

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mr. Edward Gorton
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Colfax Charter Elementary School
(As it should appear in the official records)

School Mailing Address 4935 Colfax Avenue
(If address is P.O. Box, also include street address.)

City Valley Village State CA Zip Code+4 (9 digits total) 91601-4773

County CA

Telephone (818) 761-5115 Fax (818) 985-6017

Web site/URL https://www.colfaxelementary.org/ E-mail eag7545@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Alberto Carvalho E-mail superintendent@lausd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District Tel. (213) 241-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson MS. KELLY GONEZ
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 436 Elementary schools (includes K-8)
 - 77 Middle/Junior high schools
 - 86 High schools
 - 0 K-12 schools
- 599 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	57	115
1	57	58	115
2	56	61	117
3	56	54	110
4	69	31	100
5	42	35	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	338	296	634

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 3.5 % Asian
 - 2.5 % Black or African American
 - 23.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 11.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 15%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	77
(3) Total of all transferred students [sum of rows (1) and (2)]	94
(4) Total number of students in the school as of October 1, 2020	632
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

6. Specify each non-English language represented in the school (separate languages by commas):

Armenian, Bulgarian, Farsi, Tagalog, Hebrew, Japanese, Korean, Mandarin, Polish, Portuguese, Russian, Spanish, Thai, Urdu, Vietnamese

English Language Learners (ELL) in the school: 3 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 151

8. Students receiving special education services with an IEP or 504: 5 %
33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	98%	94%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Colfax Charter Elementary our mission is to ensure the academic and personal success of each and every student. The teachers, families and staff are dedicated to encouraging each child to aspire to their highest potential in a safe and positive environment. Colfax strives to provide its students with innovative, engaging and enriching hands-on learning that is integrated into a rigorous academic program – and where the whole child is encouraged to thrive and grow. Opportunities are provided so that students may face and triumph over the challenges of the 21st century.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://achieve.lausd.net/Page/3586>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

We enroll all students who reside in our neighborhood boundary and take students from the Unified Enrollment Lottery when space is available.

PART III – SCHOOL OVERVIEW

"Rooted in Education and Reaching for the Stars!" From the moment you step foot onto the campus of Colfax Charter Elementary, you can see how fitting a motto this is for a former arboretum turned elementary school. The trees that remain on the campus are symbolic of our history and they create an idyllic school setting that embodies that motto.

Colfax is part of the Los Angeles Unified School District located in Valley Village, California. Colfax was the first school to acquire affiliated charter status in the San Fernando Valley. A three time recipient of the California Distinguished School award, Colfax Charter is a community hub and a source of pride for the Valley Village residents. Colfax continues to be recognized as one of the most outstanding elementary schools in Los Angeles and was ranked in U.S. News & World Report as the 13th best elementary school in LAUSD and the 17th best charter school in all of California in 2021.

The Colfax community has a wide range of diversity in the areas of socio-economics, primary language, and ethnicity which allows for a school environment that can explore and deepen appreciation for the diversity of Los Angeles. While enrollment has dropped in other parts of the district, Colfax Charter continues to see constant growth. In 2021, Colfax was one of only a few schools in the district to complete an expansion project allowing 80 new students to enroll on campus. In 2022, our student population reached 617 students with a lottery wait list of several hundred more.

The teachers, families, and staff of Colfax are dedicated to the academic and personal success of all students. We provide a well-rounded program that is rooted in a rigorous curriculum and enriched with physical education, garden, music, theater, technology, visual arts, chorus and orchestra. The Arts, Technology, and Green initiatives, which are part of our charter, are evident throughout all of the classrooms at Colfax. Kindergarten students are offered Suzuki Violin lessons, K- 5th graders are taught music and visual arts by in-house experts, 3-5th graders participate in Orchestra, Vocal Music, Chorus and Ballroom Dancing.

This year our school library underwent a refresh with a focus on adding literature that meets the needs of a culturally responsive pedagogy. Working in conjunction with teachers, the Local School Leadership Council and our Inclusion, Diversity and Equity for All (IDEA) committee, our classroom libraries and novel study collections were updated to ensure that they mirror the diversity of our community.

