

Gold Rush Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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

DataQuest

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

Internet Access

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



Mr. Ronald Hamilton, Director/Principal

Principal, Gold Rush Charter

About Our School

High School/Credit Recovery

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

Country School

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

Independent Study

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

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

Ronald M Hamilton M.A. Ed.
Gold Rush Charter Schools
Principal/Director
209-532-9781 Ext: 324

Contact

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

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Summerville Union High
Phone Number	(209) 928-3498
Superintendent	Robert Griffith
E-mail Address	rgriffith@summbears.k12.ca.us
Web Site	http://www.summbears.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Gold Rush Charter
Street	16331 Hidden Valley Rd.
City, State, Zip	Sonora, Ca, 95370-9228
Phone Number	209-532-9781
Principal	Mr. Ronald Hamilton, Director/Principal
E-mail Address	rhamilton@goldrushcs.org
Web Site	www.goldrushcs.org
County-District-School (CDS) Code	55724130112276

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

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

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

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

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

Country School: Sullivan Creek Campus

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

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

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

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

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

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

High School/Credit Recovery:

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

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

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

Independent Study

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

Mission Statement

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

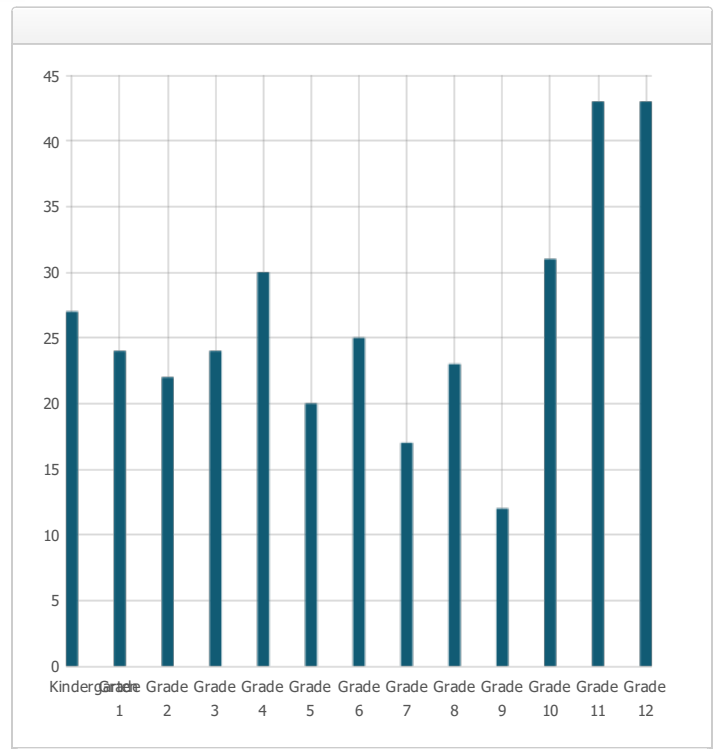
Gold Rush Charter School Vision

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

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	27
Grade 1	24
Grade 2	22
Grade 3	24
Grade 4	30
Grade 5	20
Grade 6	25
Grade 7	17
Grade 8	23
Grade 9	12
Grade 10	31
Grade 11	43
Grade 12	43
Total Enrollment	341



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	4.0 %
Asian	0.5 %
Filipino	0.0 %
Hispanic or Latino	16.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	77.4 %
Two or More Races	0.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.0 %
English Learners	0.0 %
Students with Disabilities	12.0 %
Foster Youth	0.8 %

