

George T. Egling Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

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

School Contact Information (School Year 2019-20)

| Entity | 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 |
| Website | https://egling-colusausd-ca.schoolloop.com/ |
| County-District-School (CDS) Code | 06-61598-6057152 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Colusa Unified School District |
| Phone Number | (530) 458-7791 |
| Superintendent | Bill Cornelius |
| Email Address | bcornelius@colusa.k12.ca.us |
| Website | www.colusa.k12.ca.us |

School Description and Mission Statement (School Year 2019-20)

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 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 600 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, Choir, Band, 4th -6th grade PE specialist, Language Development classes, and 6th grade involvement in environmental education school at Shady Creek. Egling Middle School has 24 computer carts with 25 Chromebooks each for classroom use. 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 Acquisition Committee.

Egling Middle School Staff--Credentialed staff includes 35 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 1 speech teacher, 1 counselor and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 office clerk, 1 after school program director, 2.5 EL instructional assistants, 4 instructional assistants, 6 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 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 trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students' grades and assignments on line through our grade reporting systems, Infinite Campus for 7th and 8th graders and Illuminate for our 4th - 6th graders. Parent conferences are held in October-November for our 4th - 6th grade students, as well as on an as-needed basis. 7th and 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 graduation 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 -- 98% of the Egling Middle School 8th grade class of 2019 met the promotion requirement.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday and Wednesday. Even numbered classes are offered on Tuesday and Thursday. All classes are offered on Friday. 7th and 8th graders rotate through teacher-taught enrichment classes during 9th 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.
- *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.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 4 | 104 |
| Grade 5 | 124 |
| Grade 6 | 129 |
| Grade 7 | 105 |
| Grade 8 | 99 |
| Total Enrollment | 561 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 3 |
| Asian | 1.2 |
| Hispanic or Latino | 74 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 20.3 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 72.9 |
| English Learners | 31.4 |
| Students with Disabilities | 8.7 |
| Foster Youth | 0.7 |
| Homeless | 0.4 |

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 Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 25 | 28 | 27 | 80 |
| Without Full Credential | 3 | 2 | 2 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | | 1 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 1 | 0 |
| Total Teacher Misassignments* | 1 | 1 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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. Egling is currently transitioning to meet the Common Core State Standard expectations. All students have state adopted texts and state approved intervention programs are being implemented.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| Reading/Language Arts | 4th-6th gr.: Benchmark Advance, Benchmark Advance Company LLC 2010 7th-8th gr.: SpringBoard English Language Arts and English Language Development, CollegeBoard 2017 5th-8th gr. ELD: English 3D Houghton Mifflin Harcourt 2017 | Yes | 0% |
| Mathematics | 4th-5th gr.: Bridges in Mathematics, The Math Learning Center 2014 6th-8th gr: Big Ideas Math, Course 1, 2 and 3 2016 8th gr.: Integrated I - Big Ideas Math Integrated I 2016 | Yes | 0% |
| Science | 4th-5th gr: McGraw-Hill Inspire 2019 6th gr: McGraw-Hill Inspire: Earth and Space Science 2019 7th gr.: McGraw-Hill Inspire: Life Science 2019 8th gr.: McGraw-Hill Inspire: Physical Science 2019 | Yes | 0% |
| History-Social Science | 4th-5th gr.: Studies Weekly: California DBA American Legacy Pub. -Pilot 2019 6th gr.: National Geographic: World History Ancient Civilizations 2019 7th gr.: National Geographic: World History Medieval and Modern Times 2019 8th gr.: National Geographic: US History American Stories 2019 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 3 full-time day custodians and 1 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: July 11, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good Fair | |
| 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 Rating | Good | |

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, which 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); and
- 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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 40 | 42 | 44 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 27 | 31 | 30 | 34 | 38 | 39 |

