LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gold Rush Charter School

CDS Code: 5572413-0112276

School Year: 2021-22

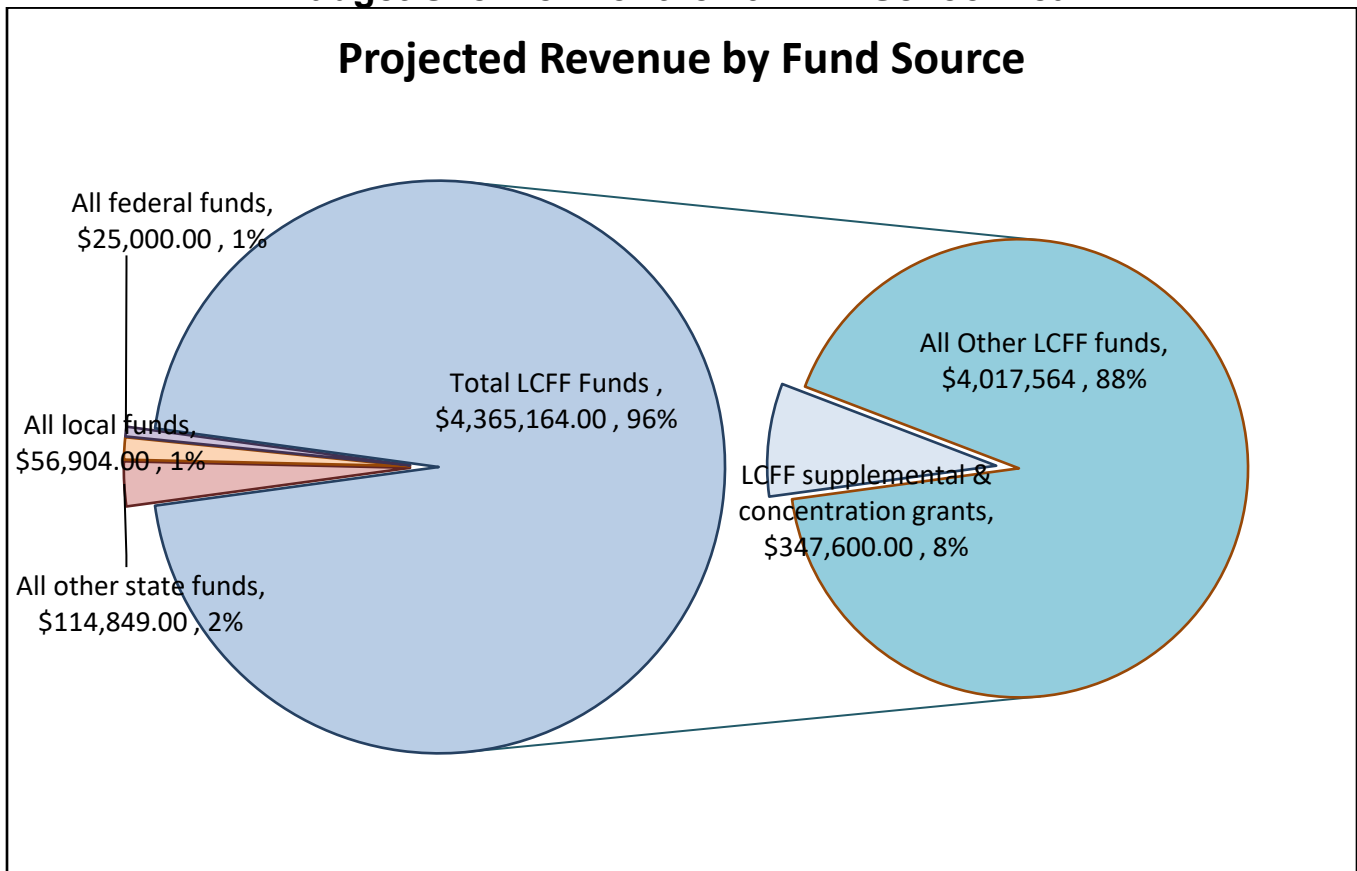LEA contact information:

