Colfax High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	plundberg@puhsd.k12.ca.us
Website	puhsd.k12.ca.us/colfax/home
County-District-School (CDS) Code	31668943131851

Entity	Contact Information
District Name	Placer Union High School District
Phone Number	5303462284
Superintendent	Dr. George Sziraki
Email Address	gsziraki@puhsd.k12.ca.us
Website	www.puhsd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 600 students in grades 9-12. The Principal is Paul Lundberg, and the Assistant Principal's are Danise Hitchcock and Annette Udall.

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. Recently, Colfax high has become an official International Baccalaureate (IB) school and will begin offering IB courses in the Fall of 2019.

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 mission of Colfax High School is to serve as an active part of a community based in tradition and strong values of supporting, serving, respecting and celebrating who we are. Colfax High School strives to meet the needs of all learners in a positive, supporting environment, believing strongly that all students can learn at high levels. We are dedicated to stimulating all students' thinking, challenging their creative minds with inquiry, and reinforcing the value of taking risks in order to create principled, balanced, reflective thinkers and communicators.

All programs at Colfax High School emphasize high expectations of scholarship and merit, as well as international mindedness so that students can be open-minded, responsive to diversity, and become positive, well-rounded citizens of this world.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	159
Grade 10	155
Grade 11	142
Grade 12	125
Total Enrollment	581

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	0.7
Hispanic or Latino	9.1
Native Hawaiian or Pacific Islander	0.2
White	80.4
Two or More Races	7.6
Socioeconomically Disadvantaged	26.2
English Learners	0.7
Students with Disabilities	7.6
Foster Youth	0.3
Homeless	1.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	27	27	
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: 2019 - December

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 3, 2019, 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 as needed. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 600 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. The school is a 1 to 1 site with all students issued a Chromebook at the beginning of their freshman year.

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. Currently, our 100 building is being revamped with new roofing, HVAC and four new classroom renovations. Our 400 building has been renovated into a fully functional television studio and high end computer lab that functions as our Tech Essentials and digital photo lab.

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

Year and month of the most recent FIT report: 2019-4

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	77	74	75	69	50	50
Mathematics (grades 3-8 and 11)	45	42	46	38	38	39

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.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	140	99.29	0.71	73.91
Male	71	71	100.00	0.00	69.01
Female	70	69	98.57	1.43	79.10
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	66.67
Native Hawaiian or Pacific Islander					
White	109	108	99.08	0.92	76.64
Two or More Races	13	13	100.00	0.00	61.54
Socioeconomically Disadvantaged	40	40	100.00	0.00	68.42
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	140	99.29	0.71	42.34
Male	71	71	100.00	0.00	38.57
Female	70	69	98.57	1.43	46.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	109	108	99.08	0.92	42.99
Two or More Races	13	13	100.00	0.00	38.46

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	40	40	100.00	0.00	32.43
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	367
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.81
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.07

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.5	27.0	55.3

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.5	0	0	2.8	2.1	2.1	9.7	9.1	9.6
Graduation Rate	98.5	99.3	99.3	94.6	93.8	93.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.6	4.5	6.6	5.2	4.3	4.0	3.6	3.5	3.5
Expulsions	1.8	0.6	0.5	0.6	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	4	4	3	33		3	6	25	3	3	6
Mathematics	25	5	3	4	29	2	6	3	30	2	4	4
Science	30	2	1	4	28		6	1	26	2	6	
Social Science	28	1	6	2	26	3	4	3	26	2	5	2

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	322.8

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,653	$2,252	$11,401	%77,254
District	N/A	N/A	$9,662	$76,898.00
Percent Difference - School Site and District	N/A	N/A	16.5	-0.6
State	N/A	N/A	$7,506.64	$79,737.00
Percent Difference - School Site and State	N/A	N/A	41.2	-5.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Supplemental, Career and Technical Education, Special Education, Federal/ State & Local Funding

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,854	$48,684
Mid-Range Teacher Salary	$67,995	$78,920
Highest Teacher Salary	$93,554	$99,844
Average Principal Salary (Elementary)	$0	$137,288
Average Principal Salary (Middle)	$0	$135,905
Average Principal Salary (High)	$140,433	$134,157
Superintendent Salary	$218,828	$185,654
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All courses	10	25.9

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 SBAC test results, A-G rates, graduation rate, attendance rate, and subject matter formative assessments, along with the new California Dashboard, 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.

Our most recent professional development has centered on the International Baccalaureate (IB) Program. Colfax High School was authorized in November of 2018 and our first cohort of students will start in the 2019/20 school year. All staff have been trained on site as well as attended professional development seminars sponsored by the IB Program. All staff have also visited other IB schools and are currently working in PLC's on curriculum and sequencing development.