The integration of technology allows students access to the digital platform environment. In October 2019, Colfax Charter teachers and students completed the Common Sense Digital Citizenship curriculum and became a Digital Citizenship Certified School. All grades work in the Computer Lab for differentiated learning tasks taught by Computer Wise Kids teaching the International Society for Technology in Education (ISTE) standards. To supplement the technology further, Colfax Charter provides a 1:1 ratio of technology for each student with computers or iPads available in every classroom. This infrastructure of technology and skilled personnel allowed Colfax to pivot quickly when distance learning became necessary in the spring of 2020. Teachers set up online classrooms using our informational technology platform, Schoology, providing 120 minutes of synchronous lessons each day with additional asynchronous assignments. Using the Zoom platform, teachers provided whole class and small group instruction as well as the continuation of arts integration with online art, music, dance, library, and even digital garden instruction.

One of the truly unique elements of Colfax can be found when you visit our school farm. The farm ecosystem with pigs, chickens, and sheep allows students to experience agriculture by harvesting fresh eggs and learning to care for the animals. Emotional support animals interact with our special needs students and the farm has become a key element in our social-emotional curriculum. Additionally, a self sustaining organic vegetable garden housed on the property allows students to experience weekly lessons in horticulture, healthy eating, and environmental health.

At Colfax Charter, students who are English Language Learners and/or socio-economically disadvantaged

as well as those students who have yet to meet or master grade-level standards are provided additional learning opportunities in individual or small groups through our daily intervention programs. A part time intervention teacher meets with small groups of Kindergarten, 1st, and 2nd grade students to target students who are at risk of reading failure. This program provides targeted instruction specific to the child's needs and monitors their progress. After-school intervention is offered to all students not meeting grade level standards in the areas of language arts and math and a homework club for our targeted student populations is offered three times a week to support classroom instruction.

Colfax is proud to have been one of the first full inclusion schools in the district. Our special day class students are part of the general education classroom for the entire school day. Special education teachers team with general education teachers allowing students the maximum access in the least restrictive environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Colfax Charter believes rigorous first instruction across all subjects is essential to student success. The following strategies are implemented in all classrooms to increase student learning and meaningful engagement in lessons. Teachers explicitly define and articulate the Common Core Standards they expect students to learn. All teachers model thinking processes and strategies. Teachers use direct instruction to teach standards based lessons. Teachers model and encourage the use of academic language. Colfax teachers use flexible grouping based on academic need within the content area. Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes.

Regularly, Colfax Charter utilizes formative assessments to monitor student progress and drive instruction. Data collected from these assessments is reviewed regularly by teachers and collectively at grade level meetings that include the principal, coordinator and SPED teachers. During data reviews, students not reaching grade level standards are identified and provided with tier 1 & 2 interventions.

Colfax is working to prepare students in grades 3 – 5 to take the Smarter Balanced Assessments (SBAC) in Language Arts, Math & Science by having them practice with Interim Assessment Blocks (IABs). IABs, given 3 times a year and mirror the SBAC test. The teachers ensure that the students have enough practice with the format and the tools available to them on the test so they are prepared to take the SBAC in May. Students with disabilities that have accommodations on their IEPs are given those accommodations on the IABs and formative assessment so on test day they are not seeing them for the first time. All students are able to take the IAB on the type of device they will use during SBAC, to ensure they are comfortable with using the device.

1b. Reading/English language arts curriculum content, instruction, and assessment:

At Colfax Charter we understand the necessity of literacy in the development of critical thinking for students to be able to access all curricular areas. Using the district adopted Benchmark Advanced program and other supplementary materials, teachers provide a TK – 5 curriculum that meets or exceeds the State Common Core standards for Language Arts. With the infusion of Depth and Complexity, Bloom’s Taxonomy and Webb’s Depth of Knowledge, teachers provide rigorous instruction for our students. TK – 3 teachers use additional resources from Heggerty and 95% Group to provide additional opportunities in phonics. All grade levels supplement the core curriculum with novel studies providing students with authentic opportunities to apply reading comprehension skills. Critical thinking and comprehension skills are further developed through the use of Thinking Maps, text based evidence responses, and supplementing the core curriculum with fiction and non-fiction reading material. Colfax uses Write from the Beginning a vertically aligned writing instructional curriculum in our K-5 classrooms. Teachers at Colfax develop a common, targeted focus for school-wide writing performance. Teachers build upon and extend the instruction of the previous grade level by using rubrics and focused mini-lessons helping students establish a solid foundation in the writing process. Students authentically share their work through our learning management system, Schoology, and through additional platforms including SeeSaw, Flipgrid and Google slides. Since March of 2020 the staff became proficient in many digital resources that we continue to use since returning to the classroom. Benchmark digital assessment resources, better prepare our students for the SBAC. Edpuzzles, Flocabulary, Edulastic, and Amplify are digital resources that aid in preparing students for formative assessments, and help teachers in flexible grouping. All classrooms use Google slides for presentation of information during direct instruction and interactive reading rooms on Schoology. Teachers administer weekly formative assessments including, but not limited to Benchmark Advance paper and digital as well as teacher created assessments. The data from these assessments is used to reteach skills and develop mini lessons for small groups, targeted instruction on digital platforms such as IXL & Amplify.

