Colusa High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Colusa High School, with its rich traditions dating back over a century, stands as a testament to the enduring commitment of the Colusa school community to providing students with the opportunity to achieve academic and co-curricular success. As I reflect on my experience with Colusa High School, I am struck by several key aspects that make this institution noteworthy.

First and foremost, Colusa High School's unwavering belief that all students can learn and excel is evident in every facet of its educational programs. This belief is not merely lip service but a core principle that drives the school's mission. It's refreshing to see an institution that holds high academic expectations for all students, recognizing that setting the bar high is a catalyst for higher achievement. As the saying goes, "Aim for the moon, and even if you miss, you'll land among the stars." Colusa High School embodies this philosophy, encouraging students to aim high in their academic pursuits.

One commendable feature of Colusa High School is its emphasis on character and attendance. The school understands that fostering an environment of discipline and accountability is essential for student success. By instilling these values in students, Colusa High School not only prepares them for academic excellence but also equips them with life skills that will serve them

2023-24 School Description and Mission Statement

well beyond graduation.

The school's commitment to cultural diversity and restorative practices is also worth celebrating. In an increasingly interconnected world, understanding and respecting diverse perspectives is vital. Colusa High School's embrace of cultural diversity promotes inclusivity and prepares students for the multicultural world they will encounter beyond their school years.

What's particularly impressive is the school's dedication to community involvement. Colusa High School recognizes that a strong partnership between the school and the community enhances the overall educational experience. The active involvement of the community in school programs fosters a sense of belonging and reinforces the idea that education is a collective endeavor.

Located in the picturesque city of Colusa along the Sacramento River, the school's idyllic setting adds to its charm. The rural, agricultural backdrop provides a unique context for learning, connecting students with the environment and heritage of their region.

It's evident that Colusa High School takes its mission seriously, as demonstrated by its impressive statistics. The diverse paths chosen by the Class of 2023 graduates reflect the school's commitment to preparing students for a variety of post-secondary options, whether that be four-year college, community college, the armed forces, the workforce, or trade schools.

Lastly, Colusa High School's accreditation by the Western Association of Schools and Colleges is a testament to its commitment to maintaining high educational standards. The upcoming Self Study Review with a WASC visit in March 2024 underscores the school's dedication to continuous improvement and accountability.

In conclusion, Colusa High School is more than just an educational institution; it is a place where students are nurtured, challenged, and prepared for their futures. Its rich traditions, strong values, and commitment to excellence make it a cornerstone of the Colusa community. As it continues to evolve and grow, Colusa High School remains dedicated to shaping the next generation of leaders, thinkers, and contributors to society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	131
Grade 10	147
Grade 11	108
Grade 12	84
Total Enrollment	470

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	49.8%
American Indian or Alaska Native	2.8%
Asian	0.9%
Black or African American	1.3%
Filipino	0.2%
Hispanic or Latino	72.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.5%
White	20.2%
English Learners	15.5%
Homeless	3.6%
Migrant	0.9%
Socioeconomically Disadvantaged	59.6%
Students with Disabilities	12.8%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	8.1	2.1
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	1.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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). Beford St. Martin's 2011 Handbook of Critical Approaches to Literature. Oxford University Press 1999 Various Novels	Yes	0%

	My Perspectives: English Language Arts. Savvas Learning Company 2017 (Digital) Supplemental: Gale Databases. Cengage Learning 2019 Progust Datebase, Proquest, 2019 Language of Literature 9. McDougall Littell 2000 Language of Literature 10. McDougall Littell 2000 ELD 9-12 Champion of IDEAS, Ballard & Tighe 2023		
Mathematics	Integrated Math I, Holt McDougall, 2016 Integrated Math II, Holt McDougall, 2016 Integrated Math III, Holt McDougal, 2016 Pre-calculus with Limits, Cengage, 2022 Calculus for AP, Cengage, 2022 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 Physics. Holt McDougall 2012 Sustaining the Earth. Brooks/Cole 2007 Introduction to Anatomy & Physiology. Goodheart Wilcox 2014 Earth Comm. Activate Learning 2018 Supplemental: Gale Databases. Cengage Learning 2019 Climate Change. National Geographic 2014 Green. National Geographicn2014 Water: Challenges & Policy. National Geographic 2014 Science Laboratory Equipment (Gr. 9-12). Essential laboratory equipment is provided through site and categorical funding.	Yes	0%
History-Social Science	History Alive! World History. Teacher's Curriculum Institute 2024 History Alive! Pursuing American Ideals. Teacher's Curriculum Institute 2024 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 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)	Yes	0%
Foreign Language	Realidades I, Savas Learning Company 2018 Realidades II, Savas Learning Company 2018 Temas(AP), Savas Learning Company 2018 Realidades III, Savas Learning Company, 2018	Yes	0%

