

Gold Rush Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Mr. Ronald Hamilton, Director/Principal

Principal, Gold Rush Charter

About Our School

Gold Rush Charter School is a K-12 Independent Study program. Along with our Independent Study classes, we offer an on campus program three days a week at our High School and a Credit Recovery Program for students who have failed classes and come to Gold Rush for help. Our K-8 program is located at the Country School which is held on the beautiful Sullivan Creek Campus. Students attend farm classes where they are raising animals, growing crops and learning agricultural skills.

All campuses offer technology classes that includes a 3D printer and green screen video courses.

For more information on our programs and how to enroll, call (209) 532-9781.

Contact

Gold Rush Charter
16331 Hidden Valley Rd.
Sonora, CA 95370-9228

Phone: 209-532-9781
E-mail: rhamilton@goldrushcs.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Summerville Union High
Phone Number	(209) 928-3498
Superintendent	Robert Griffith
E-mail Address	rgriffith@summbears.k12.ca.us
Web Site	http://www.summbears.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Gold Rush Charter
Street	16331 Hidden Valley Rd.
City, State, Zip	Sonora, Ca, 95370-9228
Phone Number	209-532-9781
Principal	Mr. Ronald Hamilton, Director/Principal
E-mail Address	rhamilton@goldrushcs.org
Web Site	www.goldrushcs.org
County-District-School (CDS) Code	55724130112276

Last updated: 1/20/2016

School Description and Mission Statement - Most Recent Year

Gold Rush Charter School was founded in 2001 by two educators, Kathleen Hansen and Eda Pardee, and a community member, James Gallno. Their goal was to create a non-traditional program that would allow educators to focus on the individual needs of each student, knowing that students mature at different rates, have different learning styles, different interests, diverse home environments, and so on. After reflection, Independent Study law offered the greatest flexibility for developing a Personalized Learning Plan for every student.

After a year of searching for a sponsor, the team met with Tom Changnon, then Superintendent of Keyes Union Elementary School District. He was impressed with the enthusiasm of the team and decided to sponsor Gold Rush Charter School. The school started with an enrollment of 57 independent study students. As the school grew, site-based classes were offered, giving parents an alternative to 100% independent study. A high school location with on-site classes was soon opened.

In school year 2005-2006, Summerville Union High School District became the Charter School's authorizer. With local authorization, Gold Rush Charter School was able to utilize local services and expand the program. Part of original vision was to have a more out-of-classroom, hands-on, real-world, thematic program. With that in mind, in 2007 Gold Rush Charter School opened the Country School, a class-based K-8 program. The Country School program relocated to the Sullivan Creek site in 2010.

Gold Rush Charter School continues to grow as more and more families come to see the benefits of this unique program and appreciate the attention and care given to each individual learner. Gold Rush Charter School continues to push forward in areas of integrated technology, new learning methods, and creative, hands-on education.

Country School: Sullivan Creek Campus

The Country School is a K-8 Grade program with classes held Monday – Thursday, with Friday serving as home school day. Country School students enjoy smaller class sizes, technology classes for all grades and the Farm and Garden Program. The school offers a library, multi - purpose room, computer lab and Special Education program.

The Farm & Garden program at Gold Rush Country School is designed to expose the students to various aspects of country life and values. This is a purposefully broad vision so as to include a wide variety of topics.

The Farm consists of an animal pen which currently houses sheep, pygmy goats, a mini pig, rabbits, and chickens. The students are taught to care for the animals, including feeding, mucking, haltering, leading, and basic health care, but most importantly how to act calmly and respectfully around the animals. They also study various breeds, life cycles, etc.

The Garden portion of the program allows students hands-on opportunities to plant, germinate, nurture and harvest healthy fruits and vegetables. They study nutrition, seed and plant characteristics, various forms of food preservation, and many other related topics. They also get to enjoy the bounty of the garden by experimenting with food preparation methods and tasting the results in their classes.

The technology classes offer beginning skills for Kindergarten students, graduating skills for first grade through fifth, and Robotics for the Junior High students. The lab is equipped with a 3D printer that students use to create robotic parts and other class-assigned projects.

