§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Professional Learning Community/Advisory Meetings Jan. 24, 2014, Feb. 21, 2014, March 10, 2014, April 7, 2014 Board Presentation August 8, 2013 and March 14, 2014	*Served as a way to inform, educate, and gather input and feedback from stakeholders including staff, teachers, and administration.*
Strategic Planning Retreat-Teachers/Administration/Parents/Board Members July 19, 2013	*Principal/Director Ronald Hamilton presented the new layout for the Gold Rush Charter School strategic plan. Funding information was presented followed by a group work day. Feedback was provided to school leadership regarding all areas of the new strategic plan.*
November 2013 Board Survey-Board of Trustees	*Served as an avenue for the Board members to express ideas to fall in line with the strategic plan.*
January 2014 Staff Survey-Teachers/Administration Staff	*Sought out information from staff on needs for CCSS training and new ideas for each Gold Rush Charter School site.*
February 2014-Professional Learning Communities (PLC) Common Core State Standards (CCSS) Survey-Teachers	*Professional Learning Community meets to plan the implementation for Math into the school curriculum. These members also attend County Department of Education curriculum selection meetings and Dive Deeper trainings.*
March 2014-GRCS Survey- Parents/Students/Staff/Teachers/Administration/Community/Board	*A survey was distributed to all stakeholders with eight questions coinciding with each State priority. The results were utilized to determine new programs and to strengthen existing successful programs.*
March 2014-Board of Trustees Retreat	*Mr. Robert Griffith presented a PowerPoint presentation outlining the State's eight priorities of the new LCAP template enabling Administration to formulate LCAP.*

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?

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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Gold Rush Charter School will increase the percent of students who graduate.	*Goal 1: Increase percent of students who graduate by 3%* *1a. Improve the Credit Recovery Program.*	*All*	*High School*		*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*	*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*	*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*	*Student Achievement* *Student Engagement* *Other Student Outcomes* *School Climate* *Implementation of Common Core State*

					a 10% graduation increase annually.	*a 10% graduation increase annually.*	*a 10% graduation increase annually.*	*Standards* *Course Access*
1b. Hold CAHSEE Prep courses.					*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.*	*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.*	*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.*	
1c. More Concurrent Enrollment awareness.					*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.*	*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.*	*1c. Ensure all staff is aware of Concurrent Enrollment and its coinciding criteria. Gold Rush will track the number of students who utilize Concurrent Enrollment annually.*	
1d. Better Independent Study appointment accountability.					*1d. Administration will oversee all Independent Study*	*1d. Administration will oversee all Independent Study*	*1d. Administration will oversee all Independent Study*	

					appointments are met via schedules and attendance submitted to the principal monthly.	*appointments are met via schedules and attendance submitted to the principal monthly.*	*appointments are met via schedules and attendance submitted to the principal monthly.*	
1e. Better High School Course Plan tracking.					*1e. Implement a 4-year education plan form that all High School teachers will utilize to track student courses. Subject to random internal audits.*	*1e. Continue utilizing a 4-year education plan form that all High School teachers will utilize to track student courses. Subject to random internal audits.*	*1e. Continue utilizing a 4-year education plan form that all High School teachers will utilize to track student courses. Subject to random internal audits.*	
1f. Implement new student information system.					*1f. Obtain new student information system and re-structure registrar position. Will be measured by multiple staff members able to update and verify information.*	*1f. Continue to utilize new student information system. Will be measured by multiple staff members able to update and verify information.*	*1f. Continue to utilize new student information system. Will be measured by multiple staff members able to update and verify information.*	
1g. Train staff on new student information system.					*1g. Have staff attend training on new student information system. Will be measured by attendance form from*	*1g. Have staff attend training on new student information system. Will be measured by attendance form from*	*1g. Have staff attend training on new student information system. Will be measured by attendance form from*	

					training.	*training.*	*training.*	
	1h. Have student information system that parents can access.				*1h. Incorporate information into orientation for parents to access their students' academic information and maintain awareness of current school progress. Measured by periodic audit of parent and student activity.*	*1h. Incorporate information into orientation for parents to access their students' academic information and maintain awareness of current school progress. Measured by periodic audit of parent and student activity.*	*1h. Incorporate information into orientation for parents to access their students' academic information and maintain awareness of current school progress. Measured by periodic audit of parent and student activity.*	
Goal 2: Gold Rush will improve logistics for all grade levels, for all students.	Goal 2: Improve logistics for all grade levels for all students.	All	LEA-wide					
	2a. Create stable, updated classroom environments.				2a. Purchase new furniture and technology, as needed, for each site. Logistics will be evaluated annually according to enrollment.	2a. Purchase new furniture and technology, as needed, for each site. Logistics will be evaluated annually according to enrollment.	2a. Purchase new furniture and technology, as needed, for each site. Logistics will be evaluated annually according to enrollment.	School Climate

