

# George T. Egling Middle School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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 575 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 Shady Creek. 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 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 after school program director, 3.5 EL instructional assistants, 2 instructional assistants, 6 special education instructional assistants, 1 library aide, 4 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

## 2021-22 School Overview

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. Students receive grade reports at 6 week and 9 week periods. Parents may access students' grades and assignments on line 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 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 -- 90% of the Egling Middle School 8th grade class of 2021 met the promotion requirement.

Daily Schedule: School begins at 8:13. 4th - 5th grades' day ends at 2:30. 6th-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.

\*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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	113
Grade 5	106
Grade 6	105
Grade 7	119
Grade 8	130
<b>Total Enrollment</b>	<b>573</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	1
Asian	0.9
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	76.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.7
White	19.9
English Learners	30.9
Foster Youth	0.9
Homeless	3
Migrant	1.5
Socioeconomically Disadvantaged	65.4
Students with Disabilities	13.3

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.17
<b>Intern Credential Holders Properly Assigned</b>	1.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	29.17

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	3
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	3

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<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)	0

## 2021-22 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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	4th-5th gr.: McGraw-Hill Impact 2020 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%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment</b>	N/A		N/A

## 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 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.

Year and month of the most recent FIT report

July 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			All areas are clean, safe and ready for school.
<b>Interior:</b> Interior Surfaces			X	The tile floor in the office needs to be abated and replaced. Carpet throughout the 100 and 200 wings and some portables needs to be replaced. The band room needs a new coat of paint. Media 2 received a new coat of paint 9/2020. Media 1 received a new coat of paint 7/2021. The areas are clean, safe and ready for school.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			All areas are clean, safe and ready for school.
<b>Electrical</b>	X			All areas are clean, safe and ready for school.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Band room bathroom toilets are old and need replacing.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			ANSEL System was inspected and certified in July 21, 2021.
<b>Structural:</b> Structural Damage, Roofs	X			Some portables are in need of minor repairs on exterior siding, P2 received new siding and paint. All areas are clean, safe and ready for school.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Continued fertilization and pest management programs are improving the playability of our playing fields. The areas are safe, clean and ready for school.

**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).

#### SARC Reporting in the 2020-2021 School Year Only

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

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	576	519	90.1	9.9	37.04
Female	278	252	90.65	9.35	44.18
Male	298	267	89.6	10.4	30.3
American Indian or Alaska Native	13	10	--	23.08	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	441	401	90.93	9.07	33.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	105	92	87.62	12.38	52.17
English Learners	180	164	91.11	8.89	14.81
Foster Youth	--	--	--	--	--
Homeless	32	26	81.25	18.75	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	380	337	88.68	11.32	35.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	68	94.44	5.56	7.46

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	576	512	88.89	11.11	20.55
Female	278	248	89.21	10.79	22.98
Male	298	264	88.59	11.41	18.25
American Indian or Alaska Native	13	9	--	30.77	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	441	397	90.02	9.98	17.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	105	91	86.67	13.33	31.87
English Learners	180	164	91.11	8.89	4.27
Foster Youth	--	--	--	--	--
Homeless	32	28	87.50	12.50	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	380	330	86.84	13.16	17.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	64	88.89	11.11	3.13

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA

American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

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

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA



English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA

<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

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

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	21.62	N/A	20.25	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	222	91.74	8.26	21.62
Female	111	104	93.69	6.31	24.04
Male	131	118	90.08	9.92	19.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	182	167	91.76	8.24	18.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	42	91.30	8.70	40.48
English Learners	63	59	93.65	6.35	1.69
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	129	90.21	9.79	17.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	0.00

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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), Friends of Music, Club Live 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 - 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	610	602	131	21.8
Female	294	291	67	23.0
Male	315	310	64	20.6
American Indian or Alaska Native	13	13	8	61.5
Asian	5	5	0	0.0
Black or African American	6	6	2	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	458	454	101	22.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	4	4	0	0.0
White	121	117	20	17.1
English Learners	193	190	49	25.8
Foster Youth	9	8	2	25.0
Homeless	21	21	10	47.6
Socioeconomically Disadvantaged	416	411	104	25.3
Students Receiving Migrant Education Services	18	16	7	43.8
Students with Disabilities	80	79	17	21.5

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	6.35	1.15	3.54	1.25	3.47	0.20
<b>Expulsions</b>	0.50	0.00	0.51	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	7.27	5.06	2.45
<b>Expulsions</b>	0.00	0.12	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.15	0.00
<b>Female</b>	1.36	0.00
<b>Male</b>	0.95	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.87	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.83	0.00
<b>English Learners</b>	1.04	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.68	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.50	0.00

## 2021-22 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 Graders and Students Working Against Tobacco (SWAT) 4th grade students. Egling Middle School has random visits from Interquest Detection Canines.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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		10	
Mathematics	20	4	6	
Science	20	6	4	
Social Science	24		10	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19		10	
Mathematics	22	1	9	
Science	22	5	5	
Social Science	22	5	5	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	8	2	
Mathematics	20	5	5	
Science	25	3	7	
Social Science	25	3	7	

## 2020-21 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	573

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$6,612	\$545	\$7,157	\$69,720
District	N/A	N/A	\$9,357	\$74,088
Percent Difference - School Site and District	N/A	N/A	-26.6	-6.1
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-16.5	-2.6

## 2020-21 Types of Services Funded

- Title 1 Reading Specialist, Paraprofessionals and Reading Intervention Classes: Small reading group instruction for struggling readers.
- Services for English Learners: English Language Development classes as well as 2.5 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,899	\$45,813
Mid-Range Teacher Salary	\$69,592	\$70,720
Highest Teacher Salary	\$94,625	\$93,973
Average Principal Salary (Elementary)	\$111,995	\$111,613
Average Principal Salary (Middle)	\$118,158	\$119,477
Average Principal Salary (High)	\$110,066	\$120,270
Superintendent Salary	\$178,000	\$150,704
Percent of Budget for Teacher Salaries	34%	29%
Percent of Budget for Administrative Salaries	6%	6%

## 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 Trauma Informed Practices, 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Colusa Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



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

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

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

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

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

### 2021-22 District Contact Information

District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Rebecca Changus

<b>Email Address</b>	rchangus@colusa.k12.ca.us
<b>District Website Address</b>	<a href="https://www.colusa.k12.ca.us/">https://www.colusa.k12.ca.us/</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	819	700	85.47	14.53	39.94
<b>Female</b>	389	337	86.63	13.37	47.13
<b>Male</b>	429	362	84.38	15.62	33.15
<b>American Indian or Alaska Native</b>	26	12	46.15	53.85	27.27
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	607	530	87.31	12.69	36.40
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	157	133	84.71	15.29	53.38
<b>English Learners</b>	252	217	86.11	13.89	16.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	48	36	75.00	25.00	27.78
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	529	447	84.50	15.50	37.50
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	9.09
<b>Students with Disabilities</b>	110	85	77.27	22.73	9.52

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	819	691	84.37	15.63	22.32
Female	389	334	85.86	14.14	25.15
Male	429	356	82.98	17.02	19.72
American Indian or Alaska Native	26	10	--	61.54	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	607	525	86.49	13.51	19.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	157	132	84.08		34.09
English Learners	252	215	85.32	14.68	7.91
Foster Youth	--	--	--	--	--
Homeless	48	38	79.17	20.83	10.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	529	438	82.80	17.20	18.99
Students Receiving Migrant Education Services	11	10	90.91	9.09	--
Students with Disabilities	110	79	71.82	28.18	3.80

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	AN	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA

American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	AN	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

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

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA

Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA



English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA

<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

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