The Country school is a unique educational opportunity for students of all grades and builds character, self-esteem and confidence.

High School/Credit Recovery:

Our High School program is designed to give students a well-rounded education. Classes take place on Tuesdays, Wednesdays and Thursdays. All core classes are offered and include Science (with a full lab), Math, English and Social Studies. Elective classes are offered and include technology, art, drama, Spanish and drivers training. Students enjoy smaller class sizes and each student is assigned a teacher who tracks academic progress and helps set individual goals.

Concurrent enrollment at Columbia College is an encouraged option for our students in order to help them jump start their college careers while completing their high school education.

Credit Recovery is our program designed for students who have fallen behind in credits. Under the supervision of an assigned instructor, Credit Recovery is designed to help students recoup credits on a fast – track basis. The students meet on Monday and Friday from 9:00 - 12:00. During Credit Recovery time students work one on one with the assigned teacher. All high school subjects are offered and student works at their own pace. To earn one credit the student must complete 15 hours of assigned work. This self-paced class also requires the student to work at home on work assigned by their instructor.

Independent Study

The Independent Study program is for K-12 students. Many students prefer independent study so they learn at their own pace and take advantage of many opportunities to enrich their curriculum. Students on independent study are assigned a credentialed teacher who will work with the student and parents to create a Personalized Learning Plan which will serve as a roadmap over the year. This Personalized Learning Plan will establish performance goals, track student progress and identify special assistance or services needed by the student. Curriculum is further enhanced through the options of our various vendors.

Mission Statement

The mission of Gold Rush Charter School is to provide a safe, nurturing environment for a free public education in which students are instructed by highly qualified teachers with challenging and practical multi-sensory learning for K-12 students in Tuolumne and surrounding counties.

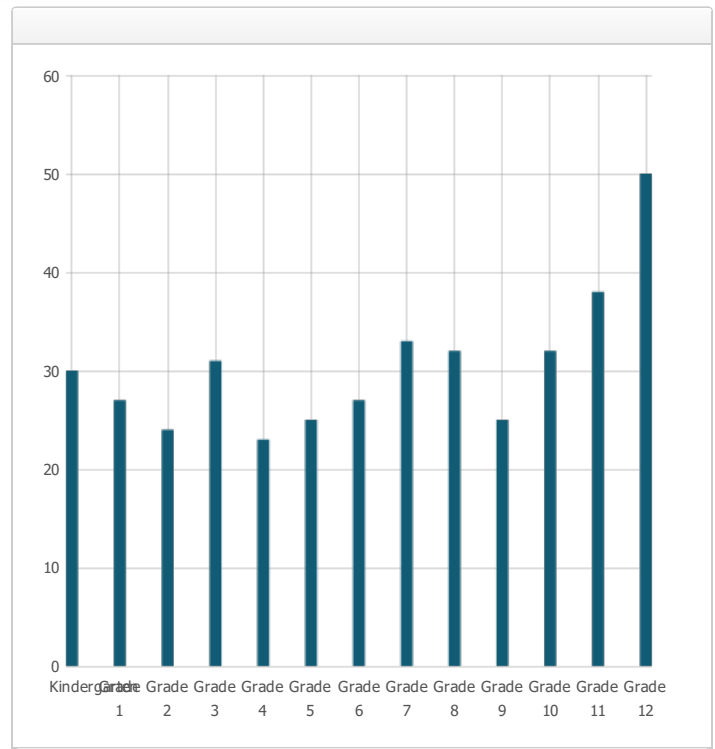
Gold Rush Charter School Vision

The vision of Gold Rush Charter School is for students to have golden minds of infinite value that never lose their luster. Students will master and appreciate academic and real world skills, discover possibilities to fulfill their potential in a critical and creative manner to build a better community.