If these tier 1 interventions are not enough, students needing additional support may be referred to the SSPT. Colfax gives the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year to monitor foundational reading skills to all students. Students in K-2 not reaching grade level standards participate in two interventions. The first, Early Literacy and Language Academies (ELLP) are provided in the classroom setting. The students are grouped by the area of need in phonics. This targeted instruction runs in a series of 9 or 19 lessons followed by progress monitoring. If the student does not meet grade level standards on the progress monitoring, they are provided additional interventions from a limited contract teacher three times a week to work on the targeted area(s) of need. Third through fifth grade students below grade level standards are provided an hour of intervention with the program Read Naturally on Tuesday afternoons.

1c. Mathematics curriculum content, instruction, and assessment:

Using Eureka Math by Great Minds, ST Math and Zearn Colfax teachers address Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data, and Geometry as outlined in the Common Core Standards. Students clarify and demonstrate their understanding of mathematical ideas by manipulating materials, reading, writing, listening and speaking. Students develop proficiency in mathematical ideas by applying them to real world problems and connecting math across disciplines. At Colfax, students explore abstract mathematical concepts with manipulatives and translate those ideas into concrete models. All classrooms extend upon the curriculum using Singapore math strategies. Students develop skills using the tools of mathematics such as rulers, compasses, and calculators and develop proficiency in using computers as a mathematical resource. All classrooms teach students the necessary steps in problem solving that include identifying facts and the application of key words to help identify the operation needed to solve the problem. In K-2 classrooms, every ten days, students celebrate “Zero the Hero” with hands-on activities that promote skip counting, awareness of numbers in base ten, addition, and subtraction. In third grade students use the principles of area to design dream homes & area people, explore grouping strategies and apply the principle to multiplication and division. In fourth & fifth grade students engage in performance tasks to reinforce skills and problem solving. Across the grade levels teachers work to establish through backward mapping, “power standards” or non-negotiable mathematical concepts that they have committed to teaching by the end of the year. These concepts are essential for the linear growth of our young mathematician’s math fluency and ensure that foundational concepts are mastered to achieve success at the next grade level.

Knowing that manipulatives are a necessary first step to understanding & internalizing mathematical concepts, all grade levels put together take home manipulative kits during distant learning. These kits were used during synchronous whole and small group Zoom lessons bringing the classroom experience into their homes. Since March 2020, Zearn has become an integral part of our math instruction. It is used as a reteaching tool and an important part of keeping students quarantining with COVID up to date with classroom instruction. Teachers assign one lesson per day. The lessons have video recorded teachers teaching the concept with formative assessments embedded throughout the lesson providing additional practice as needed. Paper and pencil activities are also sent home to reinforce the Zearn lesson and followed up with reteaching as needed. Eureka Math digital and paper assessments are used for both mid & end of modules in all classrooms. Teachers also use information from the Edulastic assessment given three times a year to inform instruction and to identify which standards need additional practice before the SBAC in May.

1d. Science curriculum content, instruction, and assessment:

All Colfax students have the opportunity to utilize our engaging Science Lab. Classes go to the Science Lab with their teachers to conduct experiments, engage in the scientific method and are afforded the opportunity to explore the science and engineering core content and practices. Our full time Science Lab Assistant assists the teachers in lesson preparation and execution of Amplify Science. Colfax blends hands-on-investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Colfax utilizes Amplify Science’s NGSS (Next Generation Science Standards) as our main curriculum and supplements with Mystery Science and teacher created materials. K-5 utilizes a combination of publisher, teacher created and Edpuzzles as assessment of standards. In preparation for the science portion of the SBAC our fifth grade classrooms use a variety of materials including Flocabulary, videos and the Benchmark units to review K-4 standards. All classrooms visit the

