

Colfax Elementary School District

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Colfax Elementary School District
Street	24825 Ben Taylor Rd.
City, State, Zip	Colfax, California 95713
Phone Number	(530) 346-2202
Principal	Annette Udall
Email Address	audall@colfax.k12.ca.us
School Website	www.colfax.k12.ca.us
County-District-School (CDS) Code	31667956031066

2023-24 District Contact Information

District Name	Colfax Elementary School District
Phone Number	(530) 346-2202
Superintendent	Andrew Giannini, Ed.D.
Email Address	agiannini@colfax.k12.ca.us
District Website	www.colfax.k12.ca.us

2023-24 School Description and Mission Statement

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 our team of educators. Our families and community play a very important role in the strength and progress of our school as a learning environment for our children. Understanding our school's educational program, student achievement, and curriculum development can assist both our school and our community in continuous school and instructional improvement.

We, the school board, staff, and administration, are committed to providing the best and safest educational program for our students as measured by individual growth in 21st century learning skills, academic proficiency, and social and emotional health. The excellent quality of our program is a reflection of our dedicated and highly committed staff. Together, as a team, we ensure that Colfax Elementary School is a welcoming, enriching, and rigorous learning environment where students are actively involved in hands-on learning as well as positive values. Through our hard work as a team, our students continue to be challenged to be leaders in our world who actively solve-problems, collaborate with one another, and grow a global perspective.

School Profile and History:

The Colfax Elementary School District is a single-site elementary school district with 2022-2023 student population of approximately 342 students. Colfax Elementary School District serves students from the City of Colfax in Placer County in the state of California. The school district also serves students and families living within 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 an exceptional educational experience focused on comprehensive student achievement in all academic content along with maximizing development 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, visual and performing arts, and math reasoning. The District also pledges to provide each student with the critical thinking skills, technological expertise, and engaging instruction needed for success in high school and beyond.

2023-24 School Description and Mission Statement

Board adopted, district goals include:

1. Students will develop skills to be adaptive to change, resilient to challenges, and will demonstrate at least one year's measured growth.
2. Recruit, train, and retain high-quality employees who foster an environment of trust, innovation, and collaboration.
3. Prioritize, plan, and maintain state-of-the-art facilities to meet the evolving needs of the students and staff through a comprehensive facilities master plan.
4. Maximize funds to ensure fiscal responsibility and to support the district's ability to deliver a comprehensive, safe, and enriching education.
5. Develop a culture of trust that values the voices of our district through collaboration and connectedness with our community, neighbors and partners.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	39
Grade 2	32
Grade 3	38
Grade 4	31
Grade 5	38
Grade 6	33
Grade 7	44
Grade 8	45
Total Enrollment	342

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	1.2%
Asian	0.3%
Filipino	0.6%
Hispanic or Latino	10.8%
Two or More Races	7.3%
White	78.7%
English Learners	0.6%
Foster Youth	1.8%
Homeless	7%

Socioeconomically Disadvantaged	43.9%
Students with Disabilities	13.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.40	89.95	17.40	89.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.86	0.30	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.46	0.00	0.46	12115.80	4.41
Unknown	1.40	7.68	1.40	7.68	18854.30	6.86
Total Teaching Positions	19.40	100.00	19.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	84.63	19.30	84.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	13.80	3.10	13.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.40	0.30	1.40	11953.10	4.28
Unknown	0.00	0.09	0.00	0.09	15831.90	5.67
Total Teaching Positions	22.90	100.00	22.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.30	2.10
Vacant Positions	0.00	1.00
Total Teachers Without Credentials and Misassignments	0.30	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Colfax Elementary School District holds a public hearing quarterly each year as required. With each public hearing, it has been determined that the school has sufficient and good quality textbooks, instructional materials, and 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. Our District anticipates adopting new Social Studies materials for the 2024-2025 school year. 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, parents, 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.

