

Colusa High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Colusa High School
Street	901 Colus Avenue
City, State, Zip	Colusa, CA. 95932
Phone Number	530-458-2156
Principal	David Johnstone
Email Address	djohnstone@colusa.k12.ca.us
School Website	https://colusahigh.colusa.k12.ca.us/
County-District-School (CDS) Code	06-61598-0631259

2022-23 District Contact Information

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

2022-23 School Overview

Welcome to Colusa High School and its many rich traditions which reach back over 100 years. The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity, and restorative practices and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves approximately 470 students in grades 9-12 through our comprehensive secondary programs (College Preparatory, School to Career, pre-vocational). Of the 69 students graduating in the Class of 2021, 47% are attending a four-year college, 50% are attending a California Community College, 1% enlisted in the Armed Forces, 1% entered the workforce, and 1% enrolled in trade schools.

Colusa High School is fully accredited by the Western Association of Schools and Colleges. Colusa High School went through the accreditation process in April 2018 and earned a six-year accreditation with a 3-year mid-cycle visit. Our next WASC Self-Study will begin in the 2023-2024 school year.

2022-23 School Overview

It is a goal of Colusa High School that students are prepared for post-secondary education and/or training, or to enter the workforce.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	144
Grade 10	109
Grade 11	91
Grade 12	86
Total Enrollment	430

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.2
American Indian or Alaska Native	2.6
Asian	1.2
Black or African American	1.4
Filipino	0.0
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.9
White	21.4
English Learners	19.5
Foster Youth	0.2
Homeless	4.0
Migrant	0.9
Socioeconomically Disadvantaged	57.4
Students with Disabilities	13.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	88.31	60.00	83.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	2.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	3.17	4.70	6.62	12115.80	4.41
Unknown	1.70	8.47	5.50	7.70	18854.30	6.86
Total Teaching Positions	21.10	100.00	72.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	71.76	62.20	86.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.38	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.30	0.46	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	10.65	2.80	3.97	11953.10	4.28
Unknown	3.40	17.54	5.80	8.05	15831.90	5.67
Total Teaching Positions	19.90	100.00	72.30	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	1.90
Local Assignment Options	0.30	0.10
Total Out-of-Field Teachers	0.60	2.10

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.10	2.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	1.60

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>Literature & Composition (Honors). Bedford St. Martin's 2011 Handbook of Critical Approaches to Literature. Oxford University Press 1999 Various Novels My Perspectives: English Language Arts. Savvas Learning Company 2017 (Digital)</p> <p>Supplemental: Gale Databases. Cengage Learning 2019 Proquest Database, Proquest, 2019 Language of Literature 9. McDougall Littell 2000 Language of Literature 10. McDougall Littell 2000</p>	Yes	0%
Mathematics	<p>Integrated Math I, Holt McDougall, 2016 Integrated Math II, Holt McDougall, 2016 Integrated Math III, Holt McDougall, 2016 Pre-calculus with Limits, Cengage, 2022 Calculus for AP, Cengage, 2022</p> <p>Personal Finance: Foundations in Personal Finance, The Lampo Group, 2014</p>	Yes	0%
Science	<p>Biology: California The Living Earth. Pearson 2020 Biology Concepts & Connections. Pearson 2018 Environmental Science. Pearson 2011 Active Chemistry. It's About Time 2015 Modern Chemistry (Ag Chem). Holt McDougall 2015 Physics. Holt McDougall 2012 Sustaining the Earth. Brooks/Cole 2007 Introduction to Anatomy & Physiology. Goodheart Wilcox 2014 Earth Comm. Activate Learning 2018</p> <p>Supplemental: Gale Databases. Cengage Learning 2019 Climate Change. National Geographic 2014 Green. National Geographic 2014 Water: Challenges & Policy. National Geographic 2014 Science Laboratory Equipment (Gr. 9-12). Essential laboratory equipment is provided through site and categorical funding.</p>	Yes	0%
History-Social Science	<p>History Alive! World History. Teacher's Curriculum Institute 2013 History Alive! Pursuing American Ideals. Teacher's Curriculum Institute 2013 American Government. Bedford, Freeman & Worth 2019 Econ Alive!: The Power to Choose. Teacher's Curriculum Institute 2015 Give Me Liberty ! (APUSH) W.W.Norton & Co. 2020</p> <p>Supplemental: Agriscience, Interstate Publishing, Inc, 2003 Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019 Climate Change, Green, Water, National Geographic, 2014 Science Lab Equipment (Gr. 9-12)</p>	Yes	0%
Foreign Language	<p>Realidades I, Savas Learning Company 2018 Realidades II, Savas Learning Company 2018</p>	Yes	0%

