

Colfax Elementary School

24825 Ben Taylor Rd. • Colfax, California 95713 • (530) 346-2202 • Grades K-8

John Baggett, Principal
jbaggett@colfax.k12.ca.us
www.colfax.k12.ca.us



2015-16 School Accountability Report Card Published During the 2016-17 School Year

Colfax Elementary School District

24825 Ben Taylor Road
Colfax
(530) 346-2202
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District Governing Board

Michelle Gibbs - Board President
Dr. Karen Sheets - Board Clerk
Alicia Ackerman - Board Member
Sharin Graves - Board Member
Debbie Lindh - Board Member

District Administration

Mr. John Baggett
Superintendent
Superintendent

Mr. John Baggett
Principal

Mrs. Cynthia Browning
Coordinator of Student Services

Mr. Craig McAtee
Teacher in Charge

Superintendent/Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Colfax Elementary School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in continuous school improvement..

We, the school board, staff, and administration, have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Colfax Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

School Profile and a bit of history:

The Colfax Elementary School District is a single site elementary school district with a 2014-2015 student population of 323 students. Colfax Elementary School District serves students from the City of Colfax and about 125 square miles of unincorporated residential area.

The first public elementary school in the area was established in the Illinoistown area of Colfax in 1853. Colfax Elementary School District served the children of Iowa Hill until the school closed. In the summer of 1993, a new facility was completed in Colfax located at 24825 Ben Taylor Road. The school offers a unique educational experience focused on students achieving their maximum potential educationally, socially, and emotionally.

Students in the Colfax Elementary School District will be proficient in all academic areas. There are balanced opportunities for enrichment in the areas of life skills, fine arts, physical fitness, hands on science, and math reasoning. The District also pledges to provide each student with the critical thinking skills, technology applications, and engaging instruction needed for success in high school and beyond.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	42
Grade 1	44
Grade 2	35
Grade 3	39
Grade 4	37
Grade 5	33
Grade 6	32
Grade 7	28
Grade 8	37
Total Enrollment	327

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.3
Hispanic or Latino	7.3
Native Hawaiian or Pacific Islander	0
White	81.7
Two or More Races	9.8
Socioeconomically Disadvantaged	45.9
English Learners	0
Students with Disabilities	13.8
Foster Youth	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Colfax Elementary School	14-15	15-16	16-17
With Full Credential	22	17	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Colfax Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Colfax Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.9	11.1
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	88.9	11.1
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Colfax Elementary School District held a Public Hearing in September of 2014, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of December 2014. This year we adopted new common core math curriculum in grades K-8.

Textbooks and Instructional Materials Year and month in which data were collected: 09/1/16	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt, Rinehart & Winston Adopted 2004</p> <p>MacMillan/McGraw Hill Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Prentice Hall Adopted 2009</p> <p>Common Core Bridge Materials Core Math (Houghton Mifflin) (Grades 6-8) Common Core Standards Plus Bridge Materials (Grades K-5)</p> <p>McGraw Hill My Math (Pre K-5) Adopted 2014 14/15 implementation</p> <p>College Preparatory Math (7-8) Adopted 2014 14/15 implementation</p> <p>College Preparatory Math (6) Adopted 2014 for 15/16 implementation</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Holt, Rinehart & Winston Adopted 2008</p> <p>Houghton Mifflin Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>MacMillan/McGraw Hill Adopted 2007</p> <p>Teacher's Curriculum Institute Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Colfax Elementary School was completed in 1993 and is comprised of 23 permanent classrooms, six portable classrooms, a gym/multipurpose room, a library, a staff lounge, a computer lab, a science room, and three playgrounds.

Cleaning Process

The superintendent/principal works daily with the custodial staff of three full-time maintenance employees/custodians and the office staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

The district Maintenance Facilitator ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At the time of publication, 100% of all restrooms on campus were in good working order. The table shows the results of the most recent school facilities inspection.

Energy Conservation

The district received funds specifically for energy conservation (Proposition 39) and will implement a program starting in the 2016-17 school year to analyze its energy use. This will result in a full analysis and changes resulting in cost savings in the future.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/29/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC units are 20 years old but have been inspected to determine condition. Inspection noted they remain in good condition, but some continue to need repairs and need upgrades. Filters are maintained regularly.
Interior: Interior Surfaces	X			Carpets replaced in classrooms as needed annually.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The custodial staff maintain the restrooms.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The primary playgrounds are upgraded regularly with new wood chips to ensure the safety of the students.
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	39	49	39	49	44	48
Math	47	54	47	54	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	68	65	57	68	65	57	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.8	26.5	35.3
7	14.3	25	42.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	68	98.6	57.4
Male	33	32	97.0	62.5
Female	36	36	100.0	52.8
White	47	46	97.9	52.2
Two or More Races	11	11	100.0	63.6
Socioeconomically Disadvantaged	16	15	93.8	46.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	39	39	100.0	20.5
	4	38	38	100.0	52.6
	5	34	34	100.0	61.8
	6	32	30	93.8	46.7
	7	28	28	100.0	64.3
	8	35	34	97.1	52.9
Male	3	17	17	100.0	29.4
	4	19	19	100.0	36.8
	5	17	17	100.0	47.1
	6	20	18	90.0	38.9
	7	17	17	100.0	58.8
	8	16	15	93.8	40.0
Female	3	22	22	100.0	13.6
	4	19	19	100.0	68.4
	5	17	17	100.0	76.5
	6	12	12	100.0	58.3
	7	11	11	100.0	72.7
	8	19	19	100.0	63.2
White	3	32	32	100.0	21.9
	4	33	33	100.0	57.6
	5	23	23	100.0	56.5
	6	23	21	91.3	52.4
	7	21	21	100.0	61.9
	8	24	23	95.8	60.9
Socioeconomically Disadvantaged	3	12	12	100.0	16.7

