

Introduction:

LEA: Gold Rush Charter School Contact: Ronald Hamilton, Principal, rhamilton@golrushcs.org 209-532-9781

LCAP Year: 15/16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Parent Common Core surveys were issued throughout the 14/15 school year. Parent Common Core Information Nights were held in the Fall and Spring. Staff PLCs were created to assist with various portions of the LCAP. PLC meetings were held throughout the year. Student Accountability Meetings with High School Staff were held once a learning period to focus on current student status, lending to monitoring student success/graduation. Last year’s approved LCAP is currently posted on Gold Rush’s website. Staff was surveyed regarding CC Math at the 2/13/15 meeting, prior to staff breaking into their PLC groups. Even though Gold Rush Charter School does not have a homeless, English language learner, nor a foster youth population, all goals have all our students in mind to better their education. Board meetings were held on the third Thursday of each month, where the Principal gave and Executive report that included items within the LCAP goals. May Board meeting: review 2014/2015 LCAP plan and actual outcomes. June Board meeting will entail the final vote for approval of the 2014/2015 LCAP. Principal attended meetings at the Country Office of Education on 10/20/14, 1/7/15, 2/25/15, and 4/7/15.</p>	<p>Through our parent surveys, Gold Rush found greater need for parental access to math support. Therefore, we put links and videos on the Gold Rush website for parents to access. We also found the need for Common Core parent info nights where teachers directly present material to parents and answer questions. Our staff surveys led us to the conclusion that a different CC Math would be needed for IS students due to the manipulatives that Eureka Math requires. Finally, by having our staff attend grade-alike work groups, new ideas on how to present CC material was shared among teachers from multiple schools in Tuolumne County.</p>

<p>Annual Update:</p> <p><u>State Priority 1:</u> Qualified Teachers: Gold Rush Charter School budgets for a credentialed Credit Recovery teacher.</p> <p>2 Instructional Materials: Gold Rush Charter School is up to date on the Common Core selection process and is currently on target to continue to upgrade and improve all curriculum.</p> <p>3 School Facilities: Gold Rush Charter School budgeted to expand the Country School campus so there are no longer combination classes, our Independent Study program now has an Independent Study site where students meet one on one with their teachers for their weekly appointments.</p> <p><u>State Priority 2:</u> At the High School site, Scholastic <i>On the Record</i> for 9th-12th grade students is implemented for ELA. The teacher is trained in differentiating instruction for each individual student's ability. For this reason, supplemental assignments regarding current events were implemented to maintain individualized education. Grades 9-10 are using <i>Integrated Math 1 (McGraw Hill)</i>. Instruction can be individualized by supplementing/using intervention materials, that are provided via the online component of the text book. In grades K-6 <i>Making Meaning and Being a Writer</i>, K-3 <i>SIPPS</i> (all of which are published by Developmental Studies) are used for ELA. Eureka Math has also been implemented to fall in line with other schools in Tuolumne County.</p> <p><u>State Priority 3:</u> Parents are surveyed to give input in their Common Core understanding, needs and concerns.</p> <p><u>State Priority 4:</u> Gold Rush has taken steps, through this LCAP, to improve technology for better assessing student needs for personal learning plans and curriculum. Part of the success of this will be measured when API scores are available through Smarter Balanced testing. Other areas where we can measure success rates are graduation rates, class passage rates, and CAHSEE passage rates.</p> <p><u>Priority 5:</u> With the efforts to create a more structured Independent Study program and a structured Credit Recovery program, Gold Rush is working through CAHSEE prep and Credit Recovery classes to increase graduation rates and lower absenteeism and drop-out rates.</p> <p><u>Priority 6:</u> At the May 2015 Board meeting, a new expulsion policy will be put before the Board for approval (the expulsion policy has been approved through attorneys and will be adopted at the August Board meeting).</p> <p><u>Priority 7:</u> Gold Rush Charter School has remodeled and re-structured our High School so students in grades 9-12 receive a better education in all subjects, including core subjects. The changes made include: an improved science lab, an improved Independent Study program and an improved Credit Recovery program that includes all core classes.</p> <p><u>Priority 8:</u> Gold Rush Charter School has adopted new math common core curriculum for grades k-12. Grades 3-8 and 11 are tested on Smarter Balanced. Grades 1 and 2 are assessed using both in-house assessments and assessments built into the curriculum to monitor</p>	<p>Annual Update:</p> <p>Throughout the 2014/2015 school year, the Principal gave monthly updates to the Board on items relating to LCAP goals. The first results of the CAHSEE showed an improvement in the passage rate for juniors and seniors who utilized the CAHSEE Prep class. The administration team reviewed and discussed implementation and improvements in opening and organizing an Independent Study office. The High School teaching staff and Special Ed. Resource teacher, met each learning period at a student accountability meeting to discuss improvements to better serve all students to improve educational success opportunities. These meetings were an intervention strategy to help under-achieving and failing students.</p>
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comprehension of Common Core materials.	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?

