

Gold Rush Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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. Ron Hamilton, Director/Principal

Principal, Gold Rush Charter

About Our School

High School/Credit Recovery

Our High School program is designed to give students a well-rounded education. Classes take place Monday through Thursday and include Math, English, Social Studies, Science and elective options ranging from Technology, Music and Drama. We offer smaller class sizes than traditional public schools and every student is assigned a teacher to specifically monitor their progress and help them reach their individual goals.

Country School

The Country School is a K-8 program with classes held Monday through Thursday, with Friday serving as a home-school day. Country School students enjoy smaller class sizes, technology classes for all grades, and a farm and garden program which enables students to work together to take care of various farm animals and a produce garden. Projects and lessons are based around the farm and garden, with activities ranging from making yarn (starting with shearing the sheep) to creating various dishes from the garden's produce.

Independent Study

The Independent Study program is for K-12 students. Many students prefer independent study so they can learn at their own pace and take advantage of the 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 (please call for more information).

We offer a college program through Columbia College for all high school age students.

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

Ronald M Hamilton M.A. Ed.
Gold Rush Charter Schools
Principal/Director

209-532-9781 Ext: 324

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 (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|---|
| District Name | Summerville Union High |
| Phone Number | (209) 928-3498 |
| Superintendent | Robert Griffith |
| E-mail Address | rgriffith@summbears.net |
| Web Site | http://www.summbears.k12.ca.us |

| School Contact Information (School Year 2017-18) | |
|--|--|
| School Name | Gold Rush Charter |
| Street | 16331 Hidden Valley Rd. |
| City, State, Zip | Sonora, Ca, 95370-9228 |
| Phone Number | 209)532-9781 |
| Principal | Mr. Ron Hamilton, Director/Principal |
| E-mail Address | rhamilton@goldrushcs.org |
| Web Site | www.goldrushcs.org |
| County-District-School (CDS) Code | 55724130112276 |

Last updated: 1/4/2018

School Description and Mission Statement (School Year 2017-18)

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 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, Gold Rush Charter School was required to find an authorizer in Tuolumne County due to changes in the Charter law. 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, 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.

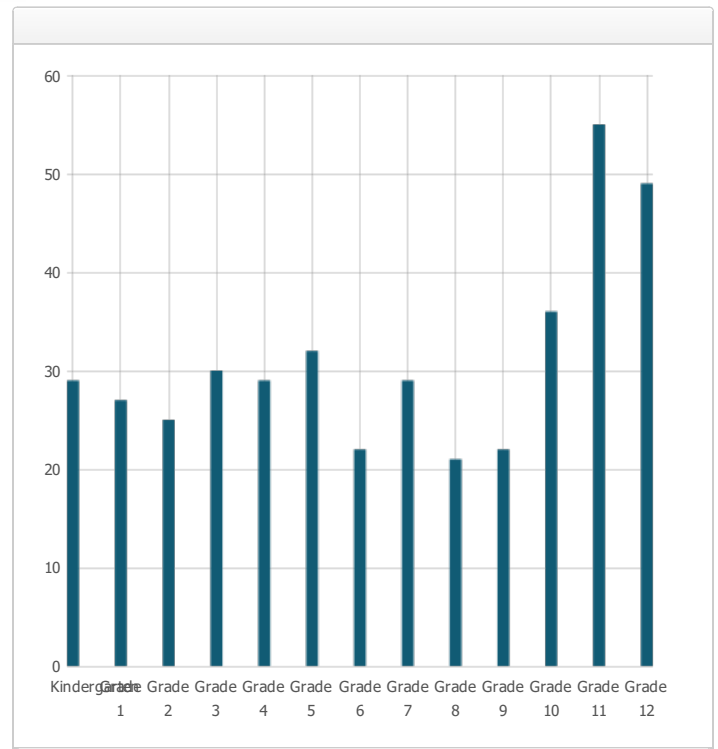
Independent Study

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.