Ronald Hamilton

Principal

rhamilton@goldrushcs.org

209-532-9781

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $25,000.00 , 1%

All Other LCFF funds, $4,017,564 , 88%

Total LCFF Funds , $4,365,164.00 , 96%

All local funds, $56,904.00 , 1%

LCFF supplemental & concentration grants, $347,600.00 , 8%
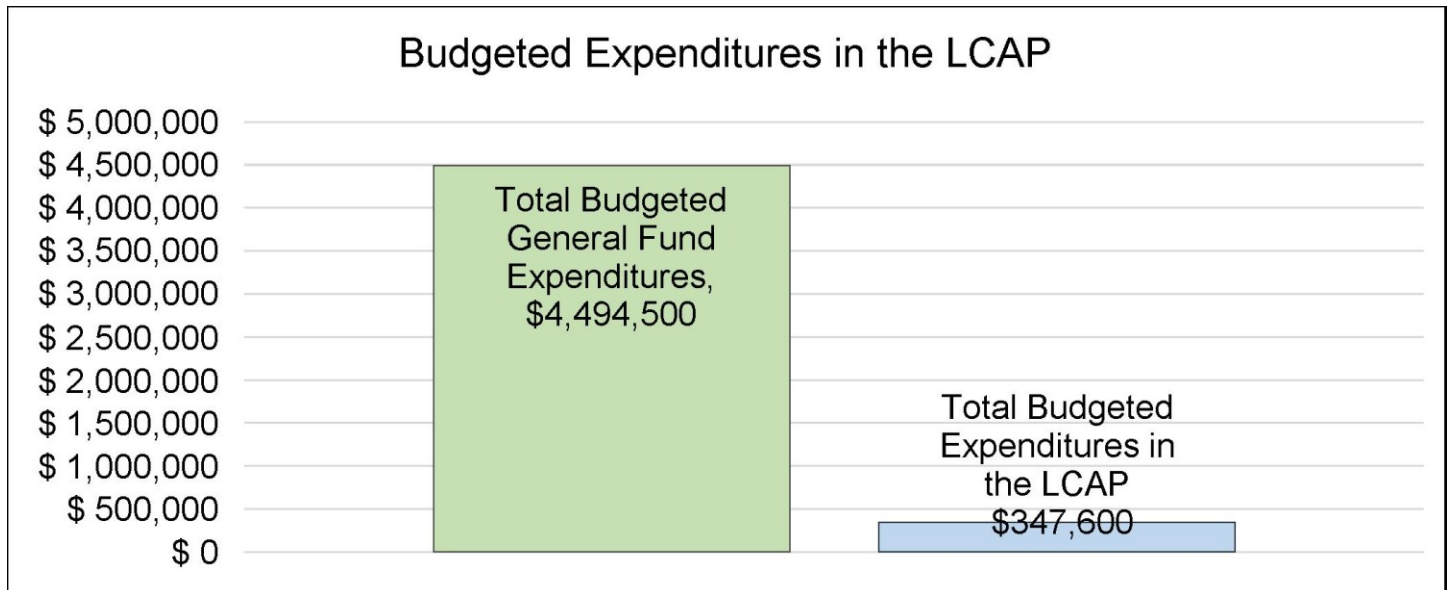
All other state funds, $114,849.00 , 2%

This chart shows the total general purpose revenue Gold Rush Charter School expects to receive in the coming year from all sources.

The total revenue projected for Gold Rush Charter School is $4,561,917, of which $4,365,164.000 is Local Control Funding Formula (LCFF), $114,849.00 is other state funds, $56,904.00 is local funds, and $25,000.00 is federal funds. Of the $4,365,164.000 in LCFF Funds, $347,600.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 5,000,000	
$ 4,500,000	
$ 4,000,000	Total Budgeted
$ 3,500,000	General Fund
$ 3,000,000	Expenditures,
$ 2,500,000	$4,494,500
$ 2,000,000	
$ 1,500,000	Total Budgeted
$ 1,000,000	Expenditures in
$ 500,000	the LCAP
$ 0	$347,600

