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
While working on the WASC accreditation action plans, teachers and students were surveyed. Teachers were also surveyed for strategic planning purposes, facilities, and Common Core curriculum. The information gained from those surveys, was utilized in the WASC and LCAP plans/goals. Parents were surveyed regarding Eureka Common Core math. This information determined if there was a need for Parent Common Core Nights and further surveys. 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. 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 an Executive report that included items within the LCAP goals. The Board meeting will review 2015/2016 LCAP plan and actual outcomes. The second June Board meeting will entail the final vote for approval of the 2016/2017 LCAP. The principal attended County-wide Administrator and LCAP meetings at the Country Office of Education.	Through the surveys completed by the school, new classes were offered, such as the Independent Study Technology class. Changes were made to the Credit Recovery program, and a new administrative assistant was hired for Independent Study. Student success was monitored through monthly meetings, new materials were selected to benefit on-campus and independent study students, and personal learning plans were enhanced to better support the education of all students.
Annual Update: State Priority 1: Qualified Teachers: Gold Rush Charter School budgets for a credentialed Credit Recovery teacher. 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. 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. State Priority 2: At the High School site, new Common Core English curriculum is being implements for 2016. The teacher is trained in differentiating instruction for each individual student's ability. For this reason, supplemental assignments regarding current events were	**Annual Update:** Throughout the 2015/2016 school year, the Principal gave monthly updates to the Board on items relating to both LCAP and WASC goals/plans. The administration team opened an independent study office, which includes and independent study administrative assistant. A new Special Education coordinator was hired full-time. That coordinator works one-on-one with all K-12 teachers to ensure 504 and IEP requirements are being met. 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-

implemented to maintain individualized education. Grades 9-10 are using *Integrated Math 1 and 2 (McGraw Hill).* Instruction can be individualized by supplementing/using intervention materials, that are provided via the online component of the text book. In grades K-6 *Making Meaning and Being a Writer*, K-3 *SIPPS* (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. <u>State Priority 3</u>: Parents are surveyed to give input in their Common Core understanding, needs and concerns. <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, and class passage rates. <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 more one-on-one math and Credit Recovery classes to increase graduation rates and lower absenteeism and drop-out rates. <u>Priority 6</u>: At the May 5, 2016 Board meeting, a new expulsion policy was approved by the Board of Trustees. <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. <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 comprehension of Common Core materials.	achieving and failing students.

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 school sites 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 school sites 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 school sites 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?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal 1: Improve student learning and success opportunities LEA-wide.**	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Gold Rush Charter will increase the percent of students who graduate.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016/17	
Expected Annual Measurable Outcomes:	1a. Credit Recovery will be held 5 days a week, 9 am to 2 pm, 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. 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. In reviewing the 14/15 1c progress, it was discovered that many students opted not to participate in concurrent enrollment due to transportation issues. Therefore, for the 16/17 school year, there will be a focus on researching available transportation options for high school students to Columbia College.

1c. To ensure students get support for placement and enrollment into Columbia College, GRCS will hold college days at the high School campus. This event will include college information, placement testing and online registration opportunities.

1d. Administration will oversee all Independent Study appointments are met via schedules and attendance tracking sheets submitted to the principal at the end of each learning period. 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.

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 2016 will be selected for a random internal audit to verify teachers are utilizing the 4-year education plan form. New forms created in the Spring of 2016 will be implemented. These three forms, one for Bronze, one for Silver and one for Gold diplomas will be introduced in Fall 2016.

1f. Due to the success and enrollment in the new technology class that was added for students on Fridays from 9-11, GRCS will continue to offer technology classes on Fridays for K-12 IS students. The goal of this class is to encourage students to participate in state mandated testing.

1g. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers.

1h. Survey students, parents, staff and board members to gain input in LCAP decision making process.

1i. Classroom aide to help student instruction and student academic success.

1j. As recommended in our 2016 WASC visit review, GRCS high school will bench mark all high school math and English students throughout the year.

1k. In a staff survey it was suggested that GRCS offer a pull-out or extra reading enrichment to help challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-12 students.