	<p>students to Columbia College.</p> <p>1d. Administration will oversee all Independent Study appointments are met via schedules and attendance submitted to the principal monthly. In reviewing this goal for 15/16, it was found that improvement was made, but a new goal of better attendance tracking will be instituted.</p> <p>1e. Implement a 4-year education plan form that all High School teachers will utilize to track student courses. In reviewing this goal, an audit date for Fall 2015 will be selected for a random internal audit to verify teachers are utilizing the 4-year education plan form.</p> <p>1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.</p> <p>1g. Ensure staff is properly trained to utilize and keep the parent portal current. Measured by staff and parent feedback to possibly include surveys.</p> <p>1h. Educate parents on how to use the new implemented parent portal.</p> <p>1i. A technology class will be added for K-8 Independent Study students on Fridays from 9-11.</p> <p>1j. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers.</p> <p>1k. Survey students, parents, staff and board members to gain input in LCAP decision making process</p> <p>1l. Classroom aide to help student instruction and student academic success.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study). Staff/Rent	High School	<u> X </u> ALL	1a. \$34808.00
1c. Provide bus passes for students.	High School	For low income pupils: LEA-wide For English learners: N/A For foster youth: N/A	1c. \$1000.00
1d. Front desk will track Independent Study appointments and report to Principal.	Independent Study	For redesignated fluent English proficient pupils: N/A _Other Subgroups:(Specify)_____	1d. \$3,390 (10% of position's salary)
1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.	LEA-wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1f. \$4,000
1g. Ensure staff is properly trained to utilize and keep current parent portal.	LEA-wide		1g. Online training
			1i. \$10,000

1i. Create computer lab designated at the High School site for Independent Study students.

1j. All newly-hired teachers, credentials and transcripts will be evaluated to determine if they are Highly Qualified Teachers. Those who are not will start the process to become Highly Qualified Teachers.

1k. During learning periods 2, 5, 7 and 9, each student will have the opportunity to be surveyed to give their input for the LCAP goal process.

1l. Classroom Aide to help student instruction and student academic success.

Independent
Study
LEA-Wide

LEA-Wide

1j. \$10,000.00

1l. Two aides
\$25,000.00

<p>Goal 2: Improve logistics for all grade levels, for all students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____</p>
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Identified Need : *To ensure that all students have access to needed PLP instruction and services.*

Goal Applies to: **Schools:** *LEA-Wide*
Applicable Pupil Subgroups: *All*

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>2a. Purchase new furniture and technology, as needed, for each site.</p> <p>2b. Continue to lease the Country School campus to maintain self-contained classrooms to help avoid combo classes and help maintain Special Education services. Measured by Board-approved lease.</p> <p>2c. Continue logistic improvements for the High School and Independent Study sites.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Purchase carte, update technology.	LEA-wide	<u>X</u> ALL	2a. \$10,000
2b. Continue to lease the Country School campus.	Country School	For low income pupils: <u>LEA-wide</u> For English learners: <u>N/A</u> For foster youth: <u>N/A</u>	2b. \$33008.00 (half the campus)
2c. Continue logistic improvements for the High School and Independent Study sites, including Semsen landscaping.	High School and Independent Study	For redesignated fluent English proficient pupils: <u>N/A</u> ther Subgroups:(Specify) _____ OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> Other Subgroups:(Specify) _____	2c. \$1,000 (maintenance)
		<u>X</u> ALL	

GOAL:	Goal 3: Implement Common Core.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Maintain state requirements for CCSS implementation
Goal Applies to:	Schools: <u>LEA-Wide</u> Applicable Pupil Subgroups: <u>All</u>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>3a. Continue to purchase Common Core ELA curriculum based on the CCSS ELA framework and professional learning seminar for the Country School. Create a Common Core committee to research new ELA curriculum and select for the Country School, High School and Independent Study.</p> <p>3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings.</p> <p>3c. Annually hold Common Core Parent Information Nights in new subject matter as recommended by the curriculum framework development and adoption. Will be measured by attendance sheets and parent feedback via evaluation forms.</p> <p>3d. Various staff will participate in CCSS PLCs to promote CCSS implementation. Will be measured by written reports of PLC progress and school implementation completion and research for implementation of further subjects.</p> <p>3e. Technology will be purchased and/or updated as needed to improve student academic success. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.</p> <p>3f. Continue to conduct, for all Common Core adopted subjects, various mini-pilots using CCSS aligned material to be measured by module assessments coordinated and implemented by teachers.</p> <p>3g. Multiple surveys will be issued to parents to evaluate their comprehension of the Common Core curriculum and their ability to assist their student(s) with homework and independent study work. Parents will also evaluate the time they spend on assignments.</p> <p>3h. Board will be invited to Common Core parent information nights to continue to educate them on Common Core material, needs and concerns. Board will receive monthly updates on parent surveys and trainings for staff and the content of trainings.</p>
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
<p>3a. Continue to purchase CCSS curriculum based on the CCSS Social Studies framework and professional learning seminar. Create a Common Core committee to review and select History/Social Science Common Core materials to implement for the 16/17 school year.</p> <p>3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings.</p> <p>3e. Technology will be purchased and/or updated as needed to implement and test for CCSS. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.</p>	LEA-Wide	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>3a. \$25,000</p> <p>3b. \$15,000 to include funding for substitutes needed when teachers attend trainings during school days.</p> <p>3e. \$10,000 for technology supplies.</p>
	LEA-Wide		
	LEA-Wide		