Last updated: 1/20/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	30
Grade 1	27
Grade 2	24
Grade 3	31
Grade 4	23
Grade 5	25
Grade 6	27
Grade 7	33
Grade 8	32
Grade 9	25
Grade 10	32
Grade 11	38
Grade 12	50
Total Enrollment	397

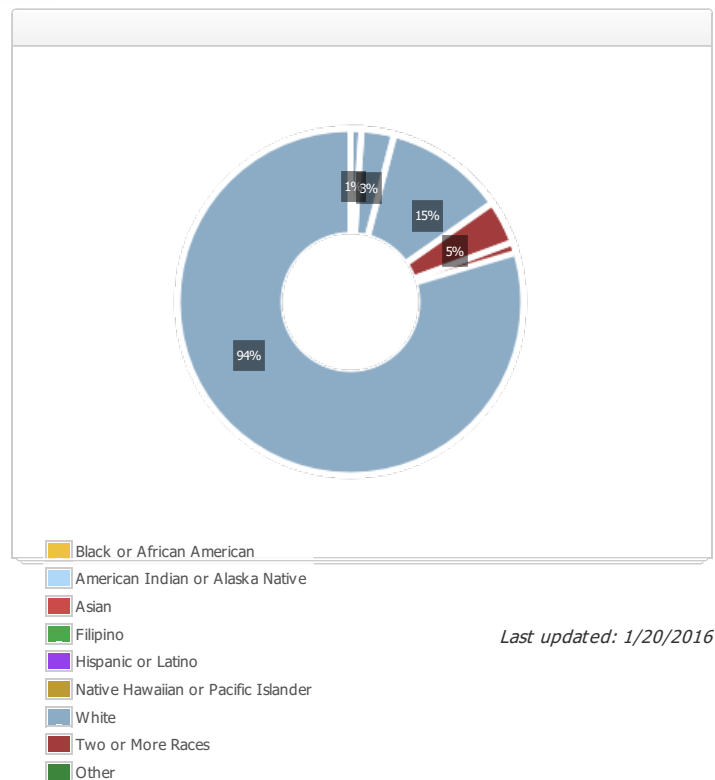


Last updated: 1/20/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group (Race)	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	3.7 %
Asian	0.5 %
Filipino	0.0 %
Hispanic or Latino	15.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	94.2 %
Two or More Races	5.0 %
Other	-20.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.5 %
English Learners	0.0 %
Students with Disabilities	17.0 %
Foster Youth	1.0 %



Last updated: 1/20/2016

A. Conditions of Learning

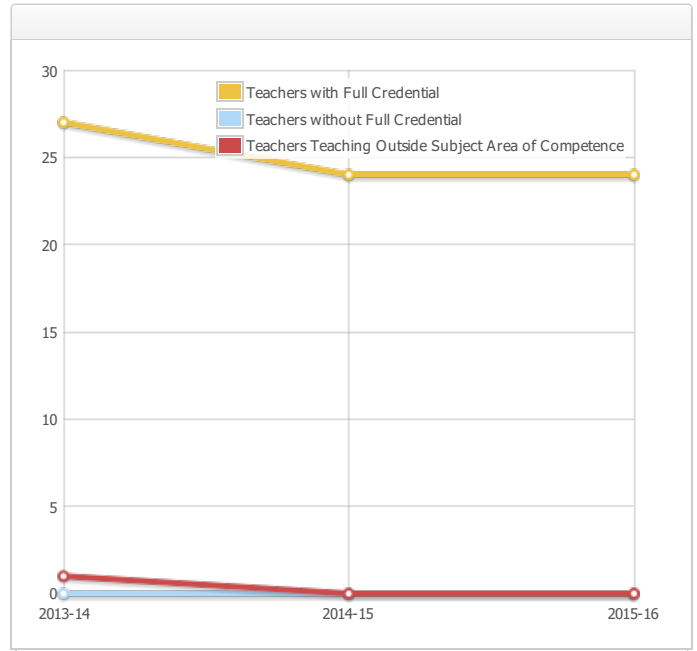
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