1l. GRCS will begin coordinating with Columbia College to hold one or more college courses at the High School site for the 17/18 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Credit Recovery will be held 5 days a week, 9 am to 2 pm, on campus (as opposed to Independent Study). Staff/Rent/Operations	HS	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $26,672.00 *(50% of Salary + Lease)*
1b. Transportation option for Columbia College.	HS/IS		

		1b. $500.00
1c. College information days for placement testing and college registration.	HS/IS	
1d. Office manager/site coordinator will oversee and track that all Independent Study appointments are met and report to Principal. Will also be in charge of coordinating IS Curriculum and other duties.	IS	1d. $27,300.00 (75% of salary)
1e. Implement new 4 Year Tracking Plan sheets.	HS/IS	
1f. Independent Study computer classes.	IS	
1g. Enroll teachers in verification process for HQT.	LEA-wide	
1h. LCAP survey. 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	
1i. Hire Classroom Aides to help with academic success.	LEA-wide	1i. $58,211.00 (3 Aide Salaries)
1j. As recommended in our 2016 WASC visit review GRCS high school will bench mark all high school math and English students throughout the year.	HS/IS	
1k. 1n. In a staff survey it was suggested that GRCS offer a pull out or extra reading help to challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-12 students.	CS	1k. $5,000.00
1l. GRCS will begin coordinating with Columbia College to hold one or more college courses at the High School site for the 17/18 school year.	HS	

GOAL:	**Goal 2: Improve logistics for all grade levels, for all students.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__

Identified Need :	To ensure all students have access to needed PLP instruction and services.		
Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016/17

Expected Annual Measurable Outcomes:	2a. Purchase new furniture and technology, as needed, for each site. 2b. Continue lease of the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services. 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Purchase new furniture and technology, as needed, for each site. 2b. Continue lease of the portables/multipurpose room and additional student restrooms at the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services. 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.	LEA-wide CS HS/IS	X ALL	**2a.$4,621.00** **2b. $42,912.00** **2c. $1,000.00**
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL:	**Goal 3: Implementation of Common Core and all new curriculum.**	Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4__ 5__ 6_X_ 7__ 8_X_ COE only: 9__ 10__
Identified Need :	Maintain state requirements for all CCSS and curriculum implementation.	
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016/17

Expected Annual Measurable Outcomes:	3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study. 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. New teachers will receive Beginning Teacher Support Assessment (BTSA) 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. 3d. Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress. 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. 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. 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. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study.	LEA-wide		**3a.15,000.00**
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. New teachers will receive BTSA training.	LEA-wide		**3b. $8518.00**
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.	LEA-wide		
3d. Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress.	LEA-wide		
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.	LEA-wide	<u>X</u> ALL	
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.	LEA-wide		
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.	LEA-wide		
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.	LEA-wide		
			Total for

		Goals 1-3 for 2016/2017: $189,734.00
	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL:	**Goal 1: Improve student learning and success opportunities LEA- wide.**	Related State and/or Local Priorities: 1 _X_ 2__ 3 _X_ 4 _X_ 5 _X_ 6__ 7 _X_ 8 _X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Gold Rush Charter will increase the percent of students who graduate.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1a. Credit Recovery will be held 5 days a week, 9 am to 2 pm, 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. 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. In reviewing the 14/15 1c progress, it was discovered that many students opted not to participate in concurrent enrollment due to transportation issues. Therefore, for the 16/17 school year, there will be a focus on researching available transportation options for high school students to Columbia College. 1c. To ensure students get support for placement and enrollment into Columbia College, GRCS will hold college days at the high School campus. This event will include college information, placement testing and online registration opportunities.

1d. Administration will oversee all Independent Study appointments are met via schedules and attendance tracking sheets submitted to the principal at the end of each learning period. 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.

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 2016 will be selected for a random internal audit to verify teachers are utilizing the 4-year education plan form. New forms created in the Spring of 2016 will be implemented. These three forms, one for Bronze, one for Silver and one for Gold diplomas will be introduced in Fall 2016.

1f. Due to the success and enrollment in the new technology class that was added for students on Fridays from 9-11, GRCS will continue to offer technology classes on Fridays for K-12 IS students. The goal of this class is to encourage students to participate in state mandated testing.

1g. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers.

1h. Survey students, parents, staff and board members to gain input in LCAP decision making process.

1i. Classroom aide to help student instruction and student academic success.

1j. As recommended in our 2016 WASC visit review, GRCS high school will bench mark all high school math and English students throughout the year.