Last updated: 1/31/2017

A. Conditions of Learning

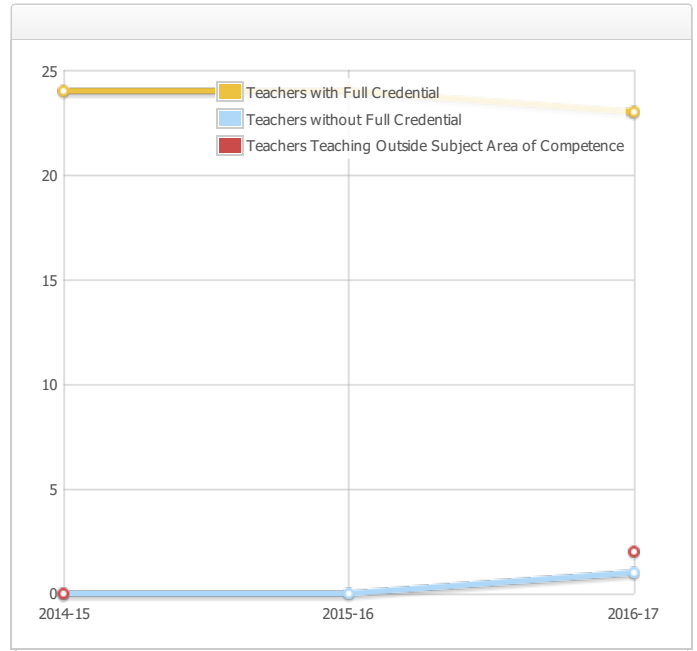
State Priority: Basic

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

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

Teacher Credentials

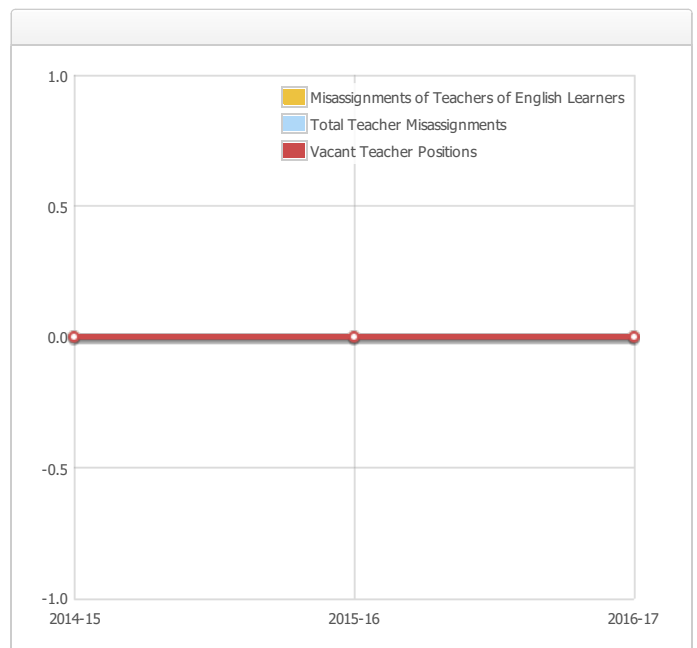
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	23	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		2	



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Journeys CCSS adopted 2016 6-12 HMH Collections CCSS adopted 2016	Yes	0.0 %
Mathematics	Engage New York CCSS 2014 CA. Math CCSS My Math CCSS High School: Math 1 CCSS 2014 Math 2 CCSS 2015 Math 3 CCSS 2016	Yes	0.0 %
Science	K-8: California Science AIMS Pearson 6 Earth Science Pearson 7&8 Physical Science High School: Glencoe Earth Science Glencoe Biology Glencoe Integrated Science	Yes	0.0 %
History-Social Science	K-8: K- My World 1-4 California Vistas 5- California Early Years 6- California Ancient Civilizations (-12 Glencoe World History		0.0 %

	Glencoe US History			
	Government			
	Economics			
Foreign Language				0.0 %
Health	American Guidance Services Text			0.0 %
Visual and Performing Arts	Photography Complete Course			0.0 %
	Art of Drawing			
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

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

Last updated: 1/31/2017

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good
----------------	------

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	34.0%	44.0%	51.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	15.0%	22.0%	19.0%	31.0%	34.0%	36.0%

