Colusa High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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/
Grade Span	9-12
County-District-School (CDS) Code	06-61598-0631259

2025-26 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

2025-26 School Description and Mission Statement

Colusa High School, with traditions spanning over a century, reflects the enduring commitment of the Colusa community to student success. The school maintains a strong belief that all students can learn and excel, holding high academic expectations that encourage students to challenge themselves and strive for achievement.

A clear strength of Colusa High School is its emphasis on character, accountability, and attendance, recognizing that these qualities are essential for both academic and personal success. The school also demonstrates a strong commitment to cultural diversity and restorative practices, fostering an inclusive environment that prepares students for an increasingly interconnected world.

2025-26 School Description and Mission Statement

Colusa High School is dedicated to college and career readiness through strong community partnerships, including growing dual enrollment programs with Woodland Community College and Yuba Community College. These opportunities allow students to earn college credit while in high school, expanding access to higher education and supporting successful postsecondary transitions.

Community involvement plays a vital role at Colusa High School, reinforcing the belief that education is a shared responsibility. Located along the Sacramento River in the rural agricultural setting of Colusa, the school provides a unique and supportive learning environment.

Colusa High School's commitment to excellence is further demonstrated by its six-year accreditation from the Western Association of Schools and Colleges through 2030, with a mid-cycle visit scheduled for 2026–2027. Overall, Colusa High School continues to honor its strong traditions while evolving to meet the needs of its students, preparing them for success beyond graduation.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	112
Grade 10	91
Grade 11	119
Grade 12	109
Total Enrollment	431

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	2.6
Asian	0.9
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.6
White	17.6
English Learners	9.5
Foster Youth	0.5
Homeless	3.5
Migrant	0.5
Socioeconomically Disadvantaged	69.8
Students with Disabilities	9.7

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.

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)	14.2	71.76	62.2	86.12	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.38	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.3	0.46	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	10.65	2.8	3.97	11953.1	4.28
Unknown/Incomplete/NA	3.4	17.54	5.8	8.05	15831.9	5.67
Total Teaching Positions	19.9	100	72.3	100	279044.8	100

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.

2022-23 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)	18.4	86.69	66.5	83.92	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.7	4.78	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.75	2.3	2.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	4.64	2.8	3.57	11746.9	4.23
Unknown/Incomplete/NA	1.6	7.78	3.7	4.76	14303.8	5.15
Total Teaching Positions	21.3	100	79.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.1	87.09	62.2	81.11	230039.4	100
Intern Credential Holders Properly Assigned	0.9	5.03	5.9	7.8	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4	5.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.02	1.6	2.17	12112.8	4.34
Unknown/Incomplete/NA	1.3	6.76	2.8	3.68	13705.8	4.91
Total Teaching Positions	19.6	100	76.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.9	0
Local Assignment Options	0.10	0	0.2
Total Out-of-Field Teachers	2.10	0.9	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	4	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6	11.7	5.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 My Perspectives: English Language Arts. Savvas Learning Company 2017 (Digital) Supplemental: Gale Databases. Cengage Learning 2024 Language of Literature 9. McDougall Littell 2000 Language of Literature 10. McDougall Littell 2000 ELD 9-12 Champion of IDEAS, Ballard & Tighe 2023	0%
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: Next Gen. 2024	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 2024	0%

	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.	
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 Gov Alive! Teacher's Curriculum Institute 2025 American Politics and Gov Today (AP) 2025 Our Stories in Our Voices (Ethnic Studies) 2022 Supplemental: Agriscience, Interstate Publishing, Inc, 2003 Gale Databases. Cengage Learning 2024 Proquest Databases. Proquest 2019 Climate Change, Green, Water, National Geographic, 2014 Foundational Documents and Court Cases, Bedford, 2019	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	0%
Health	HealthSmart HealthSmart.ETR.org 2020 Supplemental: Discovery Education Website CPR Training Manual Various pamphlets Reality Works (Babies) Gale Databases, Cengage Learning, 2024 Proquest Database, Proquest 2019	0%
Visual and Performing Arts	Theatre Art in Action, Glencoe, 2005	0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) is provided through site and categorical funding.	0%

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

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.

School Facility Conditions and Planned Improvements

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 2023 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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Surfaces are being addressed this fall and on an ongoing basis.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Deferred maintenance will address most of the deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Surfaces are being addressed this fall and on an ongoing basis.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	56	32	34	47	48
Mathematics (grades 3-8 and 11)	18	14	26	27	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	108	98.18	1.82	55.56
Female	56	54	96.43	3.57	64.81
Male	54	54	100.00	0.00	46.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	52.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	58.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	108	98.18	1.82	13.89
Female	56	54	96.43	3.57	16.67
Male	54	54	100.00	0.00	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	17.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	15.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.57	14.81	16.56	19.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	231	97.88	2.12	14.29
Female	111	108	97.30	2.70	12.96
Male	125	123	98.40	1.60	15.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	170	98.27	1.73	10.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	46	97.87	2.13	26.09
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	155	98.10	1.90	14.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	6.90

2024-25 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 (2025-26).

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	356
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.54
Graduates Who Completed All Courses Required for UC/CSU Admission	29.41

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	97.1	97.1	96.1	97.1	97.1

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.

2025-26 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

2025-26 Opportunities for Parental Involvement

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, 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 Sham Deras, 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.2	1.1	0.9	4.5	4.9	2.9	8.2	8.9	8
Graduation Rate	96.3	94.3	94.4	91.8	88.6	91.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	108	102	94.4
Female	52	49	94.2
Male	56	53	94.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	77	74	96.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	26	24	92.3
English Learners	22	21	95.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	86	81	94.2
Students Receiving Migrant Education Services	0	0	0.00
Students with Disabilities	12	9	75.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	448	63	14.1
Female	214	209	31	14.8
Male	245	239	32	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	2	16.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	343	335	49	14.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	83	80	6	7.5
English Learners	47	45	7	15.6
Foster Youth	--	--	--	--
Homeless	17	17	5	29.4
Socioeconomically Disadvantaged	341	334	53	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	43	9	20.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.48	3.27	2.61	2.94	2.1	3.35	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.61	0	0.22	0.31	0.06	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.61	0.22
Female	0.47	0.00
Male	4.49	0.41
Non-Binary	0.00	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	2.92	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.20	0.00
English Learners	6.38	2.13
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.64	0.29
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 environment for our students, staff, and visitors."

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	7	13	
Mathematics	22	8	10	
Science	25	3	6	1
Social Science	25	3	10	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	15	8	
Mathematics	21	12	6	
Science	22	4	5	
Social Science	18	14	3	

2024-25 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	459

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$88,371
Percent Difference - School Site and District	N/A	N/A	106.2	-6.2
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-24.9	-1.0

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,724	$54,773
Mid-Range Teacher Salary	$84,107	$78,981
Highest Teacher Salary	$121,875	$117,337
Average Principal Salary (Elementary)	$124,109	$128,425
Average Principal Salary (Middle)	$158,709	$137,947
Average Principal Salary (High)	$174,003	$138,809
Superintendent Salary	$170,980	$176,162
Percent of Budget for Teacher Salaries	28.78%	24.71%
Percent of Budget for Administrative Salaries	5.15%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.8

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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10