Last updated: 1/4/2018

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 29 |
| Grade 1 | 27 |
| Grade 2 | 25 |
| Grade 3 | 30 |
| Grade 4 | 29 |
| Grade 5 | 32 |
| Grade 6 | 22 |
| Grade 7 | 29 |
| Grade 8 | 21 |
| Grade 9 | 22 |
| Grade 10 | 36 |
| Grade 11 | 55 |
| Grade 12 | 49 |
| Total Enrollment | 406 |



Last updated: 1/4/2018

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 12.0 % |
| American Indian or Alaska Native | 3.4 % |
| Asian | 0.5 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 16.7 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 77.3 % |
| Two or More Races | 2.2 % |
| Other | -12.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 39.2 % |
| English Learners | 0.0 % |
| Students with Disabilities | 16.7 % |
| Foster Youth | 2.4 % |

Last updated: 1/4/2018

A. Conditions of Learning

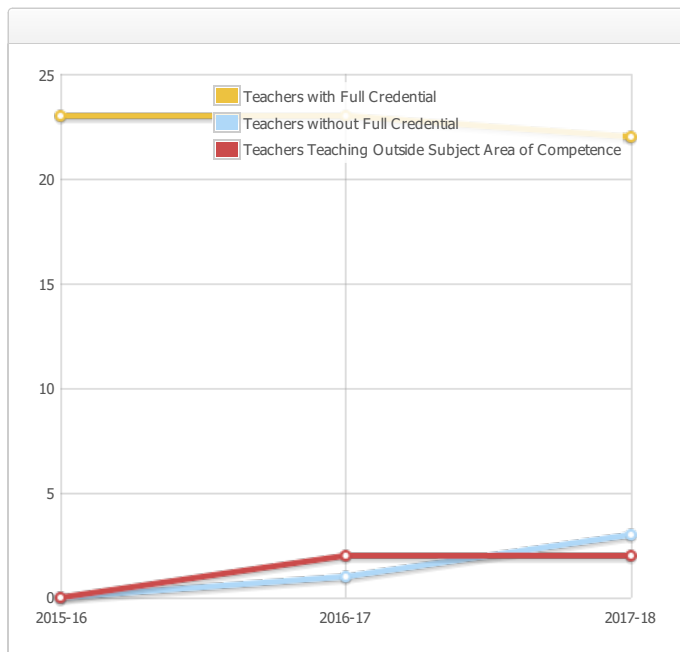
State Priority: Basic

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

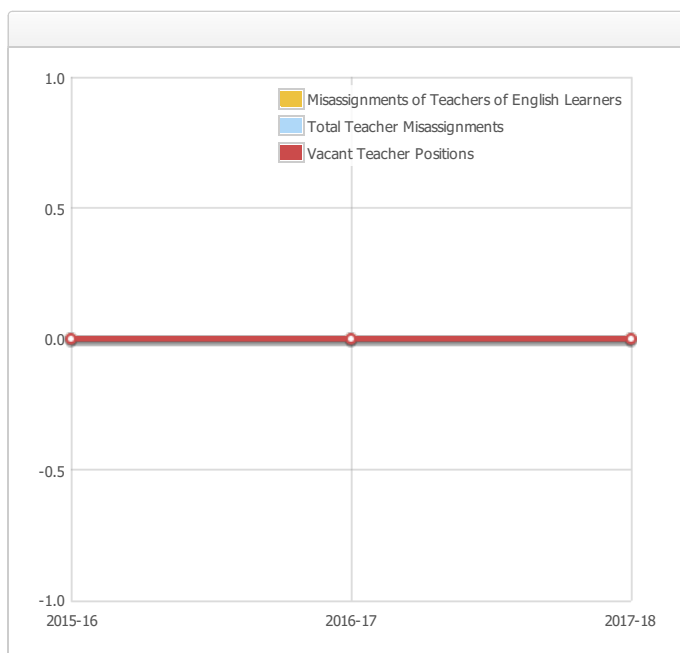
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 23 | 23 | 22 | |
| Without Full Credential | 0 | 1 | 3 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 2 | 2 | |