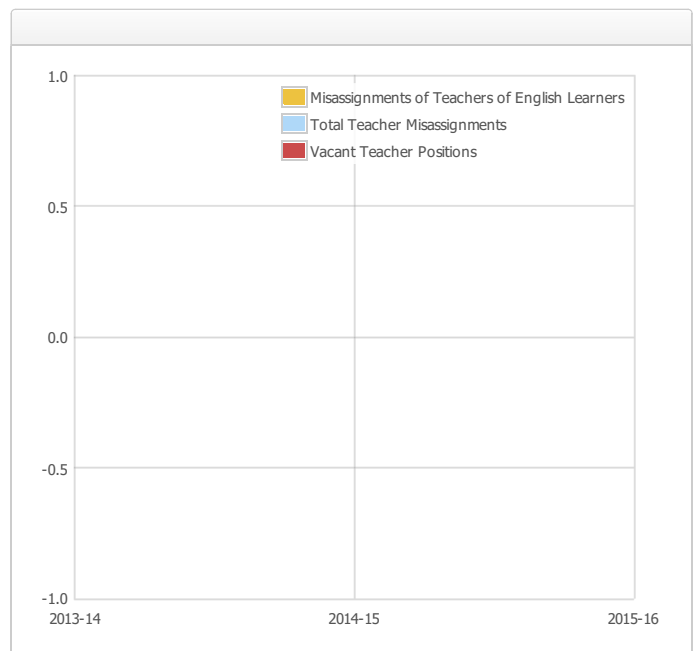
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	24	24	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 1/20/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/20/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics	Engage New York Math 1 Math 2 My Math		0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/20/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Very Clean Full time maintenance person staff and janitorial staff. Updated Independent Study and SPED campus.