This chart provides a quick summary of how much Gold Rush Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Gold Rush Charter School plans to spend $4,494,500.00 for the 2021-22 school year. Of that amount, $347,600 is tied to actions/services in the LCAP and $4,146,900 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
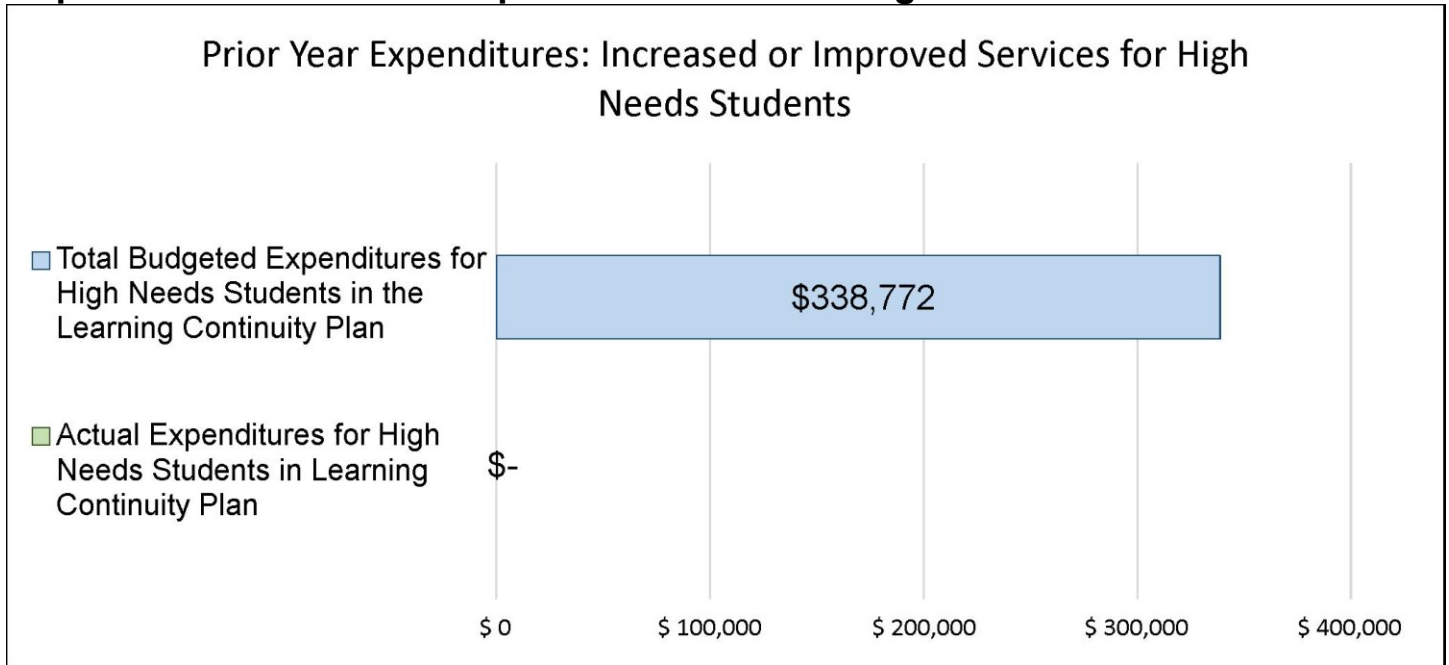
The General Expenditures were used to include : Staff salaries, rent, utilities, curriculum, contract services etc

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Gold Rush Charter School is projecting it will receive $347,600.00 based on the enrollment of foster youth, English learner, and low-income students. Gold Rush Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Gold Rush Charter School plans to spend $347,600.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $338,772

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $-

(Axis: $ 0 | $ 100,000 | $ 200,000 | $ 300,000 | $ 400,000)

This chart compares what Gold Rush Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Gold Rush Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Gold Rush Charter School's Learning Continuity Plan budgeted $338,772 for planned actions to increase or improve services for high needs students. Gold Rush Charter School actually spent $338,772.00, for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Gold Rush Charter School	Ronald Hamilton Principal	rhamilton@goldrushcs.org 209-532-9781