Last updated: 1/8/2018

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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: 1/8/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------------|---|
| Reading/Language Arts | Country School/Independent Study K-5 HMH Journeys 6-8 HMH Collections High School/Independent Study HMH Collections | Yes | 0.0 % |
| Mathematics | Country School K-8 Engage New York Eureka Math CCSS 2014 Independent Study K-5 My Math CCSS 6-8 California Math CCSS 9-12 (Is and On Campus) Integrated Math 1 CCSS 2014 Integrated Math 2 CCSS 2015 Integrated Math 3 CCSS 2016 IXL Keys To Math Big Ideas Algebra | Yes | 0.0 % |
| Science | K-8: California Science AIMS Pearson Earth Science (6) Pearson Physical Science (7&8) High School: Glencoe Earth Science Glencoe Biology Glencoe Integrated Science | | 0.0 % |
| History-Social Science | k-8: K- My World 1-4 California Vistas 5 California Early Years 6 - California Ancient Civilizations High School Glencoe - World History Glencoe - US History | | 0.0 % |

Glencoe - Economics/Government

| | | | | |
|---------------------------------|---|--|-----|-------|
| Foreign Language | | | | 0.0 % |
| Health | American Guidance Service Text | | | 0.0 % |
| Visual and Performing Arts | Photography Complete Course Art of Drawing | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | | N/A | 0.0 % |

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

Last updated: 1/8/2018

School Facility Conditions and Planned Improvements

Fire and Safety Inspection Passed Fall 2017

Very Clean Daily maintenacne and janitorial. School using Prop 39 funds to upgrade lighting and HVAC system

Last updated: 1/4/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

| 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

Year and month of the most recent FIT report: December 2017

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/4/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 34% | 39% | 51% | 52% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 22% | 25% | 31% | 27% | 36% | 37% |

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: 1/4/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 237 | 194 | 81.86% | 39.38% |
| Male | 120 | 99 | 82.50% | 30.30% |
| Female | 117 | 95 | 81.20% | 48.94% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 32 | 27 | 84.38% | 33.33% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 186 | 148 | 79.57% | 42.86% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 114 | 98 | 85.96% | 24.74% |
| English Learners | | | | |
| Students with Disabilities | 39 | 37 | 94.87% | 16.22% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/4/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 237 | 195 | 82.28% | 25.13% |
| Male | 120 | 98 | 81.67% | 22.45% |
| Female | 117 | 97 | 82.91% | 27.84% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 32 | 27 | 84.38% | 29.63% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 186 | 149 | 80.11% | 25.50% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 114 | 98 | 85.96% | 14.29% |
| English Learners | | | | |
| Students with Disabilities | 38 | 37 | 97.37% | 16.22% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/4/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 52.0% | 38.0% | 71.0% | 55.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/4/2018

Career Technical Education Programs (School Year 2016-17)

Senior Seminar offered and Career classes. GRCS High School has used the College REadiness Grant to open a Career and College Guidance Center for all high school students. GRCS maintains a Work Permit program.

These classes work on resume, interview and career minded objectives.

Electives offer the students career exploration

Last updated: 1/4/2018

Career Technical Education Participation (School Year 2016-17)

| 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: 1/4/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.0% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 5 | 13.6% | 22.7% | 45.5% |
| 7 | 18.2% | 18.2% | 40.9% |
| 9 | 14.3% | 28.6% | 7.1% |

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: 1/4/2018

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 (School Year 2017-18)

Contact school office at (209) 532-9781 or visit our school website at www.goldrushcs.org.
 Parents may serve as a member of the Board of Trustees.
 Parents may volunteer in classrooms.
 Parents may attend field trips.
 Parents are surveyed for CCS and LCAP planning.