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

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	23	92.0%	27.3%
Male	13	12	92.3%	25.0%
Female	12	11	91.7%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	16	88.9%	13.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	30.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	25	86.2%	36.0%
Male	14	12	85.7%	41.7%
Female	15	13	86.7%	30.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	23	88.5%	34.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	20	87.0%	25.0%
Male	11	8	72.7%	25.0%
Female	12	12	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	15	83.3%	26.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	27	93.1%	25.9%
Male	23	21	91.3%	19.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.9%	30.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	30.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	19	90.5%	47.4%
Male	--	--	--	--
Female	12	11	91.7%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	22	78.6%	40.9%
Male	15	13	86.7%	38.5%
Female	13	9	69.2%	44.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	17	73.9%	41.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	10	83.3%	40.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	36	81.8%	34.3%
Male	16	14	87.5%	14.3%
Female	28	22	78.6%	47.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	26	81.3%	36.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	20	76.9%	26.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	23	92.0%	27.3%
Male	13	12	92.3%	27.3%
Female	12	11	91.7%	27.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	16	88.9%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	25	86.2%	36.0%
Male	14	12	85.7%	50.0%
Female	15	13	86.7%	23.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	23	88.5%	34.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	20	87.0%	20.0%
Male	11	8	72.7%	25.0%
Female	12	12	100.0%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	15	83.3%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	27	93.1%	18.5%
Male	23	21	91.3%	19.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.9%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	23.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	19	90.5%	31.6%
Male	--	--	--	--
Female	12	11	91.7%	45.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	42.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	22	78.6%	9.1%
Male	15	13	86.7%	7.7%
Female	13	9	69.2%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	17	73.9%	11.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	10	83.3%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	34	77.3%	15.2%
Male	16	13	81.3%	--
Female	28	21	75.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	26	81.3%	16.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	19	73.1%	5.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53.0%	52.0%	38.0%	63.0%	71.0%	55.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	97	85	87.6%	37.7%
Male	55	49	89.1%	42.9%
Female	42	36	85.7%	30.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	16	14	87.5%	21.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	75	65	86.7%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	41	91.1%	39.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	23	20	87.0%	25.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/30/2017

Career Technical Education Programs (School Year 2015-16)

- * GRCS offers work permits for all students who are in good academic standing.
- * GRCS offers Life Skills Careers. The student learn to do job interviews, resumes and more.
- * Elective Classes are offered so that students have the opportunity to learn vocational skills.

*Last updated: 1/30/2017***Career Technical Education Participation (School Year 2015-16)**

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

*Last updated: 1/30/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	31.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	23.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.1%	63.2%	10.5%
7	13.3%	53.3%	20.0%
9	25.0%	12.5%	18.8%

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

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

Parents may serve as a member of the Board of Trustees.

Parents may volunteer in classrooms.

Parents may attend field trips.

Parents are surveyed for CCS and LCAP planning.

State Priority: Pupil Engagement

Last updated: 1/31/2017

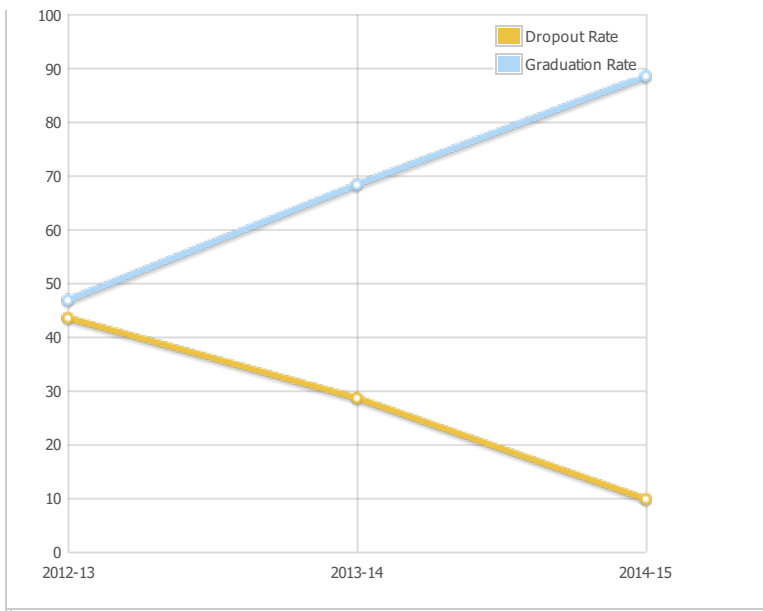
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	43.5%	28.6%	9.8%	12.1%	5.6%	7.9%	11.4%	11.5%	10.7%
Graduation Rate	46.80	68.30	88.50	87.90	94.40	92.10	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	100	100	85
Black or African American	100	100	77
American Indian or Alaska Native	0	80	75
Asian	0	100	99
Filipino	0	100	97
Hispanic or Latino	86	86	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	0	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