Last updated: 1/20/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Exemplary
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Last updated: 1/20/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	56.0%	44.0%
Mathematics (grades 3-8 and 11)	14.0%	22.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	25	80.6%	68.0%	16.0%	12.0%	0.0%
Male	16	14	87.5%	79.0%	7.0%	16.0%	0.0%
Female	15	11	73.3%	55.0%	27.0%	9.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	1	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	29	22	71.0%	73.0%	18.0%	5.0%	0.0%
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	62.0%	15.0%	15.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	7	6	85.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	23	95.8%	52.0%	26.0%	22.0%	0.0%
Male	12	11	91.6%	55.0%	18.0%	27.0%	0.0%
Female	12	12	100.0%	50.0%	33.0%	17.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	3	3	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	18	18	100.0%	56.0%	22.0%	22.0%	0.0%
Two or More Races	0	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	54.0%	31.0%	15.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	5	5	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	24	96.0%	46.0%	13.0%	21.0%	8.0%
Male	20	19	95.0%	53.0%	5.0%	16.0%	11.0%
Female	5	5	100.0%	--	--	--	--
Black or African American	2	2	100.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	3	3	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	18	72.0%	33.0%	17.0%	22.0%	11.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	50.0%	14.0%	14.0%	7.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	4	4	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	27	96.4%	37.0%	37.0%	11.0%	7.0%
Male	11	11	100.0%	55.0%	36.0%	0.0%	0.0%
Female	16	16	100.0%	25.0%	38.0%	19.0%	13.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	2	2	100.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	1	1	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	22	91.6%	36.0%	32.0%	14.0%	9.0%
Two or More Races	2	2	100.0%	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	38.0%	46.0%	8.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	2	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	26	78.7%	35.0%	27.0%	38.0%	0.0%
Male	17	13	76.0%	38.0%	23.0%	38.0%	0.0%
Female	16	13	81.3%	31.0%	31.0%	38.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	6	5	83.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	26	21	80.7%	33.0%	24.0%	43.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	14	14	100.0%	21.0%	21.0%	57.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	6	6	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	32	27	84.4%	26.0%	37.0%	30.0%	0.0%
Male	13	11	84.4%	27.0%	55.0%	18.0%	0.0%
Female	19	16	84.0%	25.0%	25.0%	38.0%	0.0%
Black or African American	2	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	6	66.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	18	90.0%	28.0%	33.0%	33.0%	0.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	36.0%	27.0%	36.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	4	3	75.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	25	64.1%	16.0%	48.0%	32.0%	4.0%
Male	16	11	68.8%	27.0%	55.0%	18.0%	0.0%
Female	23	14	60.8%	7.0%	43.0%	43.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	5	5	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	21	65.0%	19.0%	48.0%	29.0%	5.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	21	12	57.0%	17.0%	50.0%	25.0%	8.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	3	3	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	24	77.4%	58.0%	33.0%	4.0%	4.0%
Male	16	13	81.3%	46.0%	38.0%	8.0%	8.0%
Female	15	11	73.3%	73.0%	27.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	1	1	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	29	22	71.0%	59.0%	32.0%	5.0%	5.0%
Two or More Races	0	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	67.0%	33.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	7	6	85.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	22	91.7%	32.0%	50.0%	9.0%	0.0%
Male	12	11	91.0%	36.0%	55.0%	9.0%	0.0%
Female	12	11	91.6%	27.0%	45.0%	9.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	3	3	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	18	18	100.0%	35.0%	41.0%	12.0%	0.0%
Two or More Races	0	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	38.0%	54.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	5	5	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	23	92.0%	30.0%	39.0%	22.0%	0.0%
Male	20	18	90.0%	28.0%	39.0%	22.0%	0.0%
Female	5	5	100.0%	--	--	--	--
Black or African American	2	2	100.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	3	2	67.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	18	72.0%	22.0%	44.0%	22.0%	0.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	36.0%	29.0%	21.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	4	3	67.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	27	96.4%	23.0%	58.0%	12.0%	4.0%
Male	12	10	83.3%	--	--	--	--
Female	16	16	100.0%	25.0%	50.0%	13.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	2	2	100.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	1	1	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	21	87.0%	19.0%	57.0%	14.0%	5.0%
Two or More Races	2	2	100.0%	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	23.0%	54.0%	15.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	2	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	25	75.7%	24.0%	36.0%	28.0%	4.0%
Male	17	12	70.5%	17.0%	42.0%	33.0%	0.0%
Female	16	13	81.3%	31.0%	31.0%	23.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	6	5	83.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	26	20	76.9%	20.0%	35.0%	35.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	14	14	100.0%	23.0%	23.0%	38.0%	8.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	6	6	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	32	27	84.4%	59.0%	30.0%	4.0%	4.0%
Male	13	11	84.6%	55.0%	36.0%	9.0%	0.0%
Female	19	16	84.2%	63.0%	25.0%	0.0%	6.0%
Black or African American	2	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	6	66.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	18	90.0%	56.0%	28.0%	6.0%	6.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	55.0%	27.0%	0.0%	9.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	4	3	75.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	24	61.5%	79.0%	17.0%	4.0%	0.0%
Male	16	10	62.5%	--	--	--	--
Female	23	14	60.8%	71.0%	21.0%	7.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	5	3	60.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	21	65.6%	81.0%	14.0%	5.0%	0.0%
Two or More Races	1	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	21	11	52.3%	64.0%	27.0%	9.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	3	3	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41.0%	53.0%	52.0%	66.0%	63.0%	71.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71.0%
All Students at the School	52.0%
Male	61.0%
Female	52.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	55.0%
Two or More Races	--
Socioeconomically Disadvantaged	44.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/20/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	2.2%