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)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The current Colusa High School campus boasts a rich history of nearly six decades, with most of its buildings predating 1964. While these structures have generally been well-maintained, they house a variety of facilities that are integral to the educational experience. These facilities include 23 classrooms, administrative and counseling offices, a career center, a gymnasium, a cafeteria with a foyer, a music room with a stage, locker rooms for both boys and girls, four tennis courts, two soccer fields, two practice fields, two baseball fields, an outdoor track, and a five-acre school farm complete with an animal barn.

The school library, situated within the administrative wing, hosts a collection of 16,655 books, an online card catalog, and provides Internet access. To enhance the learning experience, students have access to Chromebooks, ensuring one-to-one technology access. Furthermore, the Business and Finance pathway classroom has been modernized and equipped with new student computers. All staff members benefit from networked computers with Internet access.

In terms of maintenance and security, the school employs a staff consisting of one full-time custodian and a two-person custodial crew. Additionally, a district groundskeeper is responsible for lawn care and irrigation. To ensure the safety and well-being of students, two administrators share supervision responsibilities during passing periods, lunchtime, and immediately before and after school. The school adheres to a rigorous sanitation schedule on a daily basis.

Ongoing efforts are being made to secure funding for modernization projects, essential for addressing the wear and tear resulting from the aging buildings. Colusa High School has made significant strides in this regard, thanks to the California Technical Education Incentive Grant. This grant led to the creation of a new pavilion, a modernized science classroom, and a modernized business classroom, all of which were completed in 2020. Furthermore, the passing of a school bond in 2014 has made a substantial impact on the campus. It has facilitated improvements such as an updated alarm system, an 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 the installation of air conditioning in the gymnasium. These investments not only enhance the quality of education but also contribute to the overall well-being of the school community.

Year and month of the most recent FIT report	July 2023

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.

School Facility Conditions and Planned Improvements

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.
Safety: Fire Safety, Hazardous Materials	X		The fire equipment and emergency systems appear to be functioning properly.
Structural: Structural Damage, Roofs		X	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		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	53	48	39	38	47	46
Mathematics (grades 3-8 and 11)	19	19	26	28	33	34

2022-23 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	99	96	96.97	3.03	47.92
Female	47	46	97.87	2.13	52.17
Male	52	50	96.15	3.85	44.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	74	72	97.30	2.70	40.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	75.00
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.72	3.28	44.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	15	93.75	6.25	6.67

2022-23 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	99	95	95.96	4.04	18.95
Female	47	45	95.74	4.26	20.00
Male	52	50	96.15	3.85	18.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	74	71	95.95	4.05	18.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	25.00
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	58	95.08	4.92	22.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	15	93.75	6.25	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.73	14.37	18.36	14.87	29.47	30.29

2022-23 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	185	167	90.27	9.73	14.37
Female	98	92	93.88	6.12	16.30
Male	87	75	86.21	13.79	12.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	134	124	92.54	7.46	10.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	36	83.72	16.28	25.00
English Learners	19	18	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	96	91.43	8.57	14.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	0.00

2022-23 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 (2023-24).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	381
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.67
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	36.92

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	93.9	93.9	93.9	93.9	93.9

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We enthusiastically embrace and actively foster parental engagement through an extensive array of organizations and initiatives. Our commitment to involving parents is exemplified by the abundant opportunities available for them to make a meaningful impact. These opportunities include participating in crucial committees such as the School Site Council, WASC Action Teams, and the English Learner Advisory Committee. Moreover, parents are strongly encouraged to become part of vital organizations such as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa RedHawks Athletic Foundation, the Environmental Sciences Academy, and Grad Night Parents.

Parents can further contribute by volunteering as chaperones for dances and field trips, as well as serving on panels for essential academic functions like the Senior Project. Their involvement is instrumental in facilitating senior interviews and ensuring the success of various academic panels. We also host informative Parent Nights, including Back to School, Technology Information Night, and our Winterfest Celebration, designed to enhance the parent-school partnership.