Note: Percentages are not calculated 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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 573 | 559 | 97.56 | 2.44 | 40.07 |
| Male | 286 | 282 | 98.60 | 1.40 | 31.21 |
| Female | 287 | 277 | 96.52 | 3.48 | 49.10 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 18 | 18 | 100.00 | 0.00 | 44.44 |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 422 | 413 | 97.87 | 2.13 | 35.35 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 115 | 113 | 98.26 | 1.74 | 55.75 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 444 | 431 | 97.07 | 2.93 | 35.96 |
| English Learners | 256 | 249 | 97.27 | 2.73 | 27.31 |
| Students with Disabilities | 82 | 80 | 97.56 | 2.44 | 6.25 |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00 | 0.00 | 25.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 572 | 563 | 98.43 | 1.57 | 31.08 |
| Male | 286 | 284 | 99.30 | 0.70 | 26.41 |
| Female | 286 | 279 | 97.55 | 2.45 | 35.84 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 18 | 18 | 100.00 | 0.00 | 38.89 |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 422 | 417 | 98.82 | 1.18 | 27.10 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 114 | 113 | 99.12 | 0.88 | 44.25 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 443 | 435 | 98.19 | 1.81 | 26.44 |
| English Learners | 256 | 253 | 98.83 | 1.17 | 19.37 |
| Students with Disabilities | 82 | 80 | 97.56 | 2.44 | 10.00 |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00 | 0.00 | 8.33 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 25.2 | 18.7 | 6.5 |
| 7 | 18.6 | 19.6 | 22.5 |

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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), Friends of Music, Club Live and many sport related opportunities. Local organizations and businesses support our activities throughout the year.

Egling Middle School has an active Parent Club which meets 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: Infinite Campus for 7th and 8th graders and Illuminate for 4th - 6th graders, 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 the Remind App, Bloomz and various other messaging systems for classroom updates

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

Parents are contacted and encouraged to attend our monthly 4th - 6th 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.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 8.8 | 7.3 | 6.4 | 7.2 | 3.5 | 3.5 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.3 | 0.5 | 0.0 | 0.3 | 0.5 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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 Graders and both Students Working Against Tobacco (SWAT) and Gang Resistance Education and Training (GREAT) to our 4th grade students. Egling Middle School has random visits from Interquest Detection Canines.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 16 | 16 | 1 | | 18 | 12 | 1 | | 17 | 14 | 1 | |
| Mathematics | 19 | 7 | 3 | | 22 | 5 | 4 | | 20 | 6 | 4 | |
| Science | 22 | 5 | 5 | | 20 | 7 | 3 | | 20 | 10 | | |
| Social Science | 28 | | 8 | | 21 | 4 | 1 | | 24 | 1 | 4 | |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 561.0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,173 | \$539 | \$5,634 | \$93,743 |
| District | N/A | N/A | \$8,710 | \$70,849.00 |
| Percent Difference - School Site and District | N/A | N/A | -42.9 | 32.5 |
| State | N/A | N/A | \$7,506.64 | \$64,732.00 |
| Percent Difference - School Site and State | N/A | N/A | -23.4 | 38.3 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- Title 1 Reading Specialist, Paraprofessionals and Reading Intervention Classes: Small reading group instruction for struggling readers.
- Services for English Learners: English Language Development classes.
- Class sets of ChromeBooks and Carts (25): 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,878 | \$43,574 |
| Mid-Range Teacher Salary | \$66,882 | \$63,243 |
| Highest Teacher Salary | \$90,941 | \$86,896 |
| Average Principal Salary (Elementary) | \$93,118 | \$103,506 |
| Average Principal Salary (Middle) | \$121,114 | \$108,961 |
| Average Principal Salary (High) | \$97,432 | \$108,954 |
| Superintendent Salary | \$156,910 | \$136,125 |
| Percent of Budget for Teacher Salaries | 35% | 30% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |

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 Common Core aligned math materials at all grade levels. 6th, 7th and 8th grade math teachers work with a math consultant from the Northern California Math Project throughout the year. 4th and 5th grade teachers receive math professional development with a consultant from the Math Learning Center.

With the adoption of the new 4th - 6th grade reading series Benchmark Advance 4th, 5th and 6th grade teachers are receiving professional development from consultant from the Benchmark Advance Company throughout the year. 7th and 8th grade has adopted Spring Board as their reading and language arts series and have attended training. Teachers participate in planning days to ensure consistent instruction within the grade level. Data is reviewed and used to inform instruction. Our Reading Specialist also works with teachers in language arts to refine teaching practices. Additional training has been provided to select 4th - 8th grade teachers in the English 3D intervention program, Reading Comprehension, Reciprocal Teaching and Peer Assisted Learning Strategies.

7th and 8th grade science teachers have attended Next Generation Science Standards workshops. Our Assistant Principal has attended state Communities of Practice meetings and is teaching science rollout workshops for Egling's teachers and teachers in Colusa County.

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.