Year and month in which the data were collected

01/11/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders: McMillin McGraw Hill TK-5 and Springboard 6-8 adopted and implemented in 2018	Yes	0.0%
Mathematics	McGraw Hill My Math (Pre K-5) Adopted 2015 College Preparatory Math (7-8) Adopted 2015 College Preparatory Math (6) Adopted 2016 Common Core Bridge Materials Core Math (Houghton Mifflin) (Grades 6-8) Common Core Standards Plus Bridge Materials (Grades K-5)	Yes	0.0%
Science	McGraw Hill Inspire (K-5) Adopted 2022 Accelerated Learning STEMscopes (6-8) Adopted 2022	Yes	0.0%
History-Social Science	California Treasures (K-3) Adopted 2012 MacMillan/McGraw Hill California Vistas (Grades 4-5) Adopted 2007 Teacher's Curriculum Institute (Grades 6-7) Adopted 2007	Yes	0.0%
Foreign Language	NA	No	0.0%
Health	NA	No	0.0%
Visual and Performing Arts	NA	No	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

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 works regularly with the Facilities Manager and a custodial staff of two full-time employees to ensure that the cleaning of all student classrooms and community areas are maintained to provide for a safe learning environment for our students.

Maintenance and Repair

The district maintenance Facilities Manager ensures that work orders are completed in a timely manner keeping the school in good repair. A work order process is used to ensure efficient service and to identify that the highest priority is given to safety and 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. During the 2022-2023 school year, several repairs have been made to roof welds, replacement of HVAC systems, retrofitting elevators, and improved fiber optic cabling for technology and internet connectivity. These repairs and upgrades are evidence of a priority placed on providing a state of the art facility for the students in the community. During 2023-2024, carpeting has been replaced in 12 classrooms, the library, and the administration building. Windows have also been replaced when needed, and irrigation has been put in to develop one play field for recess.

Year and month of the most recent FIT report

10/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems throughout the school are recently replaced or in the first half of usable life. Filters are maintained regularly improving air purification. In addition to the air conditioning filtration systems, classrooms and meeting spaces have portable air purifiers with MERV 13 or better filtering. Both campus elevators have been renovated for full functionality.
Interior: Interior Surfaces	X			Carpets were replaced in twelve classrooms, the school library, and in the administration building.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classrooms are sanitized and cleaned regularly.
Electrical	X			Lighting improvements were made for energy conservation and improved lighting throughout the entire school.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The custodial staff maintain the restrooms and recently the floors were replaced.
Safety: Fire Safety, Hazardous Materials	X			Regular safety inspections occur as required.
Structural: Structural Damage, Roofs		X		Some gutters and drain spouts were damaged in the recent Winter storms. All windows are clear and free from damage or failure. Many roof welds were replaced and upgraded throughout the campus during the summer of 2022.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Wooden barriers around the playgrounds have been replaced, concrete and fence repairs have also been made during 2022.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	32	36	32	47	46
Mathematics (grades 3-8 and 11)	35	30	35	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	234	99.15	0.85	31.62
Female	111	110	99.10	0.90	35.45
Male	125	124	99.20	0.80	28.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	34.78
White	182	180	98.90	1.10	31.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	107	99.07	0.93	25.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	14.71

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	234	99.15	0.85	29.91
Female	111	110	99.10	0.90	24.55
Male	125	124	99.20	0.80	34.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	30.43
White	182	180	98.90	1.10	29.44
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	107	99.07	0.93	27.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.27	26.19	27.27	26.19	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	85	97.70	2.30	25.88
Female	35	34	97.14	2.86	26.47
Male	52	51	98.08	1.92	25.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	18.18
White	67	65	97.01	2.99	26.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

Grade 9	100	100	100	100	100
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Colfax Elementary greatly benefits from the regular contributions of supportive parents and families throughout the school day and throughout the school year. The school is thankful to have parents and families who volunteer in classrooms, donate their time and resources for special projects, and participate in fundraising efforts to improve instructional program and services for the students in our community. Parents are also welcome to join the School Site Council, the Community School Team, 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 academic and attendance award recognition. Parents and community members are trained to assist in helping students by leading small groups in reading, math, and art. Throughout the year, families also volunteer time to work with students in the school garden and as Art Docents. A parent survey is conducted each year to gather important perception data for school improvement purposes.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	367	106	28.9
Female	173	170	52	30.6
Male	200	197	54	27.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	3	50.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	40	40	16	40.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	27	6	22.2
White	292	286	78	27.3
English Learners	3	3	2	66.7
Foster Youth	6	6	0	0.0
Homeless	33	33	19	57.6
Socioeconomically Disadvantaged	181	178	65	36.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	53	17	32.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.26	5.43	3.49	0.26	5.43	3.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.49	0
Female	1.16	0
Male	5.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.42	0
English Learners	0	0
Foster Youth	0	0
Homeless	6.06	0
Socioeconomically Disadvantaged	3.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.43	0