full-functioning farm and apply life science content in a real world setting. Additionally classes work in the Colfax garden, where they experience first hand the life cycle of a seed from germination through seed production, making observations, collecting data and drawing conclusions about the process. Our fifth grade students research and present Earth Day projects to the entire school focusing on defining a real-world problem and hypothesizing solutions to that problem. The jewel of our science program is our award winning Los Angeles County Science Olympiad team! Throughout distance learning teachers adapted the curriculum to meet the needs of our students through Zoom and the use of Schoology. We utilized Mystery Science because of the engaging video presentation of concepts, increasing student engagement over Zoom. Scientific journals were transferred to Google slides and other digital journaling tools giving students the opportunity to chart the steps in the scientific process.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Colfax Charter’s teachers instruct students in the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Colfax currently uses TCI, a state adopted Social Studies curriculum, and other staff selected materials and units to address the History/Social Science standards. Student learning is assessed via the provided assessments in the TCI units and teacher created assessments with rubrics. In addition, many grade levels engage in authentic assessments that ask students to bring to life what they have learned. In the upper grades 5th grade students present Earth Day activities that allow for younger students to play a game while learning about a variety of Earth Day topics like keeping our oceans clean and deforestation. In 4th grade students participate in a culminating Wax Museum project where they research an historical figure of their choice and take on that role to act and speak about the accomplishments from “their life”. Community building is an integral part of Colfax and is seen throughout the grades. Our 2nd graders participate in ‘Bread Day’ where every family brings in a type of bread to celebrate their culture, sharing a story about why it is important to them, and teaching children about our diverse community. Additionally, students learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. Our fourth and fifth grade students research people in the world who have made an impact on our global society and share their learning with the entire community through the “Best Little Morning Show,” described in section VI. Their presentations center around celebrating our diverse cultures through the study of Black, Women’s, Hispanic and Asian History months. At Colfax, history comes alive for students when our fourth grade students present their living wax museum to the rest of the school. During distance learning, teachers continued to emphasize the importance of community and civics through FlipGrid allowing students to learn from interviews of current leaders including Stacey Abrams, Amanda Gorman and others and giving them a platform to share their unique stories. Additionally, classes took virtual field trips to national parks and museums bringing those experiences into their homes.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Colfax Charter provides an exemplary TK - 5 arts education incorporating music, dance, art, physical education, and technology into the traditional standards-based curriculum. Students in Kindergarten and first grade participate in a one semester Suzuki violin program to learn instrument placement, note reading, and musical performance. Older students can continue their study of instrumental music in the school’s orchestra. Students in grades 2 – 5 receive additional music instruction from an LAUSD music teacher to practice note reading and writing, explore rhythm and beats, and play a variety of instruments. All grade levels receive visual arts instruction for one semester each year. The art instructor provides visual arts that focuses on visual arts standards and compliments other curricular areas. Students in fourth and fifth grade participate in ballroom dance lessons. Theater lessons are incorporated into the classroom with reader’s

theater and teacher created plays.

The Colfax community acknowledges both the immediate and the lifelong benefits of health and physical education for children. We follow the Physical Education Framework for California Public Schools. Colfax provides a minimum of 100 minutes every week of physical education (PE). Classroom teachers work independently and in teams to design comprehensive physical education programs that teach skills, discipline, teamwork, and cooperation. Each morning, students can start their day by participating in the Running Club. Weekly, 50 minute psychomotor lessons are designed for each grade level wherein students participate developmentally appropriate activities in calisthenics, running, game instruction, and yoga activities. During distance learning we continued to emphasize the importance of PE knowing that many of our students were spending large quantities of time indoors. Teachers put together pre-recorded videos teaching students different exercises and dance routines. The students practiced the exercises for the allotted time and recorded themselves doing the exercises giving teachers an opportunity to assess the PE standards and provide support as needed.

Colfax believes that a positive, health-oriented school environment is intimately linked to successful learning. Colfax takes an active role in developing and promoting the mental, emotional, and social health of our students. The Colfax staff uses the MindUp curriculum and Restorative Justice practices to teach the California Health Framework. Additionally, the Schoolwide Positive Behavior Support Program (SWPBS), is a character program which promotes healthy topics on a monthly basis (being responsible, respectful and kind) and rewards students for their efforts at monthly awards ceremonies. Additionally, teachers hold community circles in their classrooms giving students a safe environment to share their thoughts.

Colfax partners with Computerwisekids to teach a specialized technology curriculum that follows the ISTE standards of Technology Education. All students participate in weekly 45 minute lessons teaching a variety of skills through programs such as the Google Suite, Scratch and Typing Tutor. Language arts, social studies and math standards are integrated with technology projects in all grade levels. For example, our third graders create animal adaptations Google Slide presentations to present at the end of their Benchmark Animal Adaptations unit, and 2-5 grade students apply coding skills in a robotic unit.

