School Accountability Report Card
Reported for School Year 2008-09
Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)
This section provides the school's contact information.

School		District	
School Name	Colfax High School	**District Name**	Placer Union High
Street	24995 Ben Taylor Rd.	**Phone Number**	530-886-4400
City, State, Zip	Colfax, CA 95713	**Web Site**	puhsd.k12.ca.us
Phone Number	(530) 346-2284	**Superintendent**	Dave Horsey
Principal	Rick Spears	**E-mail Address**	dhorsey@puhsd.k12.ca.us
E-mail Address	rspears@puhsd.k12.ca.us	**CDS Code**	31668943131851

School Description and Mission Statement (School Year 2008-09)
This section provides information about the school, its programs and its goals.

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 840 students in grades 9-12. Our Principal is Rick Spears and the Assistant Principals are Judy Hardman and Rob Hitchcock, who also serves as our athletic director.

We are committed to the Quality School concepts advanced by William Glasser, M.D., and guided by the principles that decisions are to be research-based and data driven. We operate 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. Our expectation for schoolwide learning is for graduates to be effective communicators, resourceful learners, life-long learners, fit individuals, academically responsible, and exceptional citizens. Staff, students, parents and community are encouraged to work together to create a friendly and challenging environment, which encourages people to reach their full potential and become educated, responsible citizens.

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

Opportunities for Parental Involvement (School Year 2008-09)
This section provides information about opportunities for parents to become involved with school activities.

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 Parent Club, 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, (3) the Falcon Foundation, which supports classroom activities, clubs, and athletics, and (4) various booster clubs for departments such as drama and athletics.

Student Enrollment by Grade Level (School Year 2008-09)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	224
Grade 10	249
Grade 11	219
Grade 12	231
Total Enrollment	923

Student Enrollment by Group (School Year 2008-09)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.65	White (not Hispanic)	85.27
American Indian or Alaska Native	0.98	Multiple or No Response	8.56
Asian	0.65	Socioeconomically Disadvantaged	16.00
Filipino	0.00	English Learners	0.00
Hispanic or Latino	3.79	Students with Disabilities	10.00
Pacific Islander	0.11		

Average Class Size and Class Size Distribution (Secondary)
This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.7	20	25	1	24.3	11	9	3	24.8	10	4	6
Mathematics	22.1	17	18	1	25.8	6	7	4	24.5	8	4	5
Science	28.0	1	17	2	29.4	1	10	1	28.4	3	2	5
Social Science	28.6	6	21	2	36	2	7	7	30.1	4	3	8

III. School Climate

School Safety Plan (School Year 2008-09)
This section provides information about the school's comprehensive safety plan.

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.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	8.1	7.2	7.8	11.3	12.8	12.6
Expulsions	0.0	0.0	0.2	0.2	0.2	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The PUHSD 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. An inspection was conducted on May 11, 2009, and another inspection is planned for the spring of 20010. 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 875 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 & multi-media laboratory, and a modernized cafeteria and weight room. Students have access to two computer labs, a multi-media lab, and a library internet lab. Also, all classrooms have computers and are internet connected.

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

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

School Facility Good Repair Status (School Year 2009-10)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[X]	[ ]	[ ]	[ ]	

V. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	45	39	40	210
Without Full Credential	0	2	1	3
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	98.8	1.2
All Schools in District	99	1
High-Poverty Schools in District		
Low-Poverty Schools in District	98.9	1.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.2	417
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 1, 2009, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to be given their own textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Colfax High School currently has implemented and utilizes standards aligned textbooks and materials in all core classes. Our textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All materials aligned with the standards and approved by the District Board of Trustees	0
Mathematics	All materials aligned with the standards and approved by the District Board of Trustees	0
Science	All materials aligned with the standards and approved by the District Board of Trustees	0
History-Social Science	All materials aligned with the standards and approved by the District Board of Trustees	0
Foreign Language	All materials aligned with the standards and approved by the District Board of Trustees	0
Health	All materials aligned with the standards and approved by the District Board of Trustees	0
Visual and Performing Arts	All materials aligned with the standards and approved by the District Board of Trustees	0
Science Laboratory Equipment (grades 9-12)	All materials aligned with the standards and approved by the District Board of Trustees	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,316.48	$1,578.13	$6,738.35	$65,513.51
District	---	---	$8,461.05	$63,205
Percent Difference: School Site and District	---	---	-20%	4%
State	---	---	$8,594	$69,362
Percent Difference: School Site and State	---	---	-22%	-6%