	Temas(AP), Savas Learning Company 2018 Realidades III, Savas Learning Company, 2018		
Health	HealthSmart HealthSmart.ETR.org 2020 Supplemental: Discovery Education Website CPR Training Manual Various pamphlets Reality Works (Babies) Gale Databases, Cengage Learning, 2019 Proquest Database, Proquest 2019	Yes	0%
Visual and Performing Arts	Theatre Art in Action, Glencoe, 2005	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) is provided through site and categorical funding.	Yes	0%

School Facility Conditions and Planned Improvements

The present Colusa High School campus is approximately 53 years old with most buildings constructed prior to 1964. Generally in good repair, the facilities include 23 classrooms, administrative and counseling offices, a career center, a gymnasium and cafeteria/foyer, music room/stage, locker rooms for boys and girls, four tennis courts, two soccer fields, and two practice fields, two baseball fields, an outdoor track, and a five-acre school farm with an animal barn.

The school library, housed in the administrative wing, has a collection of 16,655 books, an online card catalog, and Internet access. Students checked out a Chromebook as an instructional tool now that we have one-to-one access. Our Business and Finance pathway classroom has been modernized and is equipped with new student computers. All of our staff computers are networked and have Internet access as well.

A staff of one full-time custodian and a two-person custodial crew maintain the property with a district groundskeeper responsible for mowing and watering lawns. During passing periods, at lunch, and immediately before and after school, two administrators share responsibilities for student supervision on the grounds. A sanitation schedule is followed daily including sanitation between lunch A and lunch B.

Ongoing efforts are underway to acquire modernization funding to make facility repairs needed as a result of aging buildings. Colusa High School was a recipient of the California Technical Education Incentive Grant resulting in a new pavilion, a modernized science classroom, and a modernized business classroom that was completed in 2020. CHS was also the beneficiary of the passing of a school bond in 2014 that has significantly helped with our alarm system, intercom system, new high-efficiency LED lights, numerous new AC/Heat units, window tinting for safety, new flooring and restrooms in the cafeteria/foyer, repaired roofs and air conditioning now in the gymnasium.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Area is safe, clean and ready for school.
Interior: Interior Surfaces	X			Area is safe, clean, and ready for school.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Area is safe, clean, and ready for school.
Electrical	X			Area is safe, clean, and ready for school.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		500 restrooms are showing their age and needing remodeling. Sinks in the restrooms need updated Area is safe, clean, and ready for school.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:
Structural: Structural Damage, Roofs		X	ANSEL system was inspected and certified July 8, 2022. Small roof leak. Area is safe, clean, and ready for school.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Student parking lot is in need of repair (resurfacing). Area is safe, clean and ready for school.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	53	N/A	39	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	85	77	90.59	9.41	52.63
Female	50	45	90.00	10.00	62.22
Male	34	31	91.18	8.82	36.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	58	55	94.83	5.17	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	22	18	81.82	18.18	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	43	91.49	8.51	52.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	85	78	91.76	8.24	19.23
Female	50	47	94.00	6.00	27.66
Male	34	30	88.24	11.76	6.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	58	55	94.83	5.17	14.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	22	19	86.36	13.64	31.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	43	91.49	8.51	11.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	20.63	17.73	20.25	18.36	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	141	88.13	11.87	17.73
Female	86	77	89.53	10.47	22.08
Male	73	63	86.3	13.7	12.7
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	106	94	88.68	11.32	13.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	41	89.13	10.87	24.39
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	73	83.91	16.09	16.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	9	56.25	43.75	--

2021-22 Career Technical Education Programs

Career and Technical Education Pathway is offered in Agriculture Mechanics, Agriscience, and Business Management. Agriculture Mechanics students take a pathway sequence of Beginning, Intermediate, and Advanced Farm Mechanics. Agriscience students take a pathway of Ag. Earth, Sustainable Ag., and Ag. Chemistry. Business Management students take a pathway sequence of Introduction to Business and Finance, Intermediate Business Management Communication Technology, and Advanced Business Management Enterprise and Project Management.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	336
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.19
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	51.85

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.7%	85.9%	90.8%	88%	91.5%

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.