Basic Services |
| | 2b. Enhance High School and Independent Study facility and programs. | | | | 2b. Purchase or rent a new facility with space for a science lab, computer lab, and Independent | 2b. Purchase or rent a new facility with space for a science lab, computer lab, and Independent | 2b. Purchase or rent a new facility with space for a science lab, computer lab, and Independent | |

					Study building for the High School. Will be measured by obtaining new High School and Independent Study site.	Study building for the High School. Will be measured by obtaining new High School and Independent Study site.	Study building for the High School. Will be measured by obtaining new High School and Independent Study site.	
	2c. Enhance Country School facility and programs.				2c. Renew lease for Country School and add extra rooms to further accommodate Special Education, a cafeteria, and self-contained classrooms. Measured by Board-approved lease.			
Goal 3: Gold Rush will implement Common Core.	Goal 3: Implement Common Core. 3a. Purchase Common Core Curriculum. ELA and Math 3b. Continue to send staff to Common Core trainings.	All	LEA-Wide		3a. Common Core ELA Curriculum will be purchased based on the CCSS ELA framework and professional learning seminar. 3b. Staff will be sent to various Common Core trainings	3b. Staff will be sent to various Common Core	3b. Staff will be sent to various Common Core	Student Achievement Other Student Outcomes Parental Involvement Basic Services Implementation of Common Core State Standards (CCSS)

					throughout the year, to include Math: Dive Deeper, and selected staff will serve on County Common Core Material Selection committees to ensure growth of curriculum at each Gold Rush Charter School site. Measured by staff feedback and understanding of Common Core materials and implementation. Substitutes will be budgeted for to allow staff to attend Common Core trainings.	trainings throughout the year, to include webinar training for Eureka Math, and selected staff will serve on County Common Core Material Selection committees to ensure growth of curriculum at each Gold Rush Charter School site. Measured by staff feedback and understanding of Common Core materials and implementation.	trainings throughout the year, to include webinar training for Eureka Math, and selected staff will serve on County Common Core Material Selection committees to ensure growth of curriculum at each Gold Rush Charter School site. Measured by staff feedback and understanding of Common Core materials and implementation.	
	3c. Establish Common Core Parent Information Nights.				3c. Annually hold Common Core Parent Information Nights at each GRCS site. Will be measured by attendance sheets and parent feedback via evaluation forms.	3c. Annually hold Common Core Parent Information Nights at each GRCS site. Will be measured by attendance sheets and parent feedback via evaluation forms.	3c. Annually hold Common Core Parent Information Nights at each GRCS site. Will be measured by attendance sheets and parent feedback via evaluation forms.	

	3d. Develop PLCs to promote CCSS implementation.				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.	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.	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. Establish technology needs for CCSS implementation and testing.				3e. Technology will be purchased and/or updated as needed to implement and test for CCSS. Will be measured by technology availability and improvement of computer to student ratio reaching 1:1.	3e. Technology will be purchased and/or updated as needed to implement and test for CCSS. Will be measured by technology availability and improvement of computer to student ratio reaching 1:1.	3e. Technology will be purchased and/or updated as needed to implement and test for CCSS. Will be measured by technology availability and improvement of computer to student ratio reaching 1:1.	
	3f. Establish collaboration and promote professional learning for CCSS.				3f. Conduct a lesson study throughout the grade levels for collaboration and to promote professional learning through	3f. Conduct a lesson study throughout the grade levels for collaboration and to promote professional learning through	3f. Conduct a lesson study throughout the grade levels for collaboration and to promote professional learning through	