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide opportunities for improved student learning and success by creating educational options LEA wide.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CASSPP 11th Grade Scores **19-20** Goal: Student goal to Meet or Exceed in the category. ELA 38% Math 18% of students will meet or exceed the category. **Baseline** 2016 Meets/Exceeds ELA 35% Math 15%	Due to COVID 19 State testing was cancelled.
Metric/Indicator Graduation Rates **19-20** 92% **Baseline** 88.5%	2019/2020 Graduation information: 60 Seniors 57 Graduated 3 drop outs were all over 18 years of age 95% graduation rate. 2020/2021 Total Graduates: 66

Expected	Actual
	Early Completer: 13 (included in 66) Elevated Seniors: 12 Bronze: 40 Silver: 22 Gold: 3 AB167/216: 1
Metric/Indicator Increase Concurrent College Enrollment **19-20** 30 students enrolled in the program **Baseline** 22 students enrolled in the college program.	2020/2021 Students utilize the Middle College program to fast track to early completion and take classes in lieu of AG courses. The enrollment was as follows: Summer 2019- 4 Students Fall 2019 - 8 Students Spring 2020- 40 Students Summer 2020- 9 students Total - 61 Students Fall 2020: 12 Spring 2021: 21
Metric/Indicator Credit Recovery Completion rate to grade level. **19-20** 59% of all CR students **Baseline** 53% of all CR students **Metric/Indicator** Credit Recovery Graduation Rate **19-20** 53% of all CR registered students grades 9--12. **Baseline** 50% of all CR registered students grades 9--12.	75% completion to their grade level. 100% of all seniors graduated in 20/21.

Expected	Actual
Metric/Indicator Academic Support Aides **19-20** 3 Aides **Baseline** 3 Aides	Six Aides used in the 2019/2020 Academic year. for K-8 instruction. When Covid closed our campus to Distance Learning the Aides continued to support teachers with ZOOM instruction, grading, files and other daily functions.
Metric/Indicator Administration has found increased success in the addition of tracking system of the IS appointments by the IS Office Coordinator. Improved attendance and better student completion of class assignments due to oversight of attendance. Tracking of attendance will be reported to Administration. **19-20** One Full time Independent Study employee. 10 Learning Period Reports for tracking purposes **Baseline** Prior to 2016 No employee	GRCS has maintained tracking of appointments. When a student misses as appointment the teacher calls to reschedule

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Math Support – Purchase math programs to benefit student comprehension and scores. Transferring students scores are low upon arrival to our program. Programs include but not limited to IXL and an extra Math Success period. Added Friday tutoring.	4310-9998-33-1000 4310-9998--1000 LCFF / General Fund $2,500.00	4310-9998-33-1000 4310-9998--1000 847.00
Fiscal	1301-6500-57-1120 110165005711200 LCFF / General Budget $46,067.00	1301-6500-57-1120 110165005711200 $45,428.00
Fiscal	1101-9998-33-1000 1101--9998--1000 LCFF / General Budget $45,000.00	1101-9998-33-1000 1101--9998--1000 $45,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Same Plan Fiscal Change Administration has found increased success in the addition of tracking system of the IS appointments by the IS Office Coordinator. Improved attendance and better student completion of class assignments due to oversight of attendance. Tracking of attendance will be reported to Administration.	2401-9998-33-2700 2401--9998--2700 LCFF / General Fund $34,880.00	2401-9998-33-2700 2401--9998--2700 $34,880.00
The change for this year would be fiscal only With the addition of students attending College classes we find there is a continued need for transportation services. To now include all students to and from college and to and from school.	5858-9998-33-1000 5858--9998--1000 LCFF / General Budget $1000.00	5858-9998-33-1000 5858--9998--1000 $1309.20
College Courses - Continue promotion of concurrent enrollment for Columbia College. This will include college days, college workshops and on site classes. Tracking will be done to determine semester enrollment and college class completion. Potential of added on campus college classes.	0.00	
Fiscal Change Track student class success and educational goals with the continued use of the Four Year academic plan. These plans will help track diplomas, college enrollment and needs of all students including socioeconomically disadvantaged students. 25% of Salary remaining salary to come from College Readiness Grant.	2401-7338-33-2700 240173383327000 LCFF / General Fund $20,000.00	2401-7338-33-2700 $20,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fiscal due to the possible need for 5 aides	2101-9998-33-1000 2101--9998--1000 LCFF / General Fund $67,667.00	2101-9998-33-1000 2101--9998--1000 $70,158.75
Bench Mark Testing – As recommended in our 2016 WASC visit review, GRCS high school will bench mark all high school math and English students throughout the year. This will allow better placement for all students and especially new and transferring students. These bench mark tests will help track student success and student needs	0.00	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Math Support - The funds were not completely used as COVID 19 closed our campuses and one on one tutoring was cancelled. We used the funds in different categories. For example, our original goal was to have 5 aides for classroom support. When COVID 19 closed our campuses we utilized 6 aides to help with ZOOM meetings, grading and file organization. This support was greatly needed by teachers as their schedules were now consumed with ZOOM class meetings and one one one lessons for students. This proved very beneficial to students as it allowed the teachers to do tutoring on a regular bass and the student got more support then they would have by just attending a once a week tutoring session.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Having extra teacher support was a tremendous need and ultimately a success. These aides put in valuable time supporting teachers each day as the school organized itself for Distance Learning due to COVID 19.