State Priority: Pupil Engagement

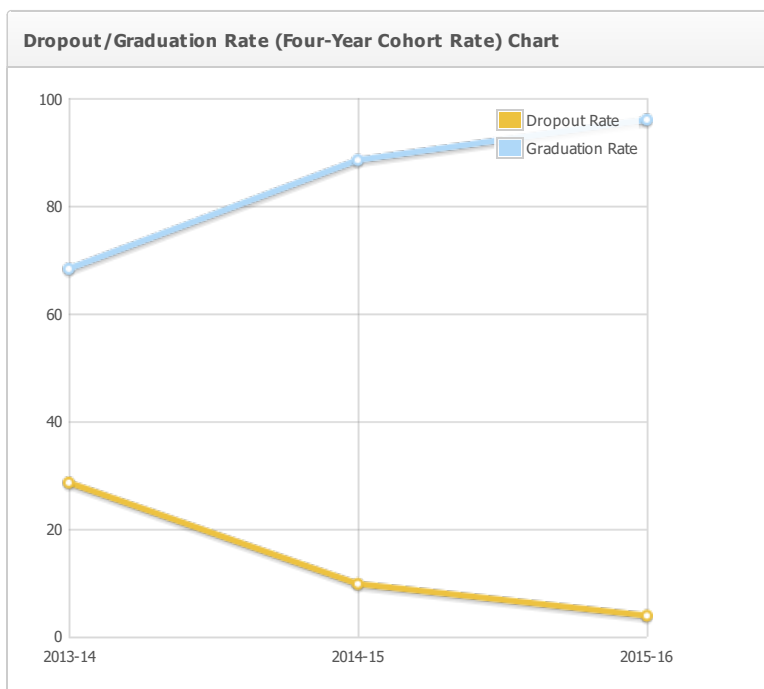
Last updated: 1/8/2018

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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 28.6% | 9.8% | 3.9% | 5.6% | 7.9% | 5.1% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 68.3% | 88.5% | 96.0% | 93.3% | 90.1% | 93.7% | 81.0% | 82.3% | 83.8% |



Last updated: 1/8/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 100.0% | 100.0% | 87.1% |
| Black or African American | 0.0% | 66.7% | 79.2% |
| American Indian or Alaska Native | 100.0% | 85.7% | 80.2% |
| Asian | 0.0% | 0.0% | 94.4% |
| Filipino | 0.0% | 0.0% | 93.8% |
| Hispanic or Latino | 100.0% | 100.0% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 100.0% | 86.6% |
| White | 100.0% | 98.3% | 91.0% |
| Two or More Races | 100.0% | 100.0% | 90.6% |
| Socioeconomically Disadvantaged | 100.0% | 100.0% | 85.5% |
| English Learners | 0.0% | 0.0% | 55.4% |
| Students with Disabilities | 100.0% | 100.0% | 63.9% |
| Foster Youth | 0.0% | 0.0% | 68.2% |

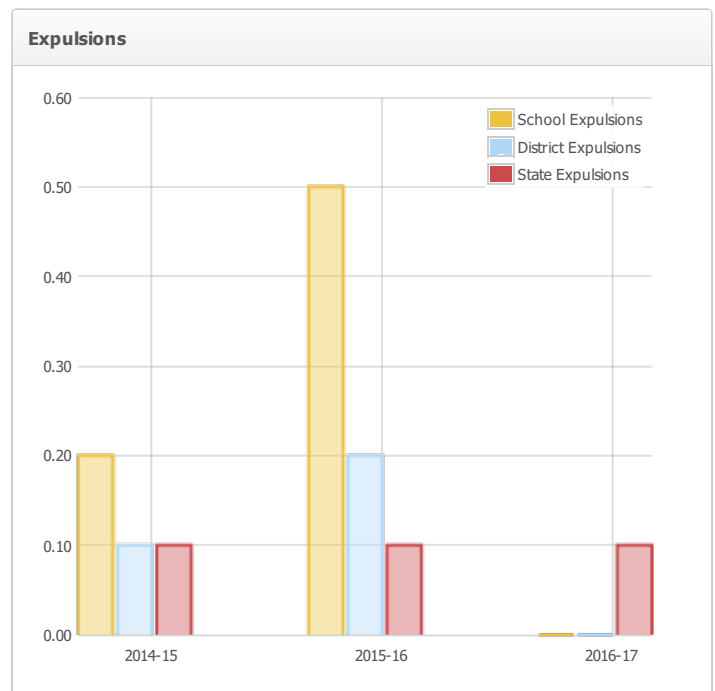
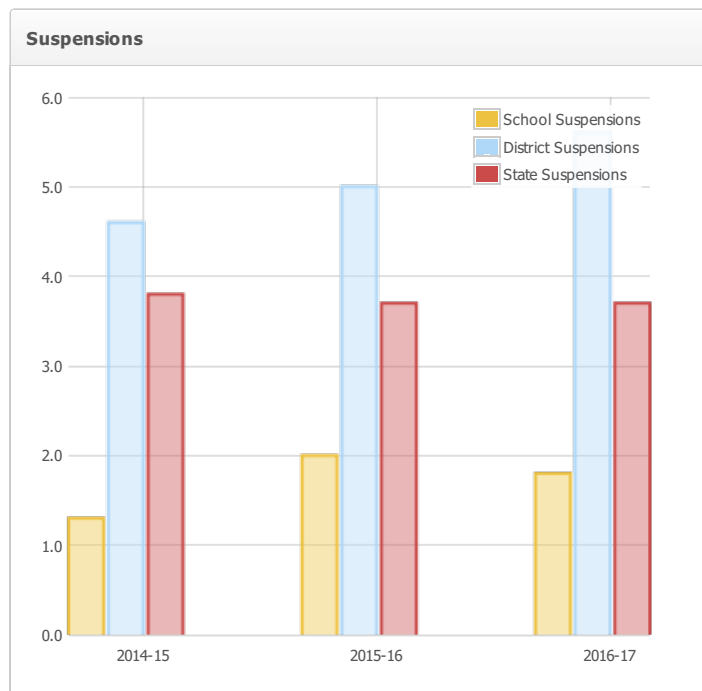
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 1.3% | 2.0% | 1.8% | 4.6% | 5.0% | 5.6% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.2% | 0.5% | 0.0% | 0.1% | 0.2% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 1/8/2018