GOAL:	Goal 1: Improve Student learning and success opportunities LEA wide.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
	Identified Need :	Gold Rush Charter School will increase the percent of students who graduate.	
Goal Applies to:	Schools:	LEA-Wide	
	Applicable Pupil Subgroups:	All	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study). Will be tracked by student attendance and completion of work as well as a 10% graduation increase annually.
- 1b. Sophomores and any juniors and seniors who have not passed the CAHSEE will participate in CAHSEE prep courses. Second time CAHSEE passage rate will be increased by at least 20% annually. Due to low passage rates in math for juniors and seniors, an elective CAHSEE Math Prep class will be offered each semester. All juniors and seniors who have not passed the tests will be required to take elective classes.
- 1c. Ensure all staff is aware of Concurrent Enrollment and its coinciding criteria. Gold Rush will track the number of students who utilize Concurrent Enrollment annually.
- 1d. Administration will oversee all Independent Study appointments are met via schedules and attendance submitted to the principal monthly.
- 1e. Implement a 4-year education plan form that all High School teachers will utilize to track student courses.
- 1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.
- 1g. Ensure staff is properly trained to utilize and keep current parent portal. Measured by staff and parent feedback to possibly include surveys.
- 1h. Educate parents on how to use the new implemented parent portal.
- 1i. A technology class will be added for K-8 Independent Study students on Fridays from 9-11.
- 1j. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers.
- 1k. Survey students, parents, staff and board members to gain input in LCAP decision making process
- 1l. Classroom aides to help with student instruction and academic success.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study). Staff/Rent	High School	<u>X</u> ALL	1a. \$35,880.00
1c. Provide bus passes for students.	High School	For low income pupils: LEA-wide	1c. \$1000.00
1d. Front desk will track Independent Study appointments and report to Principal.	Independent Study	For English learners: N/A For foster youth: N/A	1d. \$3,990.00
1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.	LEA-wide	For redesignated fluent English proficient pupils: N/A _Other Subgroups:(Specify)_____	(10% of position's salary)
1g. Ensure staff is properly trained to utilize and keep current parent portal.	LEA-wide		1f. \$4,000
1i. Create computer lab designated at the High School site for Independent Study students.	LEA-wide		1g. Online training
1j. All newly-hired teachers, credentials and transcripts will be evaluated to determine if they are Highly Qualified Teachers. Those who are not will start the process to become Highly Qualified Teachers.	High School and Independent Study	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1i. \$10,000
1k. During learning periods 2, 5, 7 and 9, each student will have the opportunity to be surveyed to give their input for the LCAP goal process.	LEA-Wide		1j. 15,000.00
1l. Classroom aides to help with student instruction and academic success	LEA-Wide		1k. 32,700.00

<p>Goal 2: Improve logistics for all grade levels, for all students.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____</p>
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Identified Need :	To ensure that all students have access to needed PLP instruction and services.
Goal Applies to:	Schools: LEA-Wide
	Applicable Pupil Subgroups: All

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>2a. Purchase new furniture and technology, as needed, for each site.</p> <p>2b. Continue to lease the Country School campus to maintain self-contained classrooms to help avoid combo classes and help maintain Special Education services. Measured by Board-approved lease.</p> <p>2c. Continue logistic improvements for the High School and Independent Study sites.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Purchase carte, update technology.	LEA-wide		2a. \$15,000
2b. Continue to lease the Country School campus.	Country School	<u>X</u> ALL For low income pupils: LEA-wide For English learners: N/A For foster youth: N/A For redesignated fluent English proficient pupils: N/A ther Subgroups:(Specify) _____	2b. \$33008.00 (half the campus)
2c. Continue logistic improvements for the High School and Independent Study sites, including Semsen landscaping.	High School and Independent Study	OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____	2c. \$2000.00 (maintenance)
	LEA-Wide		
	LEA-Wide		
	LEA-Wide	<u>X</u> ALL	