Goal 2

Improve Educational opportunities for all students with logistical upgrades LEA wide

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                           Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Technology Lab **19-20** 1 Tech PD to staff 14 Tech Students **Baseline** K-8 Tech Classes IS Tech Classes 10 Tech Students HS Tech Classes	The Technology lab proved to just as popular as ever in 19/20. With 3D printing, Mind Craft and so many education tools for the student to utilize. With the closing of the campus, dhue to COVID 19, and the switch to Distance Learning theob of the IT staff changed to a operation of seeing that all students had tablets and that each household had internet. For the 20/21 school year, virtual technology courses were provided to students (who also had access to a chromebook and internet hot-spot). Learning objectives for Technology courses to include computer/internet safety, keyboarding, word processing, etc.
Metric/Indicator College/Career **19-20** 1College/Career Day Add College/Career Center **Baseline** NEW	During the 19/20 school year, when COVID was impacting schools, the College and Career Readiness Center was available to assist students with signing up for college classes, helping students navigate the online platforms at Columbia College (all their courses were virtual), finding places that would take senior volunteers and discussing various ways to fulfill their senior project requirements. This department worked to continue to offer virtual workshops for FAFSA applications, applying to colleges, going through the orientation and onboarding process for college, applying for scholarships and resume development. Some students were referred to specific resources and personnel that could help them with their specific needs and post-secondary

Expected	Actual
	school goals, serving as a liaison between various agencies including personnel at the college and the Motherlode Educational Opportunity Center (MEOC). This department also promoted various enrichment opportunities such as the Student Speakers Contest (held virtually). Claim Jumper Day (a field trip to the local college for students to gain information about the various programs and opportunities), a Prison Careers workshop, a Community Betterment presentation, as well as facilitating a college course, Guidance 18, Life Skills for Higher Education, on the high school campus. For 20/21, all services continued virtually with the exception of holding a college course on-site (due to there not being on-site course offerings).
Metric/Indicator Health Survey **19-20** Grade 4--6--10--11 **Baseline** None	The California Healthy Kids Survey was administered in 2020 to students in grades 7, 9 and 11.
Metric/Indicator Lease Credit Recovery Offices **19-20** 22 Credit Recovery Students **Baseline** 19 Credit Recovery Students	Office Leased

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fiscal changes and possible changes according to enrollment	4410-9998-33-1000 LCFF / General Fund $15,000.00	4410-9998-33-1000 10,739.84

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College Readiness Fiscal Grant ends. However, GRCS is committed to a three year trial of this program. Therefore, the final year of three trial will be generated using LCAP funds.	LCFF / General Fund $27,565.00	2401-9998-33-2700 $28,230.00
Independent Study upgrade. Lease meeting areas.	5620-9998-33-8700 LCFF / General Fund $12,000.00	5620-9998-33-8700-9 $12,000.00
Credit Recovery Upgrade. New Suite Lease increased student seating area.	5620-9998-33-8700 LCFF / General Fund $12,000.00	5620-9998-33-8700-7 $12,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID 19 not all funds were used in one category. The remaining categories were completed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even with the COVID 19 shutdown students were still ale to meet via ZOOM and get the support for college guidance, work permits and scholarship applications. GRCS continued t work with Columbia College so that students had financial aid and college registration support.