2023-24 School Safety Plan

The safety of students and staff is a primary responsibility of Colfax Elementary School District. Students are constantly supervised before and after school by school employees and site administration. 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. All visitors must check in at the front office, conduct an ID verification and background check, and wear a visitor's badge at all times while on the school grounds. Visitors are also required to check out at the school office before leaving campus.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Comprehensive School 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. The Comprehensive School Safety Plan was last reviewed on February 2, 2023. The CSSP was approved by the School Board on February 15, 2023. Revisions are communicated to 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. As a layer of primary security, classroom doors remained locked throughout the school day, and the school staff is prepared to reunify student with families in an a safe and orderly manner in the event of a major emergency.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2	0	
1	17	2	0	
2	15	2	0	
3	21	1	1	
4	20	1	1	
5	20	1	1	
6	23	0	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	0	
1	14	2	0	
2	19	2	0	
3	14	2	0	
4	18	2	0	
5	21	1	1	
6	23	0	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	0	0
1	18	2	0	0
2	15	1	1	0
3	19	1	1	0
4	16	1	1	0
5	19	1	1	0
6	16	2	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	5	1	
Mathematics	14	5	1	
Science	15	5	1	
Social Science	15	5	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	5	1	
Mathematics	15	5	1	
Science	19	4	1	
Social Science	16	5	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	4	0	0
Mathematics	22	4	0	0
Science	22	4	0	0
Social Science	22	4	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	1
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.5
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,268	\$7,146	\$10,122	\$65,661
District	N/A	N/A	\$10,122	
Percent Difference - School Site and District	N/A	N/A	0.0	-3.2
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	28.4	-14.3

Fiscal Year 2022-23 Types of Services Funded

Colfax Elementary receives state and federal categorical funding to provide services for students to accelerate learning, develop 21st-century skills, and support social and emotional health and development. Categorical resources fund programs such as a school-wide intervention block to reteach decoding and math skills, after-school enrichment clubs, and support for our state preschool program. Categorical resources are also used to increase certificated and classified staff members to support learning programs. These staff members include reading specialists, special education paraprofessionals, and Wellness Center counselors and therapists. Categorical funds are also used to purchase instructional materials and technology resources to support student learning in the classroom.

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

- Special Education - \$404,657
- Mental Health - \$27,309
- Title I, Part A - \$127,993
- Title II, Part A - \$18,205
- ESSER III - \$150,396
- ELO-G - \$38,778
- Rural & Low Income School Program - \$24,018
- Lottery (Unrestricted) - \$65,321

Fiscal Year 2022-23 Types of Services Funded

- Lottery (Instructional Materials) - \$32,193
- Early Intervention Preschool - \$18,497
- Pre-Kindergarten - \$10,283
- Learning Recovery Emergency Block Grant - \$255,822 (through 2027-28)
- Arts, Music, and Instructional Materials Discretionary Block Grant - \$189,240 (through 2025-26)
- Extended Learning Opportunities Program - \$202,104
- LCFF funds also include many of these categorical programs listed above.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,320	\$48,481
Mid-Range Teacher Salary	\$62,301	\$73,129
Highest Teacher Salary	\$85,734	\$99,406
Average Principal Salary (Elementary)	\$153,830	\$117,381
Average Principal Salary (Middle)	\$153,830	\$128,158
Average Principal Salary (High)		
Superintendent Salary	\$153,830	\$138,991
Percent of Budget for Teacher Salaries	30.55%	29.34%
Percent of Budget for Administrative Salaries	8.58%	5.99%

Professional Development

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. Additional days are also built into the calendar and may provide opportunities for professional development. For the 2023-2024 school year professional development has included school-wide training in Universal Design for Learning and in identifying Essential Learning Objectives and formative assessments in ELA and Math.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