GOAL:	Goal 3: Implement Common Core.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Maintain state requirements for CCSS implementation
Goal Applies to:	Schools: <u>LEA-Wide</u> Applicable Pupil Subgroups: <u>All</u>

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	<p>3a. Continue to purchase Common Core ELA curriculum based on the CCSS ELA framework and professional learning seminar for the Country School. Create a Common Core committee to research new ELA curriculum and select for the Country School, High School and Independent Study.</p> <p>3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings.</p> <p>3c. Annually hold Common Core Parent Information Nights in new subject matter as recommended by the curriculum framework development and adoption. Will be measured by attendance sheets and parent feedback via evaluation forms.</p> <p>3d. Various staff will participate in CCSS PLCs to promote CCSS implementation. Will be measured by written reports of PLC progress and school implementation completion and research for implementation of further subjects.</p> <p>3e. Technology will be purchased and/or updated as needed to improve student academic success. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.</p> <p>3f. Continue to conduct, for all Common Core adopted subjects, various mini-pilots using CCSS aligned material to be measured by module assessments coordinated and implemented by teachers.</p> <p>3g. Multiple surveys will be issued to parents to evaluate their comprehension of the Common Core curriculum and their ability to assist their student(s) with homework and independent study work. Parents will also evaluate the time they spend on assignments.</p> <p>3h. Board will be invited to Common Core parent information nights to continue to educate them on Common Core material, needs and concerns. Board will receive monthly updates on parent surveys and trainings for staff and the content of trainings.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a. Continue to purchase Common Core SS curriculum based on the CCSS SS framework and professional learning seminar. Create a Common Core committee to review and select History/Social Science Common Core materials to implement for the 16/17 school year.</p> <p>3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings.</p> <p>3c. Technology will be purchased and/or updated as needed to implement and test for CCSS. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.</p>	<p>LEA-Wide</p> <p>LEA-Wide</p> <p>LEA-Wide</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>3a. \$25,000</p> <p>3b. \$15,000 to include funding for substitutes needed when teachers attend trainings during school days.</p> <p>3c. \$15,000 for technology supplies.</p>

<p>GOAL:</p>	<p><i>Goal 1: Improve Student learning and success opportunities LEA wide.</i></p>	<p>Related State and/or Local Priorities:</p> <p>1 <u> X </u> 2 <u> X </u> 3 <u> X </u> 4 <u> X </u> 5 <u> X </u> 6 <u> X </u></p> <p>7 <u> X </u> 8 <u> X </u></p> <p>COE only: 9 <u> </u> 10 <u> </u></p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<p><i>Gold Rush Charter School will increase the percent of students who graduate.</i></p>	
<p>Goal Applies to:</p>	<p>Schools: <i>LEA-Wide</i></p>	<p>Applicable Pupil Subgroups: <i>All</i></p>
<p align="center">LCAP Year 3: 2017-18</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p>1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study). Will be tracked by student attendance and completion of work as well as a 10% graduation increase annually.</p> <p>1b. Sophomores and any juniors and seniors who have not passed the CAHSEE will participate in CAHSEE prep courses. Second time CAHSEE passage rate will be increased by at least 20% annually. Due to low passage rates in math for juniors and seniors, an elective CAHSEE Math Prep class will be offered each semester. All juniors and seniors who have not passed the tests will be required to take elective classes.</p> <p>1c. Ensure all staff is aware of Concurrent Enrollment and its coinciding criteria. Gold Rush will track the number of students who utilize Concurrent Enrollment annually.</p> <p>1d. Administration will oversee all Independent Study appointments are met via schedules and attendance submitted to the principal monthly.</p> <p>1e. Implement a 4-year education plan form that all High School teachers will utilize to track student courses.</p> <p>1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.</p> <p>1g. Ensure staff is properly trained to utilize and keep current parent portal. Measured by staff and parent feedback to possibly include surveys.</p> <p>1h. Educate parents on how to use the new implemented parent portal.</p> <p>1i. A technology class will be added for K-8 Independent Study students on Fridays from 9-11.</p> <p>1j. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers.</p> <p>1k. Survey students, parents, staff and board members to gain input in LCAP decision making process</p> <p>1l. Classroom aides to help with student instruction and academic success.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study).	High School	<u> X </u> ALL	1a. \$36,000.00
1c. Provide bus passes for students.	High School	<u>For low income pupils: LEA-wide</u> <u>For English learners: N/A</u> <u>For foster youth: N/A</u>	1c. \$1000.00
1d. Front desk will track Independent Study appointments and report to Principal.	Independent Study	<u>For redesignated fluent English proficient pupils: N/A</u> <u>Other Subgroups:(Specify)_____</u>	1d. \$4500.00 (10% of

1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.