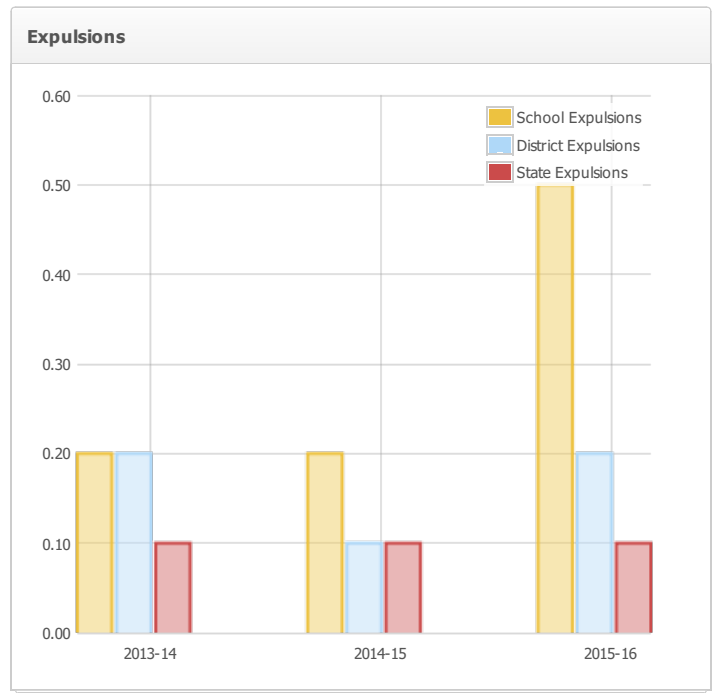
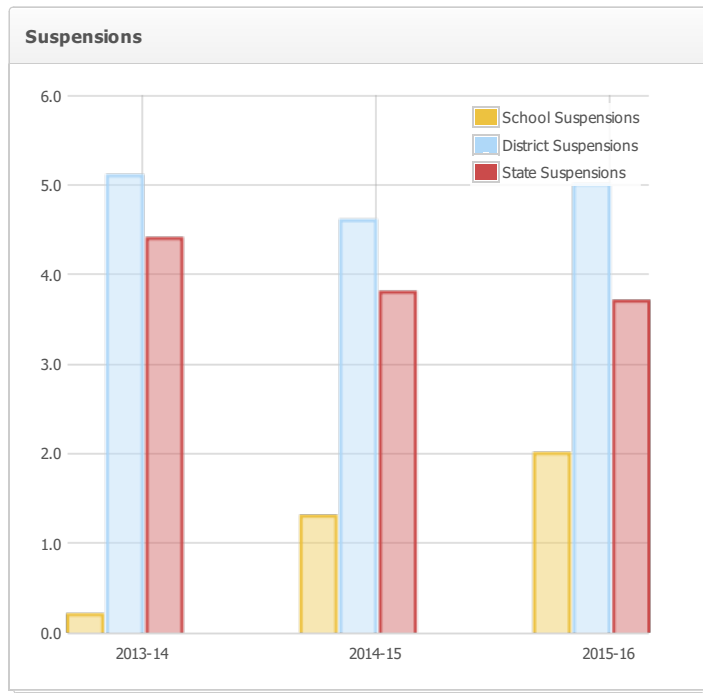
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	1.3	2.0	5.1	4.6	5.0	4.4	3.8	3.7
Expulsions	0.2	0.2	0.5	0.2	0.1	0.2	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

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

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

Last updated: 1/31/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	5	0	0	18.0	3	0	0	22.0	0	1	0
1	16.0	1	0	0	17.0	1	0	0	21.0	0	1	0
2	1.0	2	0	0	13.0	1	0	0	17.0	1	0	0
3	22.0	0	1	0	20.0	1	0	0	21.0	0	1	0
4	13.0	1	0	0	0.0	0	0	0	21.0	0	1	0
5	12.0	2	0	0	30.0	0	1	0	19.0	1	0	0
6	0.0	0	0	0	17.0	1	0	0	17.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0				0