Goal 3

Improve student engagement and success through implementation of Common Core State Standards and new curriculum options

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CC Curriculum **19-20** Social Science ELA Curriculum Update Math Curriculum Update NGSS Curriculum **Baseline** English Language Arts added	Due to COVID Science piloting was postponed. Science adoption delayed to July 2021. Piloting as of May 30th, 2021 is completed. Curriculum is selected and is being ordered for 21/22 school year.
Metric/Indicator CCSS Training **19-20** 4 Staff Development, training and curriculum review days **Baseline** None	Due to COVID 19 adoption delayed. Staff utilized free training and webinars to start piloting. Training for NGSS will be held when teachers return in the Fall of 2021.
Metric/Indicator Technology Curriculum **19-20**	GR is currently in the process of reviewing state standards for technology for the 21/22 LCAP.

Expected	Actual
As needed for CCSS updates and new goals. **Baseline** NA **Metric/Indicator** CCSS Parent and Board Training **19-20** 3 Nights per year **Baseline** None	Due to COVID this did not take place.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase new and replacement CCSS curriculum, classroom and IS Curriculum and materials	4110-9998-33-1000 LCFF / General Fund $50,000.00	4110-9998-33-1000 $14,694.23
CCSS Training for new curriculum. Will vary according to current years adoption. Modified to show fiscal change.	5875-9998-33-1000 5858--9998--1000 LCFF / General Fund $5,000.00	5875-9998-33-1000 $1,500.00
Reading Support Fast ForWord	4110-9998-33-1000 LCFF / General Fund $10,000.00	411-9998-33-1000 $10,000.00
Technology Curriculum	4110-9998-33-1000 LCFF / General Fund $7,000.00	4110-9998-33-1000 $7,452.56
CCSS Parent Nights	0.00	
Fiscal	2019/2020 The Focus of these section will be a STEM Weather/Butterfly Station. LCFF / General Fund $0.00	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
STE(A)M Science Program: This newly designed program will include funds for science materials including but not limited to hands on science experiments, labs, weather stations and more. . It will incorporate hands on education for students in all grades.	LCFF / General Fund $9000.00	4410-9998-33-1000 0.00
Fiscal	5875-9998-33-1000 LCFF / General Budget $7,000.00	5875-9998-33-1000 0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the shut down due to COVID 19 the piloting and adoption of NGSS Science curriculum had to be put on hold. Therefore the funds that were eartagged for curriculum and training was not spent on science. It was however eventually used for Distance Learning math curriculum when it was determined hat the Distance Learning would last into the Fall of 2020. One of the new focuses was on the Free Meal program. GRCS does not receive Federal funds for Free Meals and with the students on Distance Learning we changed our daily breakfast plan for GRCS students into a Weekly Drive thru pick up meal plan for all Tuolumne County residents.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The reading program was well received however, COVID 19 made it impossible from March to the end of the school year. In the Fall of 2021 we will be starting a push in program using the Expanded Learning Opportunities Grant.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
When school resumes on-campus operations, the school will provide staff and students with PPE, plexiglass, face shields, gloves, hand sanitizer, and hand washing stations. Extra staff hours for cleaning and sanitizing will be provided. Health and safety training will be provided for both staff and students/families. Non-fabric furniture was purchased for added sanitation.	$ 25,000.00	$19,745.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no major differences in the plan and the actions. GRCS utilized the funds to purchase necessary PPE supplies. When school resumed on-campus operations, the school provided staff and students with PPE, plexiglass, face shields, gloves, hand sanitizer, and hand washing stations. Non-fabric furniture was purchased for added sanitation. Some teachers were teaching On campus and Distance Learning at the same time. Therefore, some funds were used to compensate the teachers for the extra time that went above their contracts.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To maintain successful Distance Learning educational programs for all students, one-to-one devices were provided, along with hotspots, internet, office and school supplies. PPE, plexiglass, masks, sanitation supplies,	$ 20,000.00	$37817.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Internet was provided for all staff and Hotspots were set up for students who did not have internet. New tablets were purchased so that all students who needed them for ZOOM classes would have them at home for use.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All actions done by Gold Rush Charter School, were provided for all students to include English learners, foster youth, low-income and our homeless populations.	$5,000	$5,000.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