LEA-wide

1g. Ensure staff is properly trained to utilize and keep current parent portal.

LEA-wide

1i. Create computer lab designated at the High School site for Independent Study students.

High School and Independent Study

1j. All newly-hired teachers, credentials and transcripts will be evaluated to determine if they are Highly Qualified Teachers. Those who are not will start the process to become Highly Qualified Teachers.

LEA-Wide

1k. During learning periods 2, 5, 7 and 9, each student will have the opportunity to be surveyed to give their input for the LCAP goal process.

LEA-Wide

1l. Classroom aides to help with student instruction and academic success.

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:(Specify) _____

position's salary)

1f. \$4,000.00

1g. Online training

1i. \$10,000

1j. \$15,000.00

1l. 49,900.00

<p>Goal 2: Improve logistics for all grade levels, for all students.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Identified Need : *To ensure that all students have access to needed PLP instruction and services.*

Goal Applies to: Schools: *LEA-Wide*
 Applicable Pupil Subgroups: *All*

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>2a. Purchase new furniture and technology, as needed, for each site.</p> <p>2b. Continue to lease the Country School campus to maintain self-contained classrooms to help avoid combo classes and help maintain Special Education services. Measured by Board-approved lease.</p> <p>2c. Continue logistic improvements for the High School and Independent Study sites.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Purchase carte, update technology.	LEA-wide		2a. \$15,000
2b. Continue to lease the Country School campus.	Country School	<u>X</u> <u>ALL</u> For low income pupils: <u>LEA-wide</u> For English learners: <u>N/A</u> For foster youth: <u>N/A</u> For redesignated fluent English proficient pupils: <u>N/A</u> ther Subgroups:(Specify) _____	2b. \$33008.00 (half the campus)
2c. Continue logistic improvements for the High School and Independent Study sites, including Semsen landscaping.	High School and Independent Study		2c. \$2,000 (maintenance)
	LEA-Wide	OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____	
	LEA-Wide		
	LEA-Wide	<u>X</u> <u>ALL</u>	

GOAL:	Goal 3: Implement Common Core.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Maintain state requirements for CCSS implementation
Goal Applies to:	Schools: <u>LEA-Wide</u> Applicable Pupil Subgroups: <u>All</u>

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	<p>3a. Continue to purchase Common Core ELA curriculum based on the CCSS ELA framework and professional learning seminar for the Country School. Create a Common Core committee to research new ELA curriculum and select for the Country School, High School and Independent Study.</p> <p>3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings.</p> <p>3c. Annually hold Common Core Parent Information Nights in new subject matter as recommended by the curriculum framework development and adoption. Will be measured by attendance sheets and parent feedback via evaluation forms.</p> <p>3d. Various staff will participate in CCSS PLCs to promote CCSS implementation. Will be measured by written reports of PLC progress and school implementation completion and research for implementation of further subjects.</p> <p>3e. Technology will be purchased and/or updated as needed to improve student academic success. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.</p> <p>3f. Continue to conduct, for all Common Core adopted subjects, various mini-pilots using CCSS aligned material to be measured by module assessments coordinated and implemented by teachers.</p> <p>3g. Multiple surveys will be issued to parents to evaluate their comprehension of the Common Core curriculum and their ability to assist their student(s) with homework and independent study work. Parents will also evaluate the time they spend on assignments.</p> <p>3h. Board will be invited to Common Core parent information nights to continue to educate them on Common Core material, needs and concerns. Board will receive monthly updates on parent surveys and trainings for staff and the content of trainings.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a. Continue to purchase Common Core SS curriculum based on the CCSS SS framework and professional learning seminar. Create a Common Core committee to review and select History/Social Science Common Core materials to implement for the 16/17 school year.</p> <p>3b. Staff will participate in County-wide Common Core selection committees and trainings throughout the year. Substitutes will be budgeted for to allow staff to attend Common Core trainings.</p> <p>3e. Technology will be purchased and/or updated as needed to implement and test for CCSS. Technology will be purchased and/or updated as needed with the growth of student enrollment to implement the Smarter Balanced tests.</p>	<p>LEA-Wide</p> <p>LEA-Wide</p> <p>LEA-Wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>3a. \$25,000</p> <p>3b. \$15,000 to include funding for substitutes needed when teachers attend trainings during school days.</p> <p>3e. \$15,000 for technology supplies.</p>

