



# Colfax Elementary School District

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Colfax Elementary School District

24825 Ben Taylor Road  
Colfax  
(530) 346-2202  
www.colfax.k12.ca.us

#### District Governing Board

Dr. Karen Sheets - Board President

Alicia Ackerman - Board Clerk

Sharin Graves - Board Member

Barbara Gagnon - Board Member

Melissa Kinsey - Board Member

#### District Administration

Mr. John Baggett  
**Superintendent**  
Superintendent

Mr. John Baggett  
**Principal**

Mrs. Krista Barker  
**Teacher in Charge/Administrative  
Designee**

Mr. Craig McAtee  
**Teacher in Charge/Administrative  
Designee**

### 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 2018-2019 student population of 380 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 work to be proficient in all academic areas. There are balanced opportunities for arts and enrichment in the areas of life skills, fine arts, physical fitness, hands on science, STEM, Spanish 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 <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	36
Grade 2	37
Grade 3	32
Grade 4	51
Grade 5	40
Grade 6	51
Grade 7	38
Grade 8	42
<b>Total Enrollment</b>	<b>361</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	0.6
Filipino	0.3
Hispanic or Latino	11.1
White	80.6
Two or More Races	6.4
Socioeconomically Disadvantaged	51.5
English Learners	0.6
Students with Disabilities	10.5
Homeless	1.4

## 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 for Colfax Elementary	17-18	18-19	19-20
With Full Credential	18	19	20
Without Full Credential			
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Colfax Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	19
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Colfax Elementary School District

Indicator	17-18	18-19	19-20
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)

Colfax Elementary School District held a Public Hearing in September of 2018, 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 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.

#### 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	Wonders: McMillin McGraw Hill TK-5 and Springboard 6-8 adopted and implemented in 2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Prentice Hall Adopted 2009  Common Core Bridge Materials Core Math (Houghton Mifflin) (Grades 6-8) Common Core Standards Plus Bridge Materials (Grades K-5)  McGraw Hill My Math (Pre K-5) Adopted 2014 14/15 implementation  College Preparatory Math (7-8) Adopted 2014 14/15 implementation  College Preparatory Math (6) Adopted 2014 for 15/16 implementation  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Holt, Rinehart & Winston Adopted 2008  Houghton Mifflin Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	MacMillan/McGraw Hill Adopted 2007  Teacher's Curriculum Institute Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

#### 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 Facilities Director 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 reasonably 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 implemented a program starting in the 2017-18 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: 7/29/18**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	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. We are currently implmeneting improvements in these areas provided via an energy conservation grant.
<b>Interior:</b> Interior Surfaces	Fair	Carpets replaced in classrooms as needed annually.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Lighting improvements were made for energy conservation and improved lighting throughout the entire school.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	The custodial staff maintain the restrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The primary playgrounds are upgraded regularly. The exterior wooden walls need replacement.
<b>Overall Rating</b>	<b>Fair</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	46	41	46	50	50
Math	36	43	36	43	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 Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.5	17.9	25.6
7	14.3	28.6	31.0

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	253	248	98.02	45.56
Male	138	133	96.38	37.59
Female	115	115	100.00	54.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	29	29	100.00	34.48
White	204	201	98.53	47.26
Two or More Races	18	16	88.89	43.75
Socioeconomically Disadvantaged	136	132	97.06	34.09
English Learners	--	--	--	--
Students with Disabilities	28	28	100.00	25.00
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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	253	248	98.02	43.15
Male	138	133	96.38	41.35
Female	115	115	100.00	45.22
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	29	29	100.00	31.03
White	204	201	98.53	44.78
Two or More Races	18	16	88.89	50.00
Socioeconomically Disadvantaged	136	132	97.06	34.85
English Learners	--	--	--	--
Students with Disabilities	28	28	100.00	21.43
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.

## 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 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, LCAP Committee and the Parent Teachers Association (PTA). 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, and trimester academic and attendance award recognition. Parents and community members are trained to assist in helping students in reading and throughout the classroom. 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 State priority: School Climate (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. 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 regular basis throughout the school year. The school works with local agencies such as Cal Fire and Placer County Sheriff on the safety plan and has a school resource officer assigned to the school. We regularly have sheriff on our campus as a school resource officer.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	5.2	2.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	5.2	2.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	2			21	1	1		18	2		
1	18	2			25		1		22		1	
2	21		2		23		2		21		2	
3	18	2			25		2		20	1	1	
4	26		5		11	8			21	2	10	
5	23		10		22		8		18	11		
6	34		1	4	24		8		24		8	
Other**									3	4		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Ongoing professional development occurs at staff meetings and professional learning communities on a regular basis. 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. Minimum days are also built into the calendar and provide opportunity for professional development.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	31%
Administrative Salaries	8%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

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

- Title I - \$83,995
- Title II - Teacher Quality - \$12,177
- Title IV - \$10,000
- 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 <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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9212.	\$2,394	\$5,790	\$59,819
District	N/A	N/A	\$5,790	
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-3.2
School Site/ State	8.3	1.1

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.