1k. In a staff survey it was suggested that GRCS offer a pull-out or extra reading enrichment to help challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-12 students.

1l. GRCS hold one or more college courses at the High School site.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Credit Recovery will be held 5 days a week, 9 am to 2 pm, on campus (as opposed to Independent Study). Staff/Rent	HS	_X_ ALL	**1a. $30,000.00**
1b. Transportation option for Columbia College.	HS/IS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**1b. $.1,000.00**
1c. College information days for placement testing and college registration.	HS/IS		
1d. Front desk will track Independent Study appointments and report to Principal.	IS		**1d. $29,941.00**
1e. Implement new 4 Year Tracking Plan sheets.	HS/IS		**1i. $58,211.00** **1k. 5,000.00**

1f. Independent Study computer classes.	IS	
1g. Enroll teachers in verification process for HQT.	LEA-wide	
1h. LCAP survey. 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	
1i. Hire Classroom Aides to help with academic success.	LEA-wide	
1j. As recommended in our 2016 WASC visit review GRCS high school will bench mark all high school math and English students throughout the year.	HS/IS	
1k. 1n. In a staff survey it was suggested that GRCS offer a pull out or extra reading help to challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-12 students.	CS	
1l. GRCS will hold one or more college courses at the High School site.	HS	

GOAL:	**Goal 2: Improve logistics for all grade levels, for all students.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__

Identified Need :	To ensure all students have access to needed PLP instruction and services.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	2a. Purchase new furniture and technology, as needed, for each site. 2b. Continue lease of the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services. 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Purchase new furniture and technology, as needed, for each	LEA-wide	_X_ ALL	**2a. $5,000.00**

site. 2b. Continue lease of the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services. 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.	CS HS/IS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**2b. $45,000** **2c. $1,000.00**

GOAL:	**Goal 3: Implementation of Common Core and all new curriculum.**	Related State and/or Local Priorities: 1__ 2 X 3 X 4__ 5__ 6 X 7__ 8 X COE only: 9__ 10__

Identified Need :	Maintain state requirements for all CCSS and curriculum implementation.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study. 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. New teachers will receive Beginning Teacher Support Assessment (BTSA) 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. 3d. Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress. 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. 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. 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.

	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.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**3a.** **$15,000.00** **3b. $5758.00**
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. New teachers will receive BTSA training.	LEA-wide		
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.	LEA-wide		
3d. Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress.	LEA-wide		
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.	LEA-wide		
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.	LEA-wide		
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.	LEA-wide		

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.	LEA-wide	

GOAL:	**Goal 1: Improve student learning and success opportunities LEA- wide.**	Related State and/or Local Priorities: 1 _X_ 2__ 3 _X_ 4 _X_ 5 _X_ 6__ 7 _X_ 8 _X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Gold Rush Charter will increase the percent of students who graduate.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1a. Credit Recovery will be held 5 days a week, 9 am to 2 pm, 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. 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. In reviewing the 14/15 1c progress, it was discovered that many students opted not to participate in concurrent enrollment due to transportation issues. Therefore, for the 16/17 school year, there will be a focus on researching available transportation options for high school students to Columbia College. 1c. To ensure students get support for placement and enrollment into Columbia College, GRCS will hold college days at the high School campus. This event will include college information, placement testing and online registration opportunities. 1d. Administration will oversee all Independent Study appointments are met via schedules and attendance tracking sheets submitted to the principal at the end of each learning period. 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. 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 2016 will be selected for a random internal audit to verify teachers are utilizing the 4-year education plan form. New forms created in the Spring of 2016 will be implemented. These three forms, one for Bronze, one for Silver and one for Gold diplomas will be introduced in Fall 2016. 1f. Due to the success and enrollment in the new technology class that was added for students on Fridays from 9-11, GRCS will continue to offer technology classes on Fridays for K-12 IS students. The goal of this class is to encourage students to participate in state mandated testing. 1g. Enroll teachers into verification process for Special Settings Classes for Highly Qualified Teachers. 1h. Survey students, parents, staff and board members to gain input in LCAP decision making process. 1i. Classroom aide to help student instruction and student academic success. 1j. As recommended in our 2016 WASC visit review, GRCS high school will bench mark all high school math and English students throughout the year. 1k. In a staff survey it was suggested that GRCS offer a pull-out or extra reading enrichment to help challenged students. Therefore, GRCS will offer an online reading program to help increase the reading comprehension of k-12 students. 1l. GRCS will begin coordinating with Columbia College to hold one or more college courses at the High School site for the 17/18 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Credit Recovery will be held 5 days a week, 9 am to 2 pm, on	HS	__X_ ALL	1a. $30,000.00