	<p>1h. Incorporate information into orientation for parents to access their students' academic information and maintain awareness of current school progress. Measured by periodic audit of parent and student activity.</p>		<p>Spring 2016. Currently halting search for a new system and trying to fully utilize existing system, Schoolwise.</p> <p>1g. Pending until further information is gathered on current system, Schoolwise.</p> <p>1h. Pending until further information is gathered on current system, Schoolwise.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study). Will be tracked by student attendance and completion of work as well as a 10% graduation increase annually.</p> <p>1b. Sophomores and any juniors and seniors who have not passed the CAHSEE will participate in CAHSEE prep courses. Second time CAHSEE passage rate will be increased by at least 20% annually.</p> <p>1c. Ensure all staff is aware of Concurrent Enrollment and its coinciding criteria. Gold Rush will track the number of students who utilize Concurrent Enrollment annually.</p> <p>1d. Administration will oversee all Independent Study appointments are met via schedules and attendance submitted to</p>	<p>1a. Credit recovery teacher will receive \$54,500 annually at .73 FTE.</p> <p>1h. \$4,000 SIS \$2,500 training</p>	<p>1a. More than 10% graduation increase from students in Credit Recovery. For 12th grade students in Credit Recovery, the graduation rate is expected to be 100% for the 14/15 school year.</p> <p>1b. CAHSEE prep classes were put into effect for the 14/15 school year and will continue for the next school year. Eight students participated in ELA CAHSEE prep beginning in Fall 2014. Of those eight students, five passed during the 2014/2015 school year. Ten students received Math CAHSEE prep instruction with four passing during the 2014/2015 school year, for a passage rate of 62.5% and 40% respectively (statistics include Special Education students completing the courses and testing).</p> <p>1c. A representative from Columbia College, Doralyn Foletti, met with Administrative staff to go over concurrent enrollment policy</p>	<p>1a. \$16,270.00</p>

<p>the principal monthly.</p> <p>1e. Implement a 4-year education plan form that all High School teachers will utilize to track student courses. Subject to random internal audits.</p> <p>1f. Obtain new student information system and re-structure registrar position. Will be measured by multiple staff members able to update and verify information.</p> <p>1g. Have staff attend training on new student information system. Will be measured by attendance form from training.</p> <p>1h. Incorporate information into orientation for parents to access their students' academic information and maintain awareness of current school progress. Measured by periodic audit of parent and student activity.</p>			<p>and benefits. Information was then shared with High School staff at a High School meeting with Jim Miller given as a point of contact for concurrent enrollment information. Fall 2014 had 6 students complete 45 units at Columbia College.</p> <p>1d. New Independent Study suites have been rented with a new front desk position. Front desk position will have a sign-in sheet for IS appointments and track an Independent Study calendar. Administration has access to the IS appointment calendar and utilizes it for scheduling teacher observations. Spring 2015, Independent Study teachers were given a calendar, shared with administrative staff, to log their appointments.</p> <p>1e. Form is attached.</p> <p>1f. Currently training a new registrar. Training is set to complete Spring 2016. Currently halting search for a new system and trying to fully utilize existing system, Schoolwise.</p> <p>1g. Pending until training of new registrar is complete.</p> <p>1h. Pending until Schoolwise capabilities are fully known and training of new registrar is complete.</p>	
<p>Scope of service:</p>	<p><i>High School</i></p> <p><i>LEA-wide</i></p>		<p>High School</p> <p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1h. Pending-spent \$200 on a temporary solution (Thinkwave for grades 6, 7 and 8)</p>

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal will be changed to say, "Improve student learning and success opportunities for all students" and this goal will apply to all of LEA. This will allow for GRCS to improve yearly goals according to student needs.</p>		
<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: <i>Improve logistics for all grade levels for all students.</i></p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>2a. Create stable, updated classroom environments. 2b. Enhance High School and Independent Study facility and programs. 2c. Enhance Country School facility and programs.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>2a/b. Fifty tablets were purchased for the Country School campus. The High School has a new Science lab complete with new, updated technology. New Independent Study suites were rented with new computers and furniture in place. A 3D printer was purchased for the Country School Campus and technology classes are now offered for all grade levels. 2b. Landscaping has been done at the High School with new signage at an improvement of 100%. Technology classes are now offered along with increased online coursework/testing at an increase of 100% for High School students. New Signage was also purchased for the new Independent Study facility at a rate of 100% improvement. It also has individual suites for each independent study teacher allowing for one on one, better personalized learning programs between the student and the teacher at an increase of 50%. A new position was created for the Independent Study front desk receptionist. This employee can help track IS appointments and ensure upkeep of facility. This is a 100% increase in services. Computers in IS suites will allow for enhanced learning options at an increase of 100%. The new IS suites will also house the High School special education department to enable more confidentiality and a protected space. 2c. The lease was signed for a 3-year extension, to include the multi-purpose room. Five new classrooms were rented for Special</p>