2022-23 Opportunities for Parental Involvement

We welcome and encourage parental involvement through a variety of organizations and activities. There are numerous opportunities for parents to serve on committees such as School Site Council, WASC Action Teams, and the English Learner Advisory Committee. Parents also are encouraged to join such organizations as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa Redhawks Athletic Foundation, the Environmental Sciences Academy, and Grad Night Parents;

2022-23 Opportunities for Parental Involvement

to assist by chaperoning dances and field trips; to serve on Senior Project and other academic panels, and help with senior interviews. Parent nights are provided for Colusa High School parents including: Back to School, Technology Information Night, and our Winterfest Celebration. If you would like to volunteer please contact David Johnstone, Principal, or Lorie Meyers, Administrative Assistant at (530) 458-2156.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.1	2.8		5.6	4.2		8.9	7.8
Graduation Rate		97.8	90.1		92.9	87.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	71	64	90.1
Female	35	33	94.3
Male	36	31	86.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	46	42	91.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	21	19	90.5
English Learners	12	8	66.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	47	42	89.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	446	129	28.9
Female	218	217	66	30.4
Male	230	228	63	27.6
American Indian or Alaska Native	12	12	6	50.0
Asian	5	5	1	20.0
Black or African American	6	6	1	16.7
Filipino	0	0	0	0.0
Hispanic or Latino	321	318	102	32.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	4	4	2	50.0
White	98	98	16	16.3
English Learners	80	79	32	40.5
Foster Youth	4	4	3	75.0
Homeless	18	18	11	61.1
Socioeconomically Disadvantaged	290	287	101	35.2
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	63	62	24	38.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.48	5.06	2.45
Expulsions	0.45	0.12	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.81	4.90	1.25	3.04	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.90	0.00
Female	2.29	0.00
Male	7.39	0.00
American Indian or Alaska Native	8.33	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.06	0.00
English Learners	3.75	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	5.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.94	0.00

2022-23 School Safety Plan

The Colusa High School Safety Plan is reviewed annually by administration with staff and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. Colusa High School completes additional safety drills above the California requirements. All visitors are required to check in at the main office upon arrival and to wear visitor badges while on campus. New cameras have been installed in various locations to further expand our campus safety, evaluation of added cameras is an ongoing discussion with CHS Administration. Additionally, we have received positive comments regarding the increased lighting at evening events.

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	23	8	8	4
Mathematics	25	5	7	2
Science	20	7	5	
Social Science	23	8	4	1

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	18	17	6	
Mathematics	18	18	1	
Science	20	7	5	
Social Science	20	9	5	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	10	
Mathematics	22	8	9	
Science	21	7	6	
Social Science	25	4	6	1

2021-22 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	477.78

2021-22 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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,853	\$483	\$8,370	\$69,111
District	N/A	N/A	\$9,325	\$76,171
Percent Difference - School Site and District	N/A	N/A	-10.8	-9.7
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	23.7	-5.5

2021-22 Types of Services Funded

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities, and instructional materials. Bi-lingual instructional assistants, school nurses, and subject-specific tutoring before and after school. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs are provided through state and federal categorical funds. CTEIG is providing funding and resources for a variety of CTE projects and events.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,943	\$46,419
Mid-Range Teacher Salary	\$70,991	\$69,902
Highest Teacher Salary	\$96,527	\$97,912
Average Principal Salary (Elementary)	\$114,247	\$111,731
Average Principal Salary (Middle)	\$120,533	\$122,012
Average Principal Salary (High)	\$132,145	\$122,212
Superintendent Salary	\$178,000	\$150,971
Percent of Budget for Teacher Salaries	33%	29%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Teachers are required to complete three days of pre-service professional activity days. Additionally, teachers are required to participate in collaboration activities on a weekly basis each Wednesday. Teachers are afforded the opportunity to attend professional conferences and workshops, according to the needs of the individual teacher and the school improvement plan. Our teachers attend opportunities for professional development pertinent to their subject matter.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10