Actions/Services		Scope of Service		Budget
campus (as opposed to Independent Study). Staff/Rent			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**1b. $.1,000.00**
1b. Transportation option for Columbia College.	HS/IS			
1c. College information days for placement testing and college registration.	HS/IS			**1d. $32,970.00**
1d. Front desk will track Independent Study appointments and report to Principal.	IS			**1i. $58,211.00**
1e. Implement new 4 Year Tracking Plan sheets.	HS/IS			**1k. 5,000.00**
1f. Independent Study computer classes.	IS			
1g. Enroll teachers in verification process for HQT.	LEA-wide			
1h. LCAP survey. 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			
1i. Hire Classroom Aides to help with academic success.	LEA-wide			
1j. As recommended in our 2016 WASC visit review GRCS high school will bench mark all high school math and English students throughout the year.	HS/IS			
1k. 1n. In a staff survey it was suggested that GRCS offer a pull out or extra reading help to challenged students. Therefore, GRCS will offer a online reading program to help increase the reading comprehension of k-12 students.	CS			
1l. GRCS will hold one or more college courses at the High School site.	HS			

GOAL:	**Goal 2: Improve logistics for all grade levels, for all students.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__

Identified Need :		To ensure all students have access to needed PLP instruction and services.
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	2a. Purchase new furniture and technology, as needed, for each site. 2b. Continue lease of the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services. 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Purchase new furniture and technology, as needed, for each site. 2b. Continue lease of the Country School to ensure small class size, self-contained classrooms and to help maintain SPED services. 2c. Continue logistic improvements for the High School and Independent Study sites, including the rental of new suites. This includes landscaping.		LEA-wide CS HS/IS	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $5,000.00 2b. $45,000.00 2c. $1,000.00

GOAL:	**Goal 3: Implementation of Common Core and all new curriculum.**	Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4__ 5__ 6_X_ 7__ 8_X_ COE only: 9__ 10__

Identified Need :	Maintain state requirements for all CCSS and curriculum implementation.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2018/19	
Expected Annual Measurable Outcomes:	3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study. 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. New teachers will receive Beginning Teacher Support Assessment (BTSA) 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. 3d. Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress.

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.

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.

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.

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Continue to purchase Common Core curriculum based on the CCSS framework and professional learning seminar for the Country School. Create a Common Core committee to research new curriculum and select for the Country School, High School and Independent Study.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	**3a. $15,000.00** **3b. $5,313.00**
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. New teachers will receive BTSA training.	LEA-wide		
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.	LEA-wide		
3d. Various staff will participate in CCSS Staff development days to promote CCSS implementation. Will be measured by written reports of curriculum implementation progress.	LEA-wide		
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.	LEA-wide		

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.	LEA-wide	
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.	LEA-wide	
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.	LEA-wide	

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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.

Original GOAL from prior year LCAP:	*Goal 1: Improve student learning and success opportunities LEA-wide.*	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups: All	

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.	Actual Annual Measurable Outcomes:	1a. Credit Recovery was held on Mondays and Fridays. Attendance was tracked through work samples and student files.
	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.		1b. The state temporarily removed CAHSEE testing as a requirement for schools. However, classroom and one-on-one remediation practices in Math still took place.
	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. In reviewing the 14/15 1c progress, it was discovered that many students opted not to participate in concurrent enrollment due to transportation issues. Therefore, for the 15/16 school year, there will be a focus on researching available transportation options for high school students to Columbia College.		1c. A representative from Columbia College spoke with Administration and staff to discuss programs. Presentations and training were given to teachers at the high school so all students could be informed. All parents were made aware of the opportunity for their students to participate in concurrent enrollment through their Master Agreement signing, school tours and more formally, Claim Jumper day. At the end of the 15/16 school year, representatives from Columbia College came to the high school site to give a presentation on the benefits of college/concurrent enrollment. Staff and students then utilized the high school computer lab to give students their assessment test and help them register for Columbia. Bus passes have been available to students this year. However, with scheduling issues, many students did not utilize them. There has been greater expressed interest in students this year to take advantage of this for the 16/17 school year.
	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.		1d. In implementing the new Independent Study administrative assistant, it was found that 100% of her time was utilized setting and tracking appointments, tracking attendance, attending

			meetings and communicating with Independent Study staff and students. Therefore, 100% of her salary will be credited to the 16/17 LCAP.