State Priority: Other Pupil Outcomes

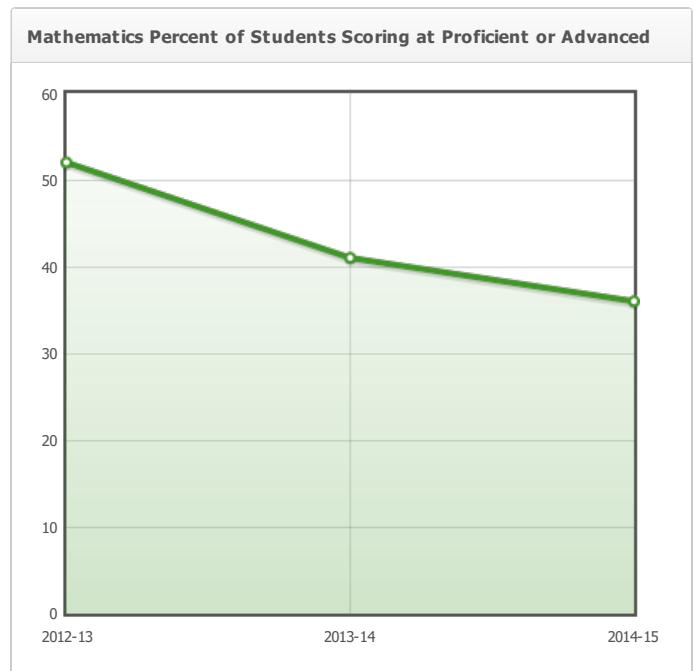
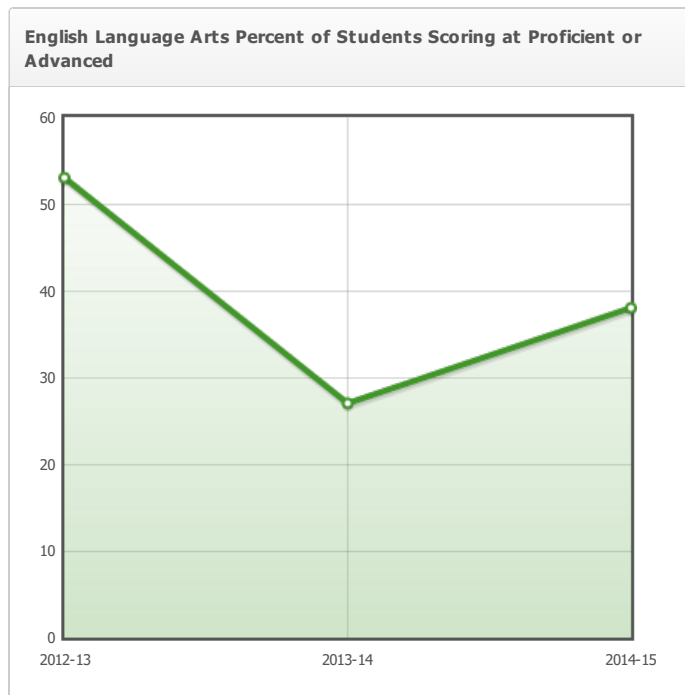
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	53.0%	27.0%	38.0%	73.0%	60.0%	59.0%	57.0%	56.0%	58.0%
Mathematics	52.0%	41.0%	36.0%	61.0%	60.0%	59.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/20/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41.0%	21.0%	38.0%	41.0%	39.0%	20.0%
All Students at the School	62.0%	17.0%	21.0%	64.0%	32.0%	4.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	54.0%	21.0%	25.0%	57.0%	39.0%	4.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	55.0%	25.0%	20.0%	65.0%	30.0%	5.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Contact school office at (209) 532-9781 or visit our school website at www.goldrushcs.org.

State Priority: Pupil Engagement

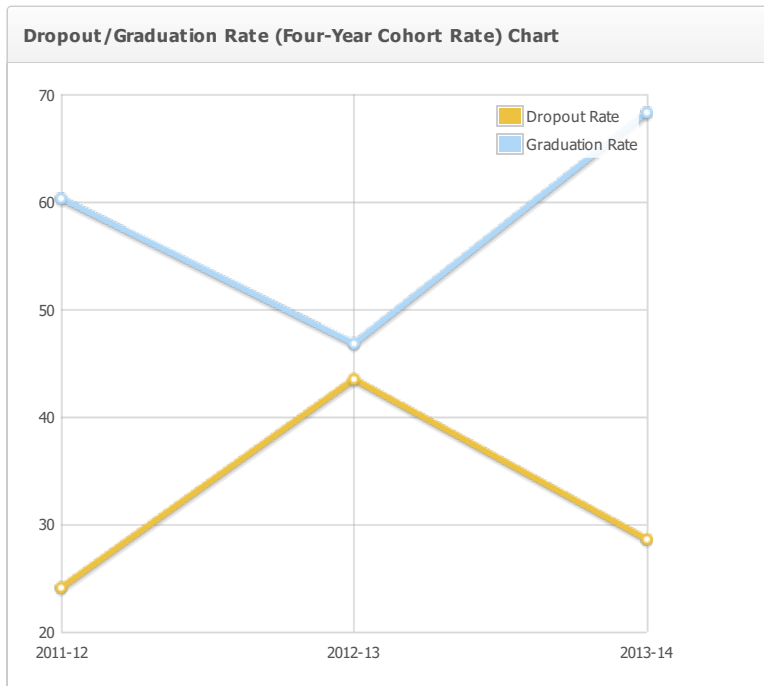
Last updated: 1/20/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	24.1%	43.5%	28.6%	7.7%	12.1%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	60.30	46.80	68.30	92.30	87.90	94.40	78.87	80.44	80.95