3. Academic Supports

3a. Students performing below grade level:

Colfax is committed to providing opportunities that allow students to triumph over academic challenges. Teachers provide robust first instruction in all curriculum areas. Students achieving below grade level standards are identified through classroom performance, classroom assessments, and District and State standardized assessments. Students requiring Tier 1 and 2 support receive additional instruction in small groups with a focus on the specific area of need. All Kindergarten, first and second grade classrooms participate in the Early Language and Literacy Program (ELLP). This data driven, targeted instruction sets up small learning “academies” within the general education classroom to meet the needs of struggling learners. Continuous formative assessments are provided to move students through skills as needed.

Additionally, students requiring additional support are serviced using a variety of research based intervention programs including: Read Naturally, Raz Kids, Explode the Code, 95% Group, Phonics for Reading, the Center for Florida Reading Research resource bank, and the Orton Gillingham structured literacy approach. Colfax also funds a part time intervention teacher for Kindergarten, First and Second grades. This program provides targeted instruction in phonics and phonemic awareness. After-school intervention is offered to all students not meeting grade level standards in language arts and math and a homework club for our low-income population is offered three times a week.

Students requiring Tier 3 intervention are often referred to the Student Success and Progress Team for additional interventions. These interventions can include a referral to the Student Attendance Review Board or a Section 504 Plan. After the initial SSPT meeting, the team follows up with the teacher and parents every six weeks to discuss if the student has responded to the intervention and determine if new actions should be put in place. The team may also decide that a full psycho-educational evaluation is needed to better

determine how to meet the student's learning needs. The testing may also result in an Individualized Educational Plan that is developed and implemented by a school team.

3b. Students performing above grade level:

Whether a Gifted or High Achieving student is talented in mathematics, music, visual arts or reading, as educators Colfax creates opportunities for them to expand and showcase their abilities. Differentiating curriculum to meet the needs of all students is critical for developing a stimulating gifted and talented education (GATE) program. In the primary grades, teachers cluster students during their ELLP academy time and offer enrichment to those working above grade level standards. In grades 3-5 we use a cluster model in which 5-8 gifted students are placed in each class. All Colfax teachers are trained in instructing students with gifted abilities. Periodic in-house gifted learner trainings are offered and though not mandatory, many of our GATE teachers attend gifted education workshops along with the LA County Gifted seminar each year.

The teachers at Colfax use advanced content, tiered assignments, flexible grouping, high level questioning, and learning/interest centers for our targeted differentiation. Also used are Dr. Sandra Kaplan's Depth and Complexity Icons. The icons are implemented as visual aids to strengthen thinking skills and cognitive operations. Additionally, gifted and high achieving students have the opportunity to extend their knowledge using online digital programs such as ST Math (Jiji) and ALEKS. They also have enrichment opportunities within the day to use Norman Webb's Depth of Knowledge questions. These scales offer opportunities to add cognitive demand, complexity, and rigor within the standard curriculum. Third through fifth grade students are offered extracurricular activities such as Science Olympiad, Spelling Bee, Student Council, and Writing Contests.

3c. Special education:

Colfax Charter has long been an archetypal school regarding the integration of special education students. As one of the first schools in the district to have a full-inclusion program, our school has set the standard for meeting the needs of all students through the least restrictive environment. Our model uses a team teaching approach between a qualified special education teacher and a general education teacher. This team plans and implements an educational program based on the needs of individual students aligned to the core curriculum. Where other programs use a self-contained classroom with "push in" services for special day class students, our special day class students are part of the general education classroom for the whole of the school day. Teachers may use a small group pull out approach as needed for instruction or remediation, but the bulk of the students' day is spent in a classroom with their age appropriate peers. We believe this model supports not only the academic growth of each student, but their social emotional growth as well. Our special day class students do not feel "different" and our general education students develop an appreciation for others' challenges.

In addition, Colfax has a special education resource program servicing approximately 30 students from TK-5th grade. A credentialed special education teacher uses a variety of "push in" and "pull out" services depending on the needs of each student. Students with Individualized Education Plans (IEP's) are clustered in general education classrooms and are serviced based on the needs outlined in their IEPs. General education teachers work with the resource teacher to ensure accommodations and modifications are made to daily lessons. Yearly meetings involving all stakeholders (parents, teacher, special education teacher, and administrators) are held to monitor student progress towards IEP goals.