		Ed, Technology Lab, and 3 spaces are utilized for the junior high. An added bonus is a new Farm and Garden classroom along with a new library. This is an increase of 50% capacity.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2a. Create stable, updated classroom environments.</p> <p>2b. Enhance High School and Independent Study facility and programs.</p> <p>2c. Enhance Country School facility and programs.</p>	2c. \$50,000	<p>2a: Fifty tablets were purchased for the Country School campus. A 3D printer was also purchased for the Country School Campus and technology classes are now offered for all grade levels.</p> <p>The High School has a new Science lab location complete with new, updated technology.</p> <p>New Independent Study suites were rented with new computers and furniture in place.</p> <p>2b: The High School now has a new, larger Science lab with new microscopes and a projector. Landscaping has been done at the High School with new signage. Technology classes are now offered along with increased online coursework/testing.</p> <p>New Signage was also purchased for the new Independent Study facility, which also has individual suites for each independent study teacher allowing for one on one, better personalized learning programs between the student and the teacher. A new position has been budgeted for the Independent Study front desk. This employee can help track IS appointments and ensure upkeep of facility. Computers in IS suites will allow for enhanced learning options. The new IS suites will also house the High School special education department to enable more confidentiality and a protected space.</p> <p>2c: The lease was signed for a 3-year extension, to include the multi-purpose room. Five new classrooms were rented for Special Ed, Technology Lab, and 3 spaces are utilized for the junior high. An added bonus is a new Farm and Garden classroom along with</p>	2c: \$33008.00

		a new library.	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In reviewing the 14/15 measurable outcomes, for 15/16, our goals will be separated per campus to better serve the individual needs of those students.	
Original GOAL from prior year LCAP:	Goal 3: Implement Common Core.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	3a. Purchase Common Core curriculum. 3b. Continue to send staff to Common Core trainings. 3c. Establish Common Core Parent Information Nights. 3d. Develop PLCs to promote Common Core State Standard (CCSS) implementation. 3e. Establish technology needs for CCSS implementation and testing. 3f. Establish collaboration and promote professional learning for CCSS.	Actual Annual Measurable Outcomes:	3a. A Common Core PLC was established and met four times as a group over the 14/15 school year to recommend new Common Core-aligned Independent Study curriculum. K-9 Math Common Core curriculum has been purchased for 100% of the grades in K-9 th . After several members of our staff served on the county-wide selection committee for mathematics, it was determined that Gold Rush Charter School’s K-8 on-campus programs would utilize Eureka Math as that was the same math selected by all K-8 programs in Tuolumne County. Our HS selected Math 1 for 2014/15 keeping in line with other high schools in Tuolumne County. Algebra purchased 14/15 school year. 3b. Multiple staff members were sent to “Fractions in the Classrooms” workshops and grade-alikes for 100% increase. Substitutes were provided to allow staff attendance at Common