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.

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 the parent portal current. 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 aide to help student instruction and student academic success.

1e. This year, high school teachers started utilizing a high school educational plan. Upon further review and staff recommendations, a 4-year plan was created for each diploma option and will be implemented July 1, 2016.

1f. This plan is still in progress, with research still being conducted.

1g. This plan is still in progress, with research still being conducted.

1h. This plan is still in progress, with research still being conducted.

1i. A new technology class was offered for 3-8 grade independent study students (15 enrolled) at the Country School campus. A technology class was offered for 9-12 grade independent study students (15 enrolled) at the high school site. Activities included coding, robotics, 3D printing and photography as well as items covered in the on-site technology courses.

1j. This action is still in progress as an audit of teacher credentialing will take place June 3rd, 2016. Ending No Child left behind and beginning Every Student Succeeds, Highly Qualified Teachers will see necessary changes in the future.

1k. As part of the WASC and LCAP plans, teachers were surveyed on curriculum, facilities, goals, and strategic planning. Many of those survey responses have been included in the new LCAP and WASC action plans.

1l. Three aides were utilized this year at Gold Rush Charter School. Their responsibilities ranged from math tutoring, teacher support, and one-on-one student assistance.

LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

			Expenditures
1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study). Staff/Rent	1a. $34808.00	1a. Credit Recovery was held 2 days a week, on campus, Mondays and Fridays. Eleven students were enrolled in credit recovery with ten successfully moving on to the next grade, no longer needing Credit Recovery services. Three of those students were seniors. Two graduated and one will be returning in the Fall to complete classes.	**1a. $34,808.00**
1c. Provide bus passes for students.	1c. $1,000.00		
1d. Front desk will track Independent Study appointments and report to Principal.	1d. $3,390 (10% of salary)	1c. A representative from Columbia College spoke with Administration and staff to discuss programs. Presentations and training were given to teachers at the high school so all students could be informed. All parents were made aware of the opportunity for their students to participate in concurrent enrollment through their Master Agreement signing, school tours and more formally, Claim Jumper day. At the end of the 15/16 school year, representatives from Columbia College came to the high school site to give a presentation on the benefits of college/concurrent enrollment. Staff and students then utilized the high school computer lab to give students their assessment test and help them register for Columbia. Bus passes have been available to students this year. However, with scheduling issues, many students did not utilize them. There has been greater expressed interest in students this year to take advantage of this for the 16/17 school year.	**1.c $0.00**
1f. Add parent portal to existing student information system for parents and teachers to have better communication when tracking students' assignments and work.	1f. $4,000		
1g. Ensure staff is properly trained to utilize and keep current parent portal.			
		1d. In implementing the new Independent Study administrative assistant, it was found that 100% of her time was utilized setting and tracking appointments, tracking attendance, attending meetings and communicating with Independent Study staff and students. Therefore, 100% of her salary will be credited to the 16/17 LCAP.	**1d. $16,950.00 (1/2 of salary instead of 10%)**
		1f. This plan is still in progress, with research still being conducted. We did spend money to put our student data base system web based so that each office/teacher can view the information.	**1f. $3,000**
1i. Create computer lab designated at the High School site for Independent Study students.	1i. $10,000.00	1g. This plan is still in progress, with research still being conducted.	**1i. $8,000.00**

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.	1j. $10,000.00 1l. Two Aides $25,000	1i. A new technology class was offered for 3-8 grade independent study students (15 enrolled) at the Country School campus. A technology class was offered for 9-12 grade independent study students (15 enrolled) at the high school site. Activities included coding, robotics, 3D printing and photography as well as items covered in the on-site technology courses. 1j. This action is still in progress as an audit of teacher credentialing will take place June 3rd, 2016. Ending No Child left behind and beginning Every Student Succeeds, Highly Qualified Teachers will see necessary changes in the future. 1l. Three aides were utilized this year at Gold Rush Charter School. Their responsibilities ranged from math tutoring, teacher support, and one-on-one student assistance.	**1j. $0.00** **1l. Three Aides $25,000.00**
Scope of service: _X_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: X_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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?	