Last updated: 1/20/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	47	47	84
Black or African American	0	0	76
American Indian or Alaska Native	1	1	78
Asian	0	0	92
Filipino	1	1	96
Hispanic or Latino	6	6	81
Native Hawaiian or Pacific Islander	0	0	83
White	39	39	89
Two or More Races	0	0	82
Socioeconomically Disadvantaged	25	25	81
English Learners	0	0	50
Students with Disabilities	18	18	61
Foster Youth	0	0	--

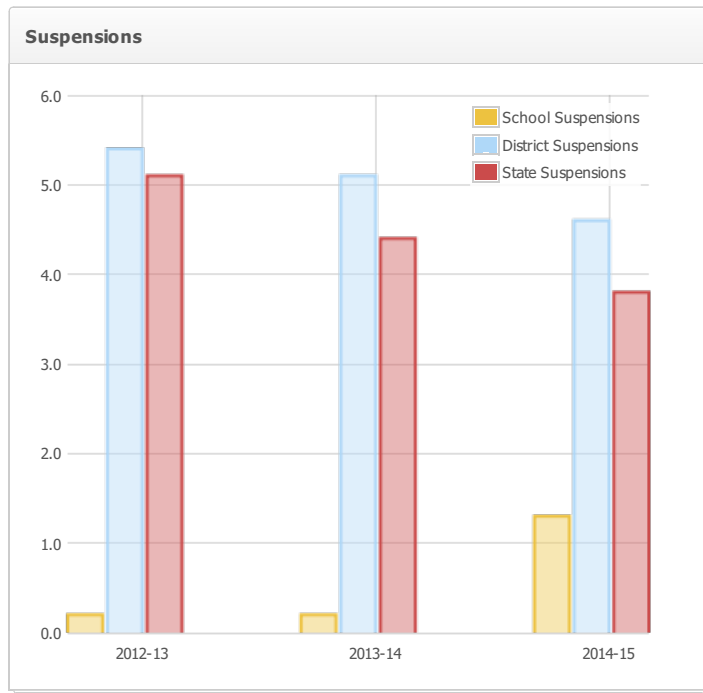
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.2	0.2	1.3	5.4	5.1	4.6	5.1	4.4	3.8
Expulsions	0.0	0.2	0.2	0.0	0.2	0.1	0.1	0.1	0.1



Last updated: 1/20/2016

School Safety Plan - Most Recent Year

Gold Rush Charter School is committed to making schools safe for all students and staff. We work closely with local and state agencies including police, fire, emergency medical services, and public health officials to ensure that we are well prepared and children are protected.

A comprehensive safety plan is in place to support and assist staff, please visit our school website at www.goldrushcs.org for more information.

Last updated: 1/20/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	Yes	
Met Percent Proficient - Mathematics	N/A	Yes	
Met Attendance Rate		Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/28/2016

Federal Intervention Program (School Year 2015-16)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/20/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	4			16.0	5			18.0	3		
1					16.0	1			17.0	1		
2	19.0	1			1.0	2			13.0	1		
3	21.0		1		22.0		1		20.0	1		
4	15.0	1			13.0	1						
5	15.0	1			12.0	2			30.0		1	
6	19.0	1							17.0	1		
Other	9.0	1										