School Safety Plan (School Year 2017-18)

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.

Each year all students and staff receive ALICE training by local law enforcement.

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: 1/8/2018

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | 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% |

Last updated: 1/16/2018

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 18.0 | 3 | 0 | 0 | 18.0 | 1 | 1 | 0 | 26.0 | 0 | 2 | 0 |
| 1 | 17.0 | 1 | 0 | 0 | 21.0 | 0 | 1 | 0 | 22.0 | 0 | 1 | 0 |
| 2 | 13.0 | 1 | 0 | 0 | 17.0 | 1 | 0 | 0 | 20.0 | 1 | 0 | 0 |
| 3 | 20.0 | 1 | 0 | 0 | 21.0 | 0 | 1 | 0 | 23.0 | 0 | 1 | 0 |
| 4 | 0.0 | 0 | 0 | 0 | 21.0 | 0 | 1 | 0 | 23.0 | 0 | 1 | 0 |
| 5 | 30.0 | 0 | 1 | 0 | 19.0 | 1 | 0 | 0 | 23.0 | 0 | 1 | 0 |
| 6 | 17.0 | 1 | 0 | 0 | 17.0 | 1 | 0 | 0 | 17.0 | 1 | 0 | 0 |
| Other | 0.0 | 0 | 0 | 0 | 5.0 | 1 | 0 | 0 | 13.0 | 1 | 0 | 0 |

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

Last updated: 1/16/2018

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | 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 | 4.0 | 51 | 1 | 0 | 5.0 | 45 | 0 | 0 | 5.0 | 53 | 0 | 0 |
| Mathematics | 4.0 | 34 | 2 | 0 | 4.0 | 29 | 0 | 0 | 3.0 | 43 | 0 | 0 |
| Science | 5.0 | 23 | 1 | 0 | 4.0 | 22 | 0 | 0 | 7.0 | 24 | 0 | 0 |
| Social Science | 4.0 | 48 | 0 | 0 | 5.0 | 44 | 0 | 0 | 5.0 | 43 | 0 | 0 |

* 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: 1/16/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | 1.5 | 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: 1/8/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8004.8 | \$2181.9 | \$5823.0 | \$49941.6 |
| District | N/A | N/A | \$0.0 | \$71451.0 |
| Percent Difference – School Site and District | N/A | N/A | 200.0% | -35.4% |
| State | N/A | N/A | \$6574.0 | \$69964.0 |
| Percent Difference – School Site and State | N/A | N/A | -12.1% | -33.4% |

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

Last updated: 1/16/2018

Types of Services Funded (Fiscal Year 2016-17)

Credit Recovery - For High School students who join Gold Rush and are behind in credits. This program is a one on one program that allows students to work at a faster pace to make up failed classes.

Fast ForWrd - This reading program is for students who are struggling with reading comprehension. the student works 30 minutes per day on electronic tablet using the Fast ForWrd program.