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

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

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

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7195.0	\$2204.4	\$4991.4	\$42675.3
District	N/A	N/A	\$0.0	\$67611.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$67969.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

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

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

IXL Math

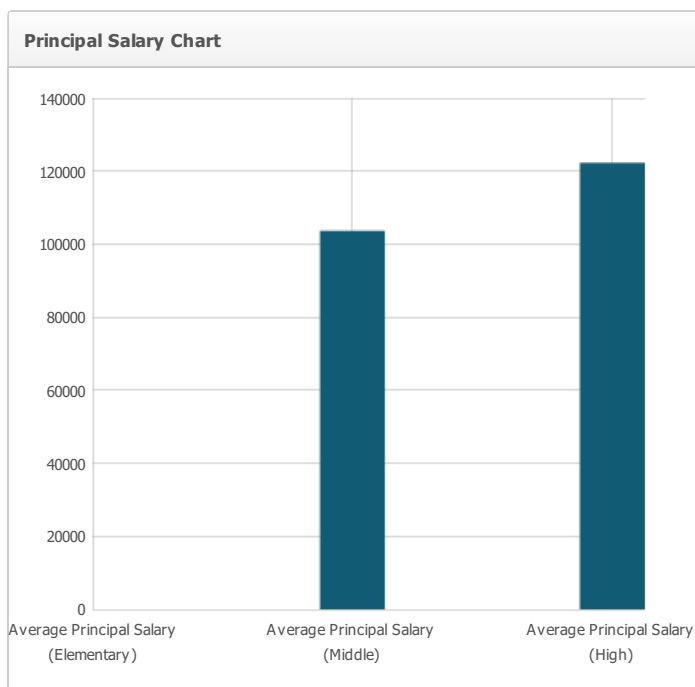
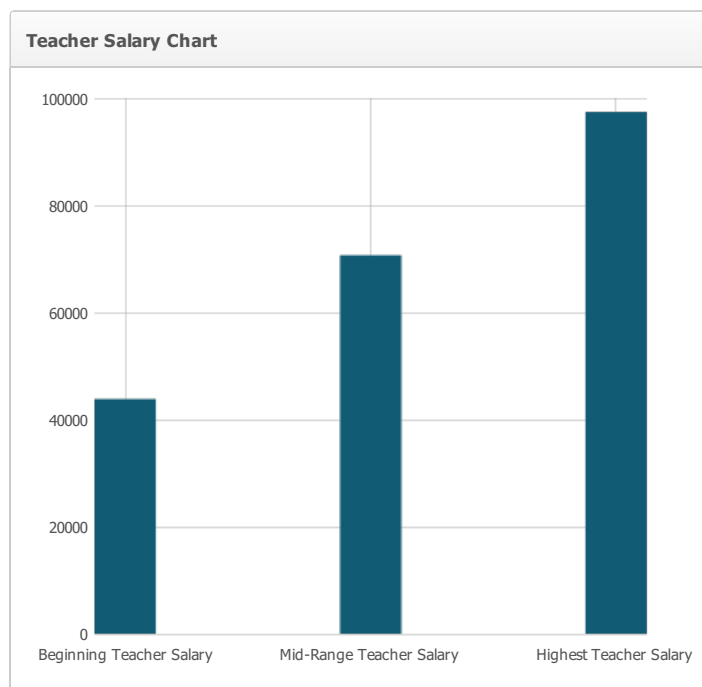
College Block Grant - Fall 2017 On Site College Ready Specialist

Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,831	\$43,787
Mid-Range Teacher Salary	\$70,668	\$64,314
Highest Teacher Salary	\$97,414	\$85,084
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$103,661	\$103,661
Average Principal Salary (High)	\$122,269	\$111,896
Superintendent Salary	\$144,200	\$131,536
Percent of Budget for Teacher Salaries	34.0%	26.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

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



Last updated: 1/30/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

Last updated: 1/31/2017

Professional Development

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

Subjects Include:

* STEM

* Math

* ELA

* Numbers Speak

Other topics have included:

* Safety Training - Including ALICE Training

* Fire & Earthquake drills

Last updated: 1/31/2017