<p>3g. Test CCSS-aligned Math material.</p> <p>3h. Incorporate student information system with parental access.</p> <p>3i. Monitor parents' ability to assist with CC homework.</p> <p>3j. Have Board updated on CC curriculum and related activities.</p>	<p>Core workshops/trainings. Thirty percent of K-8 staff members visited the County Office of Education in Stanislaus County and researched curriculum to be added to the 15/16 school year for IS. The Gold Rush K-8 teachers participated in Tuolumne County office of education 1 on 1 training days.</p> <p>3c. On 11/6/14 and 2/10/15, Parent Common Core Information Nights were held in the evening, to accommodate working parents. About 20 parents attended the Fall session, which lasted about 90 minutes and covered K-6 Common Core Math. The Spring session was also presented, at a separate Board meeting, to the Board of trustees during the February regularly scheduled Board meeting and had a smaller turnout (indicative of fewer parent concerns) and lasted about 90 minutes as well. Various K-12 staff covered Common Core, including utilizing "Old Math" to enhance understanding of Common Core Math.</p> <p>3d. 100% of the teaching staff participated in stake-holder conversations regarding CCSS curriculum and impacts on various programs.</p> <p>3e. Fifty tablets were purchased. New technology lab was opened at the County School to enable additional testing capabilities. Technology classes enabled all Country School students in grades 3-8 and HS students participating in Technology classes to take the Smarter Balanced practice test. The new junior high portion of the Country School campus was opened with overhead projectors, document cameras and internet access. The high school offered electives in movie making and technology. Teachers at the high school utilized the technology to do assessment, placement testing.</p> <p>3f. Multiple staff was sent to STEM sponsored training and 100% of the K-8 staff attended County-wide grade-alikes.</p> <p>3g. 100% of K-8 teachers reported success getting through Eureka Math modules. High School staff reported similar success with Math 1.</p> <p>3h. Pending until further information is gathered on current system, Schoolwise.</p>
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			<p>3i. Two (a Fall and a Spring) parent common core surveys were sent out during the Fall and Spring semester to gauge parent understanding and ability to navigate through common core Math problems. The school experienced a 32% return rate of surveys and results were positive and noted concerns were addressed as needed, by teachers. Results were consolidated and distributed to staff. Gold Rush Charter even included website links with video tutorials for parents to utilize to assist their students at home on the various CC Math modules.</p> <p>3j. At the 2/19/15 Board meeting, a common core presentation was given by multiple staff on what common core Math means for students, how it is utilized in the classrooms and current progress. The Board was also made aware of CC Parent Information Nights.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3a. Purchase Common Core curriculum.</p> <p>3b. Continue to send staff to Common Core trainings.</p> <p>3c. Establish Common Core Parent Information Nights.</p> <p>3d. Develop PLCs to promote Common Core State Standard (CCSS) implementation.</p> <p>3e. Establish technology needs for CCSS implementation and testing.</p> <p>3f. Establish collaboration and promote professional learning for CCSS.</p> <p>3g. Test CCSS-aligned Math material.</p>	<p>3a. \$17,520 for Common Core textbooks.</p> <p>3b. \$15,000 to include funding for substitutes needed when teachers attend trainings during school days.</p> <p>3e. \$20,000</p> <p>3h. See 1h above.</p>	<p>3a. A Common Core PLC was established and met multiple times over the 14/15 school year to recommend new Common Core-aligned Independent Study curriculum. ELA and Math Common Core curriculum have been purchased, with new ELA IS curriculum set to be purchased prior to the 15/16 school year. After several members of our staff served on the county-wide selection committee for mathematics, it was determined that Gold Rush Charter School K-8 programs would utilize Eureka Math as that was the same math selected by all K-8 programs in Tuolumne County. Our HS selected Math 1 for 2014/15 keeping in line with other high schools in Tuolumne County.</p> <p>3b. Multiple staff members were sent to “Fractions in the Classrooms” workshops and grade-alikes. Substitutes were provided to allow staff attendance at Common Core workshops/trainings. Several staff members visited school districts in Stanislaus Country and researched curriculum to be added to</p>	<p>3a. \$17,520.00</p> <p>3b. \$7, 889.21</p>

<p>3h. Incorporate student information system with parental access.</p> <p>3i. Monitor parents' ability to assist with CC homework.</p> <p>3j. Have Board updated on CC curriculum and related activities.</p>		<p>the 15/16 school year for IS. The Gold Rush K-8 teachers participated in Tuolumne County office of education 1 on 1 training days.</p> <p>3c. On 11/6/14 and 2/10/15, Parent Common Core Information Nights were held in the evening, to accommodate working parents. About 20 parents attended the Fall session, which lasted about 90 minutes and covered K-6 Common Core Math. The Spring session had a smaller turnout (indicative of fewer parent concerns) and lasted about 90 minutes as well. Various K-12 staff covered Common Core, including utilizing "Old Math" to enhance understanding of Common Core Math.</p> <p>3d. More staff participated in stake-holder conversations regarding CCSS curriculum and impacts on various programs.</p> <p>3e. 3D printer was purchased at the Country School along with fifty tablets. A new technology lab was opened at the County School and a renovated one at the High School to enable additional testing capabilities. Technology classes enabled all Country School students in grades 3-8 and HS students participating in Technology classes to take the Smarter Balanced practice test. The new junior high portion of the campus was opened with overhead projectors, document cameras and internet access. The high school offered electives in movie making and technology. Teachers at the high school utilized the technology to do assessment/placement testing.</p> <p>3f. Multiple staff was sent to STEM sponsored training and attended County-wide grade-alikes.</p> <p>3g. Elementary teachers reported success getting through various Eureka Math modules. High School staff reported similar success with Math 1.</p> <p>3h. Pending until further information is gathered on current system, Schoolwise.</p> <p>3i. Parent CC Surveys were sent out during various learning periods throughout the year to gauge parent understanding and</p>	<p>3e. \$20,000.00</p> <p>Pending</p>
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		<p>ability to navigate through CC Math problems. The school experienced a high return rate of surveys and results were positive and noted concerns were addressed as needed, by teachers. Results were consolidated and distributed to staff. Gold Rush Charter even included website links with video tutorials for parents to utilize to assist their students at home on the various CC Math modules.</p> <p>3j. At the 2/19/15 Board meeting, a CC presentation was given by multiple staff on what CC Math means for students, how it is utilized in the classrooms and current progress. The Board was also made aware of CC Parent Information Nights.</p>		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A parent advisory board will be created and Gold Rush Charter School will offer quarterly student surveys to determine student needs.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$94,887.21
By implementing these programs LEA-wide, all low-income students will receive services created under this LCAP.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.69	%	All pupils receive all services and benefits.
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).