3d. English Language Learners, if a special program or intervention is offered:

In accordance with the ELA/ELD Framework, Colfax Charter is committed to preparing English Learners (EL) for career and college success in the 21st century. The CA ELD standards are taught in tandem with the CA CCSS. The EL teachers are provided with ongoing professional development to share instructional strategies to increase the number of students meeting criteria to reclassify from the EL program. Teachers address the language learning needs of English Learners in strategic ways that promote the simultaneous development of content knowledge and advance levels of English using the CA ELD Standards in two ways:

Integrated and Designated ELD. Instruction for English Learners is targeted towards skill and language deficits based on results of state and district assessments as well as classroom performance. Teachers incorporate resources and specific strategies to ensure comprehensibility such as Specially Designed Academic Instruction in English (SDAIE), the use of realia, think-pair-share, scaffolding, thinking maps, visuals, and teacher guided readings of complex text. Speaking and listening is enhanced through the opportunities to exchange information and ideas and offer opinions on both fiction and non-fiction topics. Teachers increase student-to-teacher and student-to-student dialogue through the use of accessible prompt and response sentence starters, thereby increasing confidence. Students become proficient in the three areas of writing: narrative, informative, and opinion through the use of the Write From the Beginning curriculum. Classes with ELD clusters implement LAUSD's START SMART lessons. These lessons are key to students' language development and teach how to effectively exchange (create, clarify, fortify, negotiate) ideas and thoughts. Teachers provide access to the Benchmark Advance program with the ELD textbooks, chunking text into smaller more manageable sections for ELs. Additionally lessons are front loaded with pre & re teaching of academic language, both written and spoken, necessary for success in all curriculum areas.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our students at Colfax Charter Elementary thrive in an environment where teaching is approached with the whole child in mind. This approach fosters learning in all academic and social-emotional areas and lays the foundation for lifelong learning, ensuring that students are developing college and career readiness skills. We focus on “building community” and thus create a positive school culture where each student becomes the best they can be. The challenges of distance learning did not deter our staff from engaging students in academic rigor, meeting diverse learning needs, and creating classroom community. Through the use of online academic and social emotional resources, students not only covered grade level standards, but also engaged in group work and team building activities. Upon returning from the school closure, we felt the need more than ever to ensure that each child felt safe and secure knowing that some of these children were walking on campus for the first time. The Saturday before school started, we invited our new kindergartners and returning first grade students to come tour the school to familiarize themselves with the campus. For the first week of school, all students were greeted at the gate by their teachers.

At Colfax we know that high engagement occurs when concepts are taught involving multiple areas of the brain. This multi-sensory approach can be seen as you enter our classrooms. Teachers and students are actively engaged in their learning using a varied approach that includes visual, tactile, auditory and kinesthetic strategies. Students engage in fun online platforms such as Kahoot, Prodigy, St Math, and Amplify Reading. Think-Pair-Share, Reader’s Theatre, reciprocal teaching, flexible seating, and inquiry based projects that offer students opportunities to share, discuss ideas, and work together.

Social emotional learning has been of great importance during the pandemic. We knew that we needed to create safe learning environments for our students to connect and to help them learn to cope and deal with stress and concerns. Throughout the school year, teachers implement Restorative Justice and Second Step strategies to teach problem solving through role-playing, peer mediation, and discussion. Throughout the school, bulletin board displays remind students of positive character traits and expectations for school behavior.

Our principal sets the tone for the day with positive morning announcements and reminders to be safe, respectful, and responsible. Each Friday, a live morning show is recorded and watched by all students. The show includes student and community guests, announcements from Student Council, the weather report, a joke of the day, current events, the sports report and concludes with “Words of Wisdom.” Students are recognized each Friday when the principal chooses six students from our “caught being good” ticket raffle, one per grade level. Three classes are also awarded with the “cleanest lunch table for the week” trophy.

2. Engaging Families and Community:

Our inclusive school environment is modeled on the belief that parents, teachers, and school staff are partners in working toward the common goal of creating a supportive, enriched, and academically challenging educational experience for all students at Colfax Charter. We have found the best way to achieve this is a multi-faceted approach through school programs, parent involvement groups and activities, and governance.

The foundation of this partnership starts with our open campus policy. Prior to the pandemic, parents were invited to walk their children inside campus each morning, giving them a chance to meet one another on the yard. For our Kindergarten students, we operate a program called Community Reading where parents accompany their children inside the classroom and spend 20 minutes reading to their child. This transition time creates a feeling of security and belonging for children and their parents.

