle)	\$158,709	\$137,947
Average Principal Salary (High)	\$174,003	\$138,809
Superintendent Salary	\$170,980	\$176,162
Percent of Budget for Teacher Salaries	28.78%	24.71%
Percent of Budget for Administrative Salaries	5.15%	5.91%

Professional Development

The district has increased its efforts in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities and training include implementation of Achievement Teams, data analysis of iReady and use of Aeries SIS/Parent Square.

As well, we have continued with the implementation of iReady as a benchmark assessment and individualized intervention program.

Our district has implemented teacher professional learning time every Wednesday afternoon when students are excused 30 minutes early. Teachers use this additional time to collaborate on instructional and curricular needs. We also have three training days before school that provide teachers with additional training in technology, curriculum and effective teaching strategies. Currently the District is preparing a district-wide professional development plan for multiple years.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10