Types of Services Funded (Fiscal Year 2008-09)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title I, II, III, IV, and V, School Improvement Program, Economic Impact Aid - English Learner, 10th Grade Counseling, Peer Assistance Review, Carl Perkins Act, Tobacco Use Prevention Education, Special Education.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	$36,948	$42,810
Mid-Range Teacher Salary	$57,289	$69,375
Highest Teacher Salary	$78,821	$89,104
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	$120,314
Average Principal Salary (High)	$112,556	$126,901
Superintendent Salary	$169,405	$198,563
Percent of Budget for Teacher Salaries	37.2	37.3
Percent of Budget for Administrative Salaries	7	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	60	60	65	55	58	62	43	46	50
Mathematics	28	26	27	29	29	30	40	43	46
Science	45	54	65	45	49	61	38	46	50
History-Social Science	35	46	61	40	42	53	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*		*
American Indian or Alaska Native	33	*	*	*
Asian	*	*		*
Filipino				
Hispanic or Latino	47	27	31	32
Pacific Islander	*	*		
White (not Hispanic)	66	27	66	63
Male	61	32	66	67
Female	69	22	63	53
Economically Disadvantaged	47	14	48	45
English Learners				
Students with Disabilities	14	8	20	8
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	74.6	72.0	75.0	72.2	68.2	72.4	48.6	52.9	52.0
Mathematics	83.1	76.6	73.3	71.5	67.7	72.5	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year
This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	25.0	26.7	48.3	26.7	43.8	29.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	53.8	30.8	15.4	61.5	30.8	7.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	22.8	26.0	51.1	25.1	43.4	31.5
Male	27.8	30.8	41.4	25.6	42.1	32.3
Female	21.5	21.5	57.0	28.0	45.8	26.2
Economically Disadvantaged	36.4	34.1	29.5	47.7	45.5	6.8
English Learners	*	*	*	*	*	*
Students with Disabilities	76.0	16.0	8.0	76.0	24.0	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)
The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.0	16.7	73.5

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	8
Similar Schools	6	3	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	10	-5	27	805
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	6	5	23	810
Socioeconomically Disadvantaged			43	755
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.9	0.4		1.7	1.4	1.9	3.5	4.4	3.9
Graduation Rate	97.0	98.0	100.0	92.1	93.6	91.9	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	97	98	---
African American	N/A	N/A	---
American Indian or Alaska Native	N/A	N/A	---
Asian	N/A	N/A	---
Filipino	N/A	N/A	---
Hispanic or Latino	N/A	N/A	---
Pacific Islander	N/A	N/A	---
White (not Hispanic)	97	98	---
Socioeconomically Disadvantaged	N/A	N/A	---
English Learners	N/A	N/A	---
Students with Disabilities	N/A	N/A	---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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:

- Architectural and Structural Engineering
- Cabinet Making and Wood Products
- Forestry and Natural Resources
- Information Support and Services
- Integrated Graphics Technology
- Media and Design Arts
- Media Support and Services
- Production and Managerial Arts
- Residential and Commercial Energy and Utilities
- Welding Technology

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 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	729 all grades
% of pupils completing a CTE program and earning a high school diploma	92%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	84%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.5
Graduates Who Completed All Courses Required for UC/CSU Admission	38.0

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science		---
Social Science	1	---
All courses	2	2.0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus of all professional development is improved student achievement through a systematic Professional Learning Community approach. Our yearly focus is developed in a collaborative manner, which includes the Curriculum, Assessment and Instruction Director, Department Chairs, Site Council and District personnel, with an overriding emphasis on Quality Schools. Student Achievement data such as STAR test results, CAHSEE results, graduation rate, attendance rate, and subject matter formative assessments give direction to our plan as well as an emphasis on new teacher support. The average annual number of school days dedicated to staff development for the most recent period is 4, which includes 1 full day, 4 minimum days, and 15 early release days..

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

**National Assessment of Educational Progress Reading and Mathematics
Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students**

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92