

Colusa High 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

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

2021-22 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

2021-22 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, 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 400 students in grades 9-12 through our comprehensive secondary programs (College Preparatory, School to Career, pre-vocational). Of the 91 students graduating in the Class of 2021, 21% are attending a four year college, 67% are attending a California Community College, 1% enlisted in the Armed Forces, 6% 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 WASC Mid-Cycle

2021-22 School Overview

Visit was completed in February 2021.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	112
Grade 10	104
Grade 11	97
Grade 12	88
Total Enrollment	401

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.9
American Indian or Alaska Native	1.5
Asian	1.2
Black or African American	1
Filipino	NA
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	22.9
English Learners	18.5
Foster Youth	0.7
Homeless	0.03
Migrant	0.03
Socioeconomically Disadvantaged	59.4
Students with Disabilities	13.2

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>

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)	18.6	88.3	60.0	83.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	2.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	3.2	4.7	6.6	12115.8	4.4
Unknown	1.7	8.5	5.5	7.7	18854.3	6.9
Total Teaching Positions	21.1	100.0	72.0	100.0	274759.1	100.0

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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.3
Local Assignment Options	0.3
Total Out-of-Field Teachers	0.6

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7

2021-22 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	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) Supplemental: Gale Databases. Cengage Learning 2019 Language of Literature 9. McDougall Littell 2000 Language of Literature 10. McDougall Littell 2000	Yes	0%
Mathematics	Integrated Math I, Holt McDougall, 2016 Integrated Math II, Holt McDougall, 2016 Integrated Math III, Holt McDougall, 2016 Pre-calculus, Brooks/Cole (Cengage), 2012 Calculus, Houghton Mifflin, 2006 Personal Finance: Foundations in Personal Finance, The Lampo Group, 2014	Yes	0%
Science	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	Yes	0%

	<p>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>		
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: Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019 Foundational Documents and Court Cases Reader. Bedford, Freeman & Worth 2019</p>	Yes	0%
Foreign Language	<p>Realidades I, Pearson-Prentice Hall, 2008 Realidades II, Pearson-Prentice Hall, 2008 Temas(AP), Vista Higher Learning, 2014</p>	Yes	0%
Health	<p>HealthSmart HealthSmart.ETR.org 2020 Supplemental: Discovery Education Website CPR Training Manual Various pamphlets Reality Works (Babies) Gale Databases, Cengage Learning, 2019</p>	Yes	0%
Visual and Performing Arts	<p>Theatre Art in Action, Glencoe, 2005</p>	Yes	0%
Science Laboratory Equipment (grades 9-12)	<p>Science Laboratory Equipment (Gr. 9-12) is provided through site and categorical funding.</p>	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 animal barn.

The school library, housed in the administrative wing, has a collection of 16,655 books, online card catalog, and Internet access on 30 student computers. 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 a 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 California Technical Education Incentive Grant resulting in a new pavilion, 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

7/15/2021

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	800 Portables: Portable 800 and 801 received new siding and paint Interior classrooms are in need of paint and carpet. Restroom needs minor repair on floor. Area is safe, clean and ready for school. Gym & Locker Rooms: Gym has some minor roof leaks. Bleachers are in need of replacement with ADA compliant bleachers. Gym floor is in need of replacement. Area is safe, clean and ready for school. Weight Room & 600 Rooms: Exterior siding showing signs of aging. Migrant Ed building has a roof leak. Area is safe, clean and ready for school. Interior is in need of paint and flooring.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Exterior siding showing signs of aging. Area is safe, clean and ready for school.
Electrical	X			There is no evidence that any portion of the school has a power failure. Lighting and systems are functioning.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Exterior siding showing signs of aging. Area is safe, clean and ready for school.
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	Gym & Locker Rooms: Gym has some minor roof leaks. Bleachers are in need of replacement with ADA compliant bleachers. Gym floor is in need of replacement. Area is safe, clean and ready for school. Weight Room & 600 Rooms: Exterior siding showing signs of aging. Migrant Ed building has a roof leak. Area is safe, clean and ready for school. Interior is in need of paint and flooring.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			fertilization and pest management programs are enhancing the playability and appearance of grounds. Snack bar received a new metal roof. Area is 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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	72	64	88.89	11.11	69.35
Female	35	31	88.57	11.43	82.76
Male	37	33	89.19	10.81	57.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	47	41	87.23	12.77	74.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	21	91.3	8.7	61.9
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	29	82.86	17.14	74.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	4	36.36	63.64	--

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	72	65	90.28	9.72	33.85
Female	35	32	91.43	8.57	37.50
Male	37	33	89.19	10.81	30.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	47	41	87.23	12.77	29.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	45.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	29	82.86	17.14	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	4	36.36	63.64	--

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.

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

*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.

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

*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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	20.63	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	149	63	42.28	57.72	20.63
Female	72	32	44.44	55.56	25.00
Male	76	31	40.79	59.21	16.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	39	39.39	60.61	20.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	22	50.00	50.00	22.73
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	28	39.44	60.56	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	4	28.57	71.43	--

2020-21 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	282
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.76
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	33.3

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

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; 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 Ryan Vercruysse, 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.6	1.1	0.0	7.5	5.6	1.6	9.0	8.9	9.4
Graduation Rate	87.0	97.8	100.0	82.2	92.9	95.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	81	81	100.0
Female	39	39	100.0
Male	41	41	100.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--

Filipino	0	0	0.00
Hispanic or Latino	56	56	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	21	21	100.0
English Learners	14	14	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	53	53	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	415	60	14.5
Female	206	201	27	13.4
Male	219	212	33	15.6
American Indian or Alaska Native	6	6	1	16.7
Asian	5	5	0	0.0
Black or African American	5	5	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	307	300	48	16.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	2	2	1	50.0
White	100	95	9	9.5
English Learners	80	77	21	27.3
Foster Youth	11	7	4	57.1
Homeless	15	13	5	38.5
Socioeconomically Disadvantaged	261	252	51	20.2
Students Receiving Migrant Education Services	15	14	3	21.4
Students with Disabilities	60	57	18	31.6

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
Suspensions	3.33	2.81	3.54	1.25	3.47	0.20
Expulsions	0.95	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
Suspensions	4.48	5.06	2.45
Expulsions	0.45	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.81	0.00
Female	0.49	0.00
Male	5.02	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	0.00	0.00
Foster Youth	18.18	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	0.00

2021-22 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. Catapult Safety Communication System was implemented in the 2019-20 school year as an increased measure of safety for our entire Colusa Unified School District.

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	21	4	12	
Mathematics	23	5	10	
Science	23	5	6	1
Social Science	22	8	5	

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	4	10	2
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	

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	401

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)	0.8
Library Media Teacher (Librarian)	0.14
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,995	\$967	\$7,069	\$81,987
District	N/A	N/A	\$9,012	\$73,248
Percent Difference - School Site and District	N/A	N/A	-24.2	11.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-17.7	13.6

2020-21 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 nurse, subject specific tutoring before and after school. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds. CTEIG is providing funding and resources for a variety of CTE projects.

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%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.5
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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	1
Total AP Courses Offered	4

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	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 Students 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
Email Address	rchangus@colusa.k12.ca.us
District Website Address	https://www.colusa.k12.ca.us

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

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

*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.

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

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