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	39	39	100.0	41.0
	4	38	38	100.0	57.9
	5	34	34	100.0	55.9
	6	32	30	93.8	43.3
	7	28	28	100.0	71.4
	8	28	28	100.0	71.4
Male	3	17	17	100.0	52.9
	4	19	19	100.0	52.6
	5	17	17	100.0	47.1
	6	20	18	90.0	44.4
	7	17	17	100.0	70.6
	8	17	17	100.0	70.6
Female	3	22	22	100.0	31.8
	4	19	19	100.0	63.2
	5	17	17	100.0	64.7
	6	12	12	100.0	41.7
	7	11	11	100.0	72.7
	8	11	11	100.0	72.7
White	3	32	32	100.0	40.6
	4	33	33	100.0	60.6
	5	23	23	100.0	52.2
	6	23	21	91.3	47.6
	7	21	21	100.0	71.4
	8	21	21	100.0	71.4
Socioeconomically Disadvantaged	3	12	12	100.0	41.7

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Colfax Elementary greatly benefits from its supportive parents. The school is thankful to have parent volunteers who volunteer in the classroom or donate their time and resources for special projects and/or fundraising. Parents are also welcome to join the School Site Council and the Association of Parents and Teachers (APT)/Bulldog Boosters. Classroom volunteers and field trip drivers are required to have a current TB test on file and have their fingerprinting done and cleared. Parents play a large role in our monthly student recognition, family picnics, and trimester academic award recognition. A parent survey is conducted each year to gather important perception data for school improvement purposes.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary responsibility of Colfax Elementary School District. Students are supervised before school by paraeducators and teachers and after school by credentialed teachers. Paraeducators and other classified staff supervise students during lunch. Teachers also help with supervision during lunch and break periods. Student Conflict Managers are trained and support students with problem solving during recess and lunch. There is a designated area for student drop off and pick up. Visitors must check in at the front office, wear a visitor’s badge at all times, and check out before leaving.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated annually by the School Site Council, which consists of the principal, certificated and classified staff members, and parents from the school community. It is also approved by our governing board annually. All revisions are communicated to the both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster and specific goals for improving school safety and climate. Fire, disaster, and intruder drills are conducted on a monthly basis throughout the school year. The school works with local agencies on the safety plan and has a school resource officer assigned to the school.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	8.0	6.4	6.8
Expulsions Rate	0.5	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.7	6.4	6.8
Expulsions Rate	0.3	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	22	22	1			1	2	2			
1	20	18	18	2	2	2						
2	22	18	18	1	2	2	1					
3	22	19	19	1	2	2	1					
4	29	21	21				8	7	7			
5	20	21	21	8	8	8	1	7	7			
6	21	25	25	9	1	1	9	8	8			
Other		4	4		7	7						

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	18	18	15	10	10						
Mathematics	14	18	18	6	4	4						
Science	16	18	18	5	4	4						
Social Science	20	18	18	4	4	4						

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: planning and preparation, the classroom environment, instruction, and professional responsibilities.

Teachers attend professional development workshops and classes throughout the year. In addition, each teacher has 100 minutes per week of release time for collaboration and planning, as well as one hour per week for meeting as a Professional Learning Community. Staff meetings are weekly and include ongoing professional development provided by outside providers as well as our own staff.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,871	\$41,085
Mid-Range Teacher Salary	\$55,830	\$59,415
Highest Teacher Salary	\$71,879	\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$108,150	\$116,069
Percent of District Budget		
Teacher Salaries	38%	33%
Administrative Salaries	7%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9212.	\$2,394	\$5,790	\$59,819
District	♦	♦	\$5,790	\$61,016
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	-3.2
Percent Difference: School Site/ State			8.3	1.1

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Colfax Elementary receives state and federal funding for the following categorical funds and other support programs estimated below:

- Title I - \$63,804
- Title II - Teacher Quality - \$20,974
- Educator Effectiveness - \$33,730
- LCFF funds include many of these categorical programs listed above

DataQuest

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

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.