Original GOAL from prior year LCAP:	*Goal 2: Improve logistics for all grade levels, for all students.*	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All	
Expected	2a. Purchase new furniture and technology, as needed, for each	Actual Annual	2a. Carts and tablets were purchased

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Annual Measurable Outcomes:	site. 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. 2c. Continue logistic improvements for the High School and Independent Study sites.	Measurable Outcomes:	2b. The Country School campus continued to be leased to maintain self-contained classrooms to help avoid combo classes and help maintain Special Education services. 2c. More suites were leased to ensure one-on-one appointments and smaller caseloads for each teacher. More independent study teachers were hired.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2a. Purchase carts, update technology. 2b. Continue to lease the Country School campus. 2c. Continue logistic improvements for the High School and Independent Study sites, including Semsen landscaping.	2a. $10,000 2b. $33008.00 (half the campus) 2c. $1,000 (maintenance)	2a. Carts and tablets were purchased 2b. The Country School campus continued to be leased to maintain self-contained classrooms to help avoid combo classes and help maintain Special Education services. 2c. More suites were leased to ensure one-on-one appointments and smaller caseloads for each teacher. More independent study teachers were hired.	**2a.)$10,000.00** **2b.)33,008.00** **2c.)$2,000.00**
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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?	

Original GOAL from prior year LCAP:	**Goal 3: Implement Common Core.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	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. 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. 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. 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. 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. 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. 3g. Multiple surveys will be issued to parents to evaluate their	Actual Annual Measurable Outcomes:	3a. Math 1 and 2 curriculum was purchased for 15/16. Math 3 was purchased for 16/17, to utilize for both the high school on-site and independent study programs. For on-campus K-8 students, Eureka Math was purchased. For independent study K-8 students, My Math was purchased. 3b. It was determined that fewer teachers would be needed for the County-wide selection process of Common Core ELA, as compared to the selection of Common Core Math. Therefore, two on-campus and one independent study teacher participated in all-county selection meetings for the new Common Core ELA materials. Those teachers came back and held on-campus meetings with Gold Rush staff, which included reviewing all selection materials so all K-12 on-campus and independent study teachers could participate in the selection process. This was done by utilizing staff development days and piloting materials in the classroom. 3c. Due to positive feedback through our Common Core surveys, it was decided that Common Core Parent Information Nights were not needed for this school year, but will be utilized in 16/17 for ELA. 3d. All K-12 teachers, who participate in English instruction, participated in the PLC selection of Common Core material. 3e. Purchased additional classroom sets of tablets along with updated charging carts. Also purchased keyboards and cases. 3f. K-8 staff members utilized Friday morning "POD" meetings to continue Common Core curriculum assessment.

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. 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.	3g. After the Fall Common Core survey results came in, it was decided a Spring Common Core survey would not be needed as parents collectively responded that they understood the new Common Core material and were able to assist their student with their work at home. 3h. A school administrator reported to the Board monthly, with updates on parent surveys, staff trainings and the selection process of Common Core.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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. 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. 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.	3a. $25,000 3b. $15,000 to include funding for substitutes needed when teachers attend trainings during school days. 3e. $10,000 for technology supplies.	3a. Math 1 and 2 curriculum was purchased for 15/16. Math 3 was purchased for 16/17, to utilize for both the high school on-site and independent study programs. For on-campus K-8 students, Eureka Math was purchased. For independent study K-8 students, My Math was purchased. 3b. It was determined that fewer teachers would be needed for the County-wide selection process of Common Core ELA, as compared to the selection of Common Core Math. Therefore, two on-campus and one independent study teacher participated in all-county selection meetings for the new Common Core ELA materials. Those teachers came back and held on-campus meetings with Gold Rush staff, which included reviewing all selection materials so all K-12 on-campus and independent study teachers could participate in the selection process. This was done by utilizing staff development days and piloting materials in the classroom 3e. Purchased additional classroom sets of tablets along with updated charging carts. Also purchased keyboards and cases.	**3a. $21,598.00** **3b. $2,500.00** **3e. $12,000.00**

Scope of service:			Scope of service:	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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?				

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:	$_____189,734.00_____

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.

7.01	%

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).

01-13-15 [California Department of Education]