If you're eager to volunteer and join this collaborative effort, please don't hesitate to reach out to David Johnstone, Principal, or Lorie Meyers, Administrative Assistant, at (530) 458-2156. Your involvement will play a vital role in strengthening our school community.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	2.8	1.2	1.6	4.2	4.5	9.4	7.8	8.2
Graduation Rate	100	90.1	96.3	95.9	87.5	91.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	82	79	96.3
Female	49	47	95.9
Male	33	32	97.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	55	54	98.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	23	22	95.7
English Learners	14	13	92.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	55	53	96.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	483	90	18.6
Female	243	242	56	23.1
Male	251	241	34	14.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	15	13	4	30.8
Asian	4	4	1	25.0
Black or African American	6	6	4	66.7
Filipino	1	1	0	0.0
Hispanic or Latino	357	349	69	19.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	7	7	2	28.6
White	101	100	10	10.0
English Learners	80	77	19	24.7
Foster Youth	2	1	1	100.0
Homeless	22	20	9	45.0
Socioeconomically Disadvantaged	312	304	73	24.0
Students Receiving Migrant Education Services	7	7	1	14.3
Students with Disabilities	65	62	18	29.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.81	4.90	6.48	1.25	3.04	2.94	0.20	3.17	3.60
Expulsions	0.00	0.00	0.61	0.00	0.00	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.48	0.61
Female	4.53	0.41
Male	8.37	0.8
Non-Binary		
American Indian or Alaska Native	6.67	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.28	0.84
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.97	0
English Learners	5	0
Foster Youth	0	0
Homeless	4.55	0
Socioeconomically Disadvantaged	7.69	0.96
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.23	1.54

2023-24 School Safety Plan

"The Colusa High School Safety Plan undergoes a rigorous annual review process led by our dedicated administration, involving thorough consultations with our esteemed staff members and students. Our commitment to ensuring the safety and security of our school community is unwavering.

Our safety plan is comprehensive, addressing a wide range of potential emergency situations, including fire, earthquake, flooding, bomb threats, and intruders on campus. These scenarios are not only outlined in our plan but are actively practiced through regular drills conducted in collaboration with our students. In addition to meeting the mandatory safety requirements set by the state of California, Colusa High School goes above and beyond by conducting additional safety drills to ensure our readiness for any situation.

Visitors to our campus are a crucial part of our safety protocol. All visitors are required to check in at the main office upon arrival and wear clearly visible visitor badges. This helps us maintain a controlled and secure environment.

We remain proactive in our safety efforts by continually evaluating and enhancing our security measures. New cameras have been strategically installed in various locations across our campus, significantly augmenting our surveillance capabilities. The evaluation of additional cameras and security enhancements is an ongoing and collaborative discussion involving CHS Administration.

Furthermore, we have received overwhelmingly positive feedback from our community about the increased lighting at evening events. This improvement not only enhances the overall experience for attendees but also contributes to the security and safety of our school environment.

At Colusa High School, we take our commitment to safety seriously, and we are dedicated to providing a secure and nurturing

2023-24 School Safety Plan

environment for our students, staff, and visitors."

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	6	14	1
Mathematics	23	8	8	2
Science	24	4	8	0
Social Science	21	9	7	0

2022-23 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	470

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$8,890	$506	$8,384	$77,875
District	N/A	N/A	$2,569	$78,340
Percent Difference - School Site and District	N/A	N/A	106.2	2.2
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	23.9	6.5

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,531	$47,616
Mid-Range Teacher Salary	$73,121	$75,580
Highest Teacher Salary	$99,423	$100,485
Average Principal Salary (Elementary)	$101,802	$114,067
Average Principal Salary (Middle)	$131,533	$123,622
Average Principal Salary (High)	$117,753	$125,386
Superintendent Salary	$149,000	$157,977
Percent of Budget for Teacher Salaries	32.19%	27.82%
Percent of Budget for Administrative Salaries	6.34%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	1
Fine and Performing Arts	
Foreign Language	1
Mathematics	1
Science	
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Teachers must diligently fulfill their commitment to professional growth and development. They are mandated to complete a rigorous three-day pre-service professional activity program, setting the foundation for their continuous improvement.

Furthermore, teachers must actively engage in weekly collaboration activities every Wednesday, fostering a culture of shared knowledge and expertise. This collective effort serves as a cornerstone for our educational community, promoting innovation and the exchange of best practices.

Professional Development

As part of our unwavering dedication to professional growth, teachers are granted the privilege of attending professional conferences and workshops. These opportunities are tailored to meet the specific needs of each teacher and align with the overarching school improvement plan. Our educators are encouraged to seek out and attend development sessions directly relevant to their subject matter, ensuring their expertise remains at the forefront of their field. This commitment to professional development reflects our dedication to fostering the highest standards of education for both our teachers and students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10