Our Room Parent Program, PTA and parent booster organization, P.A.C.E., provide a menu of opportunities for involvement. Parents and guardians take on over 80 leadership roles, and committees, each focused on their own purpose but working together for the greater Colfax community. Our parents organize a holiday

food and toy drive, welcome picnics, and parent education workshops. They conduct monthly meetings with free childcare, as well as larger school-wide events starting with ‘This is Us’ - a celebration of the many cultures that make up our school population, and culminating in the Spring with our famous school carnival, the ‘Colfax World Fair’ in which our parents volunteer over 1700 hours to create, and brings in over 8,000 attendees from our surrounding neighborhoods.

Through consistent community outreach, we build relationships with business partners and neighbors, and sponsors. Local restaurants hold evening fundraisers, sharing proceeds with our school. The local market donates food for our farm, local businesses sponsor booths for our major fundraisers, several neighborhood grocery stores provide gift cards for our holiday food and toy drives.

Despite the confines of a global pandemic, our parents creatively found ways not only to raise money to keep our enrichment programs in place, but also gave our community opportunities to come together in a safe way. These events created a sense of normalcy that was much needed in a time when we were so isolated.

Our governance board, the Local School Leadership Council, is composed equally of 10 school staff members and 10 parent stakeholders. Together, members engage in discussion and idea sharing leading to consensus around topics vital to school success. These topics include Funding, curriculum, school safety, and student well being.

3. Creating Professional Culture:

The faculty and staff here at Colfax are a tight knit collection of outstanding educators who pride themselves on their high retention rate of service at Colfax. It is often heard during conversations surrounding this teaching community that “when you have a great school like Colfax, great teachers come to Colfax and great teachers stay”. This is truly a reflection of the community within each grade level and across the span of grades. A teaching staff that seeks out opportunities to grow and better their craft, and is honest through reflection of the areas where they need to develop professionally, is a faculty that delivers on the mission and vision of the school. Never was this more evident than transitioning in and out of distance learning as teachers worked tirelessly with and for their students.

At Colfax, teachers will bring professional development topics to administration illustrating their desire to learn new topics and approaches. Colfax teachers are always looking for ways to improve whether with a new English Language Arts pilot, Science curriculum, or best practices to build community. At the start of the pandemic teachers attended trainings to provide social emotional support to students navigating their learning through a global pandemic. During our weekly psychomotor schedule, each grade level is given an hour of planning time in addition to a minimum of two hours a month during banked time grade level meetings. During this time, the camaraderie and collaboration really shine. Best practices are shared and reflected upon, observation cycles of instruction are created so teachers may learn from each other, and data is analyzed for future instructional implications. The challenge really falls on school leadership here at Colfax to keep pace with such a self-motivated staff. Our administration works hard to differentiate professional development to fit the needs of such a highly motivated group of exceptional teachers. When outsiders ask about our staff or seek out employment opportunities to teach here, our proud principal is often quoted as saying “Colfax is the big leagues, you have to bring your A-game here to fit in with this staff.”

4. School Leadership:

Colfax administrative leadership employs the philosophy that the best way to support the students is to support the teachers, it is a restorative framework that leans on a foundation of relationships. When the current administration took over two years ago, it was the principal’s goal to get out of the way and let these amazing teachers continue to do their best. Early on in his first school year, the principal met with each grade level in a private Zoom meeting due to the confines of the pandemic to share his story, career path, and ultimate vision and philosophy for supporting teachers to best serve all students. It was important to the principal that he and the faculty had a moment to acknowledge the profound circumstances of taking over a school on Zoom and try their best as a team to create sustainable positive working relationships.

With an open door policy of support and guidance, our principal works to build community, and create a school environment where teachers and students look forward to coming to school everyday. Taking the time to get to know his staff, their teaching styles, and strengths allowed him to implement a leadership style built on trust and professionalism.

Teamwork makes the dream work. Take one step into a grade level meeting and you will see professionals exhibit collaboration, delegation, and partnership. In addition to the great teams built within the grade levels, our leadership has created a mentor network here at Colfax that spans grade levels, by pairing veteran faculty, many of which are National Board Certified, with teachers new to the field. This partnership helps to navigate the challenging landscape of a high performing affiliated charter school. Teachers and mentors meet regularly in addition to mentor team meetings once a semester. Mentors and mentees are aligning practices so mentees are answering three fundamental questions with each learning moment: How do I apply this learning as a new teacher, as a teacher at a high performing school, and as a teacher at Colfax Charter Elementary?

