

Colfax High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Colfax High School
Street	24995 Ben Taylor Road
City, State, Zip	Colfax, CA 95713
Phone Number	(530) 346-2284
Principal	Paul Lundberg
E-mail Address	plundberg@puhsd.k12.ca.us
Web Site	puhsd.k12.ca.us/colfax/home
CDS Code	31668943131851

District Contact Information	
District Name	Colfax High School
Phone Number	5303462284
Superintendent	Dr. George Sziraki
E-mail Address	gsziraki@puhsd.k12.ca.us
Web Site	www.puhsd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Colfax High School is located adjacent to the community of Colfax, just off Highway 80, approximately 16 miles from Auburn. The attendance area extends from just outside Auburn to Emigrant Gap and is bordered by the American and Bear Rivers. It is part of the Placer Union High School District and serves approximately 670 students in grades 9-12. The Principal is Paul Lundberg, and the Assistant Principal is Chasity Raybuck-Bonilla.

Colfax High School operates on the fundamental assumption that all students are capable of experiencing success and achieving excellence in learning. We provide a climate which affirms the worth and dignity of all students while setting high standards for learning and behavior. The campus has a relaxed and friendly atmosphere where students and staff feel safe and enjoy good relationships. Staff, students, parents and community members are encouraged to work together to create a friendly and challenging environment, which encourages people to reach their full potential. We not only provide our students with a strong academic foundation, but many outstanding opportunities outside the classroom are afforded our students to round out their educational experience. These include strong programs in athletics, drama, music, fine arts, and career-technical education.

Our Expected Schoolwide Learning Results (ESLR's) are for graduates to be:

- Effective Communicators
- Resourceful Learners
- Life-long Learners
- Fit Individuals
- Academically Responsible
- Exceptional Citizens

Mission Statement:

The Colfax High School community is committed to learning by providing teaching excellence in a supportive environment.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	157
Grade 10	136
Grade 11	154
Grade 12	139
Total Enrollment	586

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.2
Asian	0
Filipino	0.7
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0
White	83.1
Two or More Races	5.5
Socioeconomically Disadvantaged	27.1
English Learners	0.3
Students with Disabilities	5.8
Foster Youth	0.7

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential		27		
Without Full Credential		1		
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments *		0	
Vacant Teacher Positions		0	

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2012-9

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 17, 2013, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to be given their own textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Colfax High School currently has implemented and utilizes standards aligned textbooks and materials in all core classes. Our textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

The Board of Trustees adopted texts between 2004-2008 and as needed. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Mathematics	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Science	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
History-Social Science	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Foreign Language	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Health	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Visual and Performing Arts	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Science Laboratory Equipment (grades 9-12)	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Placer Union High School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the District Office at 13000 New Airport Road. The Colfax High School campus is located in the Sierra foothills on a beautiful 40-acre, tree-filled site. The school was founded in 1959 with fewer than 200 students. Today it serves 700 students with a comprehensive curriculum.

Major new construction, made possible by the passage of Measure W in 1999, was completed in 2004. Included was a 55,000 square-foot building housing classrooms, a 500 seat performing arts center, gymnasium, team rooms, library, and student services center. Also included were additional parking, a soccer field, increased capacity stadium bleachers, technology, landscaping, a sound & multimedia laboratory, and a modernized cafeteria and weight room. Students have access to two computer labs, a multimedia lab, and a library internet lab. Also, all classrooms have computers and are internet connected.

In the summer of 2007, construction in our quad resulted in a beautiful area for students to relax, visit, and eat before and after school, and during breaks and lunch. In the summer of 2008, an all-weather track was installed in our football stadium. Seating on the visiting side was also expanded.

Colfax is a closed campus and provides a safe, secure environment for learning. All visitors are required to sign in upon arrival on campus. All staff members receive training on safety procedures. We have a full-time Placer County Sheriff assigned to the high school. The primary responsibility of our two Assistant Principals and a full-time school monitor is school safety. The grounds and buildings are well maintained by the district maintenance staff to ensure the school is in good repair and students are provided with a clean, safe, and functional learning environment.

Facilities Walks including representation from site and district personnel, students, members of the Board of Trustees and community members are conducted twice annually.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2011-5				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2011-5				
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. 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); 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	83	82	75	78	48	48
Mathematics (grades 3-8 and 11)	47	51	47	51	36	37

Note: 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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	153	152	99.35	82.24
Male	87	86	98.85	77.91
Female	66	66	100	87.88
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	11	100	72.73
White	134	133	99.25	84.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100	71.43
Students with Disabilities	12	12	100	33.33
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	153	152	99.35	50.66
Male	87	86	98.85	54.65
Female	66	66	100	45.45
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	11	100	45.45
White	134	133	99.25	51.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100	36.73
Students with Disabilities	12	12	100	16.67
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	65	69	71	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The Placer Union High School District offers sequenced CTE courses that create clear CTE programs at each district high school. These programs are supported by the four core academic areas: English, math, science, and social studies. District CTE programs address the eleven industry sectors identified by CDE.