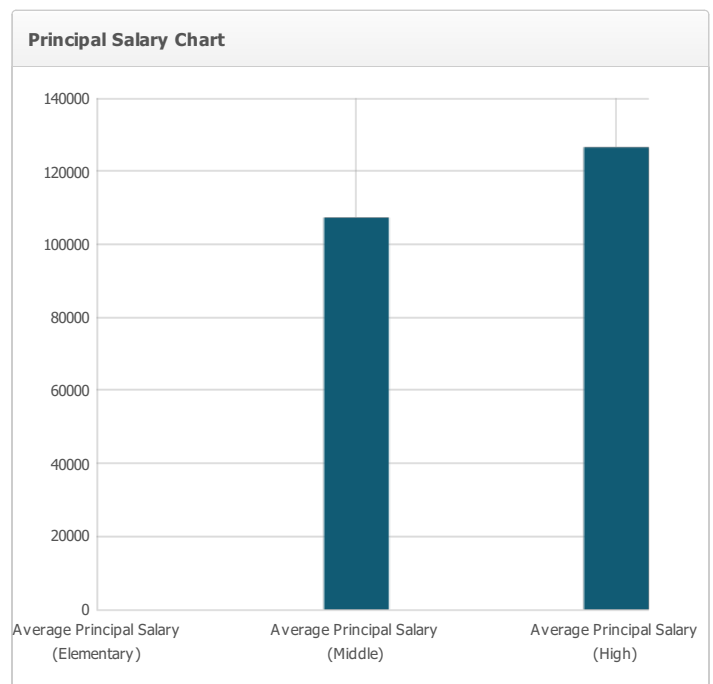
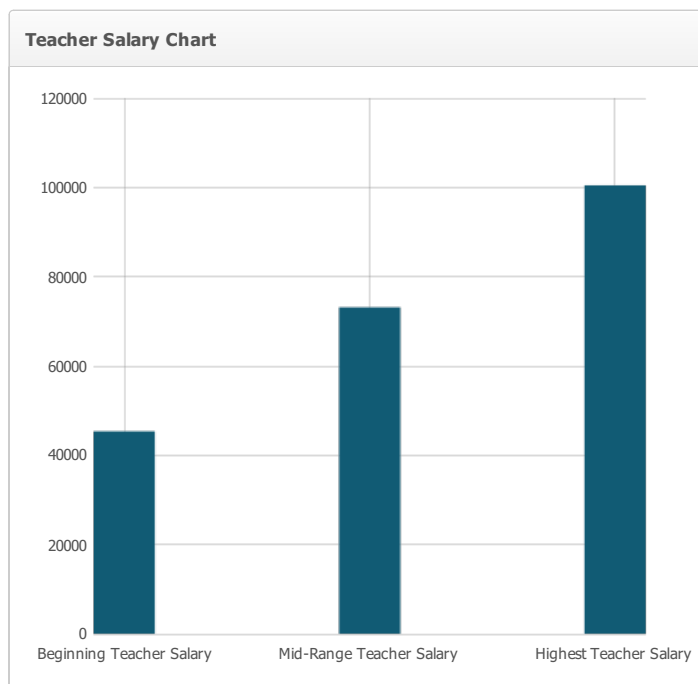
College Block Grant - Fall 2017 On Site College Ready Specialist

Last updated: 1/16/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,365 | \$45,374 |
| Mid-Range Teacher Salary | \$73,145 | \$67,188 |
| Highest Teacher Salary | \$100,472 | \$91,637 |
| Average Principal Salary (Elementary) | \$ | \$ |
| Average Principal Salary (Middle) | \$107,289 | \$107,289 |
| Average Principal Salary (High) | \$126,548 | \$123,947 |
| Superintendent Salary | \$144,200 | \$132,751 |
| Percent of Budget for Teacher Salaries | 34.0% | 28.0% |
| Percent of Budget for Administrative Salaries | 8.0% | 6.0% |

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



Last updated: 1/8/2018

Advanced Placement (AP) Courses (School Year 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All Courses | 0 | 0.0% |

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

Professional Development

Staff receives Staff development in many areas of curriculum. Teachers attend Staff Development days at site, Conferences, Webinars and group trainings.

Subjects Include:

- * STEM
- * Math
- * ELA
- * Numbers Speak

Other topics have included:

- * Safety Training - Including ALICE Training
- * Fire & Earthquake drills

Last updated: 1/16/2018