Our principal wears many hats: one of instructional leader, operational coordinator, marketing director, traffic guard, and mascot. School leadership ensures that resources, policies, and programs focus on student achievement by constantly providing time to build community as a staff; fortifying relationships through weekly checking in practices with grade level teams and allocating space and time for school leadership to voice ideas and give feedback. Leading through a global pandemic had its challenges, but nothing seemed to slow down the academic progress, enrichment programming, or community fundraising of the school. A healthy balance of leadership and delegation was employed wherein job titles were less important than the goal at hand. Everything we needed to make positive change was and is, already here.

5. Culturally Responsive Teaching and Learning:

The connections we make to our students and families is paramount to student achievement. At Colfax, we understand that culturally responsive teaching validates and affirms all cultures, and this approach is very impactful when empowering students to reach their full potential. Celebrating where we come from takes place in our classrooms and during school-wide events.

Our teachers incorporate weekly community circles to learn about their students' culture and backgrounds. It also helps children with their friendships and strengthens the relationship between the teacher and the class. During community circles the students discuss certain issues happening in our school, the local community, and the world at large.

Teachers and students prepare presentations on cultural celebrations shared each week on the live morning show as well as in our weekly community newsletter, the Colfax Connection.

The value and culture of our community is enhanced by our Inclusion, Diversity, Equity for All (IDEA) committee whose mission is to encourage an inclusive learning environment where all Colfax students, staff and parents can identify with and feel supported by their peers and larger school community. This committee works to foster a school community where all children, families, and staff can say: "I belong here!" Activities include parent education on IDEA related issues, resources, and bulletin boards to promote diversity. In September, the IDEA committee brought the "This is Us" celebration to our school. This school wide event brought families together to share their culture. Our playground was filled with poster boards made by children and families representing over 30 different cultures. This fun filled multi-cultural celebration included food, dancing and smiling students as they proudly shared their background with the community at large.

To enhance our culturally relevant curriculum, new books that represent the diversity of our school community were purchased for our library and classrooms. This task was a joint collaboration between the Local School Leadership curriculum committee and the IDEA committee. As a grade level, teachers previewed books and chose titles that they then submitted to the Local School Leadership Committee for approval to purchase. There was consensus to purchase these books so by the upcoming year grades TK-2

will have a new selection of read aloud books and grades 3-5 will have new novel studies that better represent our diverse community and the world around.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

From garden to computer lab, language arts to math, there is no doubt Colfax Charter has amazing academic programs. But what is it that truly sets us apart and makes us a wonderful place to learn? It's that intangible of our COMMUNITY.

And there's no better example of our COMMUNITY than during the Colfax "Best Little Morning Show". The "Best Little Morning Show" started as a way to bring our community together during the Covid closures. Suddenly we were separate, in our own homes, without the daily communication and interaction we've come to thrive on. Enter the Morning Show. Hosted by our Principal and Coordinator, starring our 5th grade student council members, and incorporating all aspects of our COMMUNITY as daily guest speakers, the Colfax Morning Show kept our community values thriving every day through Covid and beyond.

The show highlights first and foremost our COMMUNITY of students. Before they are old enough to go to school, toddlers from the neighborhood sit outside our school and watch the farm animals. From the first moment our students step on campus at the kindergarten welcome picnic, to the day they graduate under our 100 year old oak trees, they are a part of our academic COMMUNITY of learners. During the "Morning Show" our COMMUNITY of students showcase their work with slideshows or songs for Black History Month, US Constitution Day, Women's Herstory, just to name a few. Each month a different grade level puts together a presentation to introduce our "Character Counts" themes to ensure our socio-emotional goals are continuously highlighted. We celebrate our COMMUNITY of students' achievements honoring our spelling bee winners or Science Olympiad gold medal team.

We are a COMMUNITY of teachers, administrators, and staff. Each week "guest" teachers visit the Morning Show. They share their hobbies and personal interests and talk about why so many of them have been a part of the Colfax COMMUNITY for their entire teaching careers. Cafeteria aides and PE coaches show up to read culturally responsive stories and Special Education aides and Resource Specialists share study tips and best practices.

The Morning Show is also a place where our COMMUNITY of parents come with the understanding that the job of educating our students can not be left to the school alone. The COMMUNITY of parents stop in wearing crazy costumes or silly hats to showcase fundraisers or share upcoming parent education events.

We at Colfax are a COMMUNITY of learners who remain "Rooted in Education" as we continue to "Reach for the Stars"!