The sequenced programs offered at Colfax High School are:

- Art, Media and Entertainment: Media and Design Arts
- Art, Media and Entertainment: Production & Managerial Arts
- Building Trades and Construction: Cabinet Making & Wood Products
- Engineering and Design: Architectural And Structural Engineering
- Information Technology: Information Support and Services
- Information Technology: Media Support and Services
- Manufacturing and Product Development: Integrated Graphics Technology
- Manufacturing and Product Development: Welding Technology
- Transportation: Vehicle Maintenance, Service & Repair

A program sequence in CTE has three parts: (1) a foundation course, (2) one or more intermediate courses, and (3) a capstone course. These capstone courses may be offered through the school, ROP, and /or Adult Education, and may be eligible for college credit through the District's Tech Prep articulation with the local Community College. In addition, several of the capstone courses meet the "A-G" college entrance requirements for preparation to enter the UC or CSU system. A coherent sequence of courses will allow students to move through foundation, intermediate, capstone, and related courses in an organized manner; this facilitates student mastery of standards, allows students to select related courses from another program in the industry sector, enables students to complete pathway courses which have been articulated with the community college in a Tech-Prep 2+2 pathway (2 years of high school CTE and academics with 2 years of postsecondary education), and provides opportunities in many industries to earn certificates of mastery, college credits, and/or industry certification.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	858
% of pupils completing a CTE program and earning a high school diploma	20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	84%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	54.14

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	5.9	19	71.2

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Colfax High School enjoys active and broad parental involvement on the School Site Council. The Council, along with the school community, analyzes the academic needs of all students, determines performance improvement targets, recommends and approves school improvement programs, and reviews/assesses the effectiveness of these programs. Other support groups include: (1) the Falcon Foundation, which supports classroom activities, clubs, athletics, and scholarships, and includes the Parent Club Committee, which supports a number of teacher appreciation events throughout the year, volunteers time at school, publishes a monthly newsletter, and provides scholarships to graduating seniors; (2) the Grad-Night Committee, which provides a drug & alcohol free party the night of graduation; and (3) various academic and athletic booster clubs supporting a wide array of programs, sports, and clubs.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.6	1.2	1.5	3.5	2.8	2.8	11.5	10.7	9.7
Graduation Rate	99.44	97.58	98.53	94.12	94.11	94.62	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	91.1	95.45	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	92.86	80.17
Asian	100	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	93.08	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	91.54	95.39	90.99
Two or More Races	83.33	98.51	90.59
Socioeconomically Disadvantaged	100	94.94	85.45
English Learners	0	70.59	55.44
Students with Disabilities	71.43	80	63.9
Foster Youth	100	66.67	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.0	4.5	7.6	5.9	4.7	5.2	3.8	3.7	3.6
Expulsions	0.6	0.2	1.8	0.5	0.4	0.6	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A School Safety Committee is responsible for the School Safety Plan. Every classroom and office has an Emergency Preparedness Manual posted with emergency numbers and procedures for a variety of possible situations. School evacuations and lockdown procedures are posted. Each year these plans are reviewed and updated. Practice drills are held on a regular basis.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	2	3	8	27	2	5	5	27	4	4	3
Mathematics	33		3	4	29	2	4	3	25	5	3	4
Science	33	1	1	5	27	2	3	2	30	2	1	4
Social Science	29	2	4	2	30	2	4	5	28	1	6	2

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	325
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.95	N/A
Social Worker	.43	N/A
Nurse	.22	N/A
Speech/Language/Hearing Specialist	.41	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,585	\$1,588	\$10,996	\$71,024
District	N/A	N/A	\$10,627	\$72,405
Percent Difference: School Site and District	N/A	N/A	3.5	-1.9
State	N/A	N/A	\$10,795	\$71,623
Percent Difference: School Site and State	N/A	N/A	1.9	-0.8

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

Types of Services Funded (Fiscal Year 2016-17)

Title I, II, III, IV, and V, School Improvement Program, Economic Impact Aid - English Learner, Special Education, State Categorical Tier III Funding

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,577	\$46,060
Mid-Range Teacher Salary	\$66,015	\$70,769
Highest Teacher Salary	\$90,829	\$98,039
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$134,756	\$127,576
Superintendent Salary	\$212,454	\$170,379
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	8%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	2	N/A
All courses	3	18.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The focus of all professional development is improved student achievement through a systematic Professional Learning Community (PLC) approach. Our yearly focus is developed in a collaborative manner, which includes the Curriculum, Assessment and Instruction Director, Department Chairs, School Site Council and District personnel, with an overriding emphasis on literacy, math, and the shift to the common core curriculum. Student achievement data such as STAR test results, CAHSEE results, graduation rate, attendance rate, and subject matter formative assessments give direction to our plan as well as an emphasis on new teacher support. The average annual number of school days dedicated to staff development for the most recent period is 6, which includes 3 full day and 30 early release days..