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

Last updated: 1/28/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6.0	42	1	4.0	64		4.0	51	1			
Mathematics	4.0	34		3.0	48		4.0	34	2			
Science	5.0	31		5.0	31		5.0	23	1			
Social Science	5.0	47		4.0	60		4.0	48				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/20/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.0	18.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11962.4	--	--	\$54000.0
District	N/A	N/A	\$0.0	\$69642.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$63966.0
Percent Difference – School Site and State	N/A	N/A	--	--

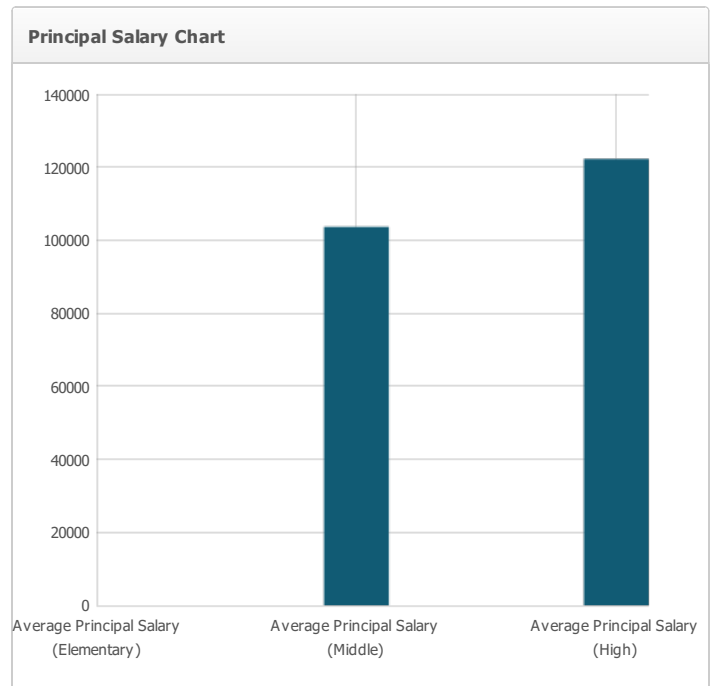
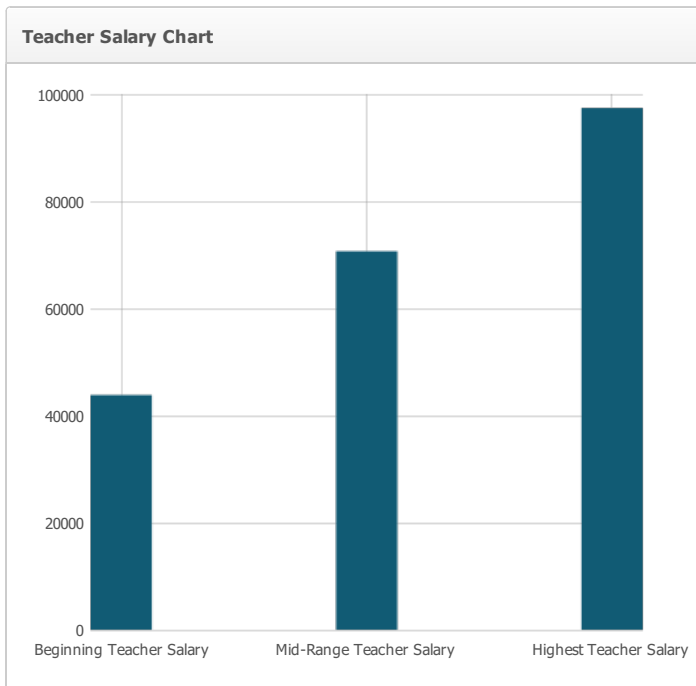
Note: Cells with N/A values do not require data.

Last updated: 1/28/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,831	\$42,003
Mid-Range Teacher Salary	\$70,668	\$60,808
Highest Teacher Salary	\$97,414	\$81,488
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	\$103,661	\$103,661
Average Principal Salary (High)	\$122,269	\$106,270
Superintendent Salary	\$144,200	\$125,241
Percent of Budget for Teacher Salaries	37.0%	29.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

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



Last updated: 1/28/2016

Advanced Placement Courses (School Year 2014-15)

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

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/28/2016