					staff development and the availability of training classes for staff. Measured by staff comprehension of Common Core via staff surveys.	staff development and the availability of training classes for staff. Measured by staff comprehension of Common Core via staff surveys.	staff development and the availability of training classes for staff. Measured by staff comprehension of Common Core via staff surveys.	
					3g. Conduct various mini-pilots using CCSS aligned mathematics material as measured by module assessments coordinated and implemented by teachers and staff.	3g. Conduct various mini-pilots using CCSS aligned mathematics material as measured by module assessments coordinated and implemented by teachers and staff.	3g. Conduct various mini-pilots using CCSS aligned mathematics material as measured by module assessments coordinated and implemented by teachers and staff.	
3g. Test CCSS aligned mathematics material.								
3h. Incorporate student information system with parental access.					3h. Research new student information system. Will be measured by choosing a program to implement.	3h. Implementation of new student information system to include training of staff via staff development and parent night trainings to show parents how to access/monitor their student's academic	3h. Continue to utilize new student information system. Will be measured by success of CALPADS reporting and surveys from parents and staff. Board will also receive training on new system and	

					information as measured by success of CALPADS reporting and teacher tracking of student progress and parent activity monitoring. Board will also receive training on new system and monthly updates on parent/student activity.	monthly updates on parent/student activity.	
3i. Monitor parents' ability to assist with Common Core homework.					3i. A monthly survey 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.	3i. A monthly survey 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.	3i. A monthly survey 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.	
3j. Have Board updated on Common Core curriculum and related activities.					3j. Board will be invited to Common Core parent information	3j. Board will be invited to Common Core parent information	3j. Board will be invited to Common Core parent information	

				nights and receive monthly updates on parent surveys and trainings for staff and the content of trainings.	nights and receive monthly updates on parent surveys and trainings for staff and the content of trainings.	nights and receive monthly updates on parent surveys and trainings for staff and the content of trainings.	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

5) In the annual update, 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?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: *Increase percent of students who graduate.*	*Student Achievement* *Student Engagement* *Other Student Outcomes* *School Climate* *Implementation of Common Core State Standards (CCSS)* *Course Access*	*1a. Credit Recovery will be held 2 days a week, on campus (as opposed to Independent Study).* *1h. Have student information system that parents can access.*	*High School* *LEA-wide*		*Credit recovery teacher will receive $54,500 annually at .73 FTE.* *$4,000 SIS $2,500 training*		

Goal 2: Gold Rush will improve logistics for all grade levels, for all students.	School Climate Basic Services	2c. Enhance Country School facility and programs.	*Country School*		*$50,000 allocated annually (for 3 years)*	*$50,000 allocated annually.*	*$50,000 allocated.*
Goal 3: Gold Rush will implement Common Core.	Student Achievement Other Student Outcomes Parental Involvement Basic Services Implementation of Common Core State Standards (CCSS)	3a. Purchase Common Core Curriculum. 3b. Continue to send staff to Common Core trainings. 3e. Technology will be purchased and/or updated as needed to implement and test for CCSS. Will be measured by technology availability and improvement of computer to student ratio reaching 1:1. 3h. Incorporate student information system with parental access.	LEA-wide LEA-wide LEA-wide LEA-wide		$17,520 for Common Core textbooks. $15,000 to include funding for substitutes needed when teachers attend trainings during school days. $20,000 See Actions/Services 1h above.		

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: *Increase percent of students who graduate.* Goal 2: Gold Rush will improve logistics for all grade levels, for all students. Goal 3: Gold Rush will implement Common Core.	*Student Achievement* *Student Engagement* *Other Student Outcomes* *School Climate* *Implementation of Common Core State* *Standards* *Course Access*	For low income pupils:	*LEA-wide*	*Goals 1, 2 and 3 will benefit all Gold Rush Charter School students, including low income pupils.*			

		For English learners:	*N/A*				
		For foster youth:	N/A				
		For redesignated fluent English proficient pupils:	N/A				

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The goals for this LCAP plan are based on creating the best success possible for all students, whether they are low income, foster or English language learners. By offering better facilities, better access to curriculum, one on one education and credit recovery programs, Gold Rush Charter School is offering a safety net for students who may not find success with other LEAs. Over past years, high school graduation success rates and CAHSEE passages rates have all been low at Gold Rush Charter School. The implementation of this plan is to turn the tide and offer students the opportunity to be successful in these areas. During our research and survey analysis, we have found that the needs of our students across the board, are for programs that allow the students to get caught up and to pass tests. The goal is to have students graduate and receive a diploma from Gold Rush Charter School, rather than having to continue their education at a County Adult Education program. The goals established by Gold Rush Charter School in goals one through three, have a supplemental amount of $79, 530. Gold Rush Charter School has created a budget to spend the allotted supplemental amount and more, to benefit the success of its students.

D. 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). 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). 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.

Gold Rush Charter School is exceeding the proportional allotted amount of 3.08%.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.