After school and Friday tutoring/Study Hall support/One on One Zoom appointments.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One challenge was that some of the students returned to the classroom when the campus reopened and some stayed on Distance Learning. This meant that some staff had to do classroom and Zoom lessons on the same day.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

GRCS offered mental Health group sessions for Middle School, School psychologists from the county and an on campus counselor that students can talk to.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In the beginning of the 20/21 school year, teachers and admin. were reaching out to students and families through weekly and daily school engagement and check-ins. Newsletters and all-calls were also distributed via calls/texts and emails so families were up-to-date on school activities. Once returning to campus, parent-teacher conferences and one-on-one tutoring were held via zoom.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

When Covid 19 closed our campuses in March of 2020 we started a meal pick up program. One day a week any family in Tuolumne County could come to our Drive Thru pick up and receive 7 days worth of free breakfasts for any person under 18. This continued in to the summer. Once Fall 2020 started we continued the free meal service for all GRCS students no matter there Socioeconomic status. This continued until our campus opened full time in February 2021. At that time the students who needed a free breakfast were allowed to get a meal each morning. This program was run on both our Country School campus and or High School/Independent Study campuses. At the HS/IS site, weekly bags of food were provided once a week to any families in the County.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	We will have food pick-up (3-5 days of breakfast/snacks) every Wednesday from 10:00 AM to 11:30 AM at the Country School Campus and our High School Campus. This is the same schedule GRCS used in the Spring semester during Distance Learning. There is no cost to the families and GRCS spends $2136.00 per month for this program.	$15,000	$21,360.00	Yes
Mental Health and Social and Emotional Well-Being	Gold Rush Charter School is aware of the mental health of our students who are participating in our Distance Learning program and the risks involved. Therefore, we will be providing training to our staff to address these topics. Select teachers are utilizing curriculum that supports positive mental health and social/emotional well-being.	$2,500	$2500.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

At the star of the year the plan was to offer free breakfast to those who qualified for the free and reduced meal program. Once COVID 19 closed the school there was a realization that any child that needed food would be fed through the drive thru breakfast program.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As a Independent Study Charter School the change form On Campus learning to Distance Learning was a bit easier for GRCS because we are already doing Independent Study for our students. Typically our IS students come in for a weekly one on one face to

face appointment wit their teacher. With Distance Learning we needed to set up all students on a electronic meeting. We decided to use ZOOM for all meetings. Then we used funds to purchase Internet Hotspots for our students, order more Chromebooks so that we were One to One with technology and create a schedule so that classes did not overlap.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We utilize state testing, Bench mark testing and progress reports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In an effort to follow the requirements to have students on -campus, GRCS provided facemasks, hand sanitizer, plastic barriers between teachers and students, face shields were provided for teachers, hand-washing stations set up throughout the campuses along with sanitation stations, bottled water and single use supplies were provided, as well as schedules created to accommodate social distancing and safety practices. Easy-ups were set up in the pick up area, so the CS students were self-contained with their classroom cohorts. , In October, the students returned from Distanced Learning to a part-day on-campus program. Some students elected to continue to do Distance Learning rather than the on-campus program. GRCS staff worked diligently to do an on-campus program each morning and then teachers did zoom and one-on-one virtual appointments for students continuing to work at home. Hot spots were maintained, internet provided and tablets were provided for all GR students. Once the campus opened in October, the weekly meal program switched to a daily meal program and continued for all students. Weekly pick-ups continued for students who did not elect to do the on-campus program. In April of 2021, all campuses were open full-time.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student Support. This seems to be the biggest focus moving forward as students continue to move from the COVID shutdowns and return to campus. Even though the teachers worked hard to offer great online lessons and meet one on one via ZOOM with students, even though Tablets were provided and internet was set up for every child and even though we focused on academic support there are still students who are struggling form the events of the last 14 months. As we move into the 21-22 year and beyond we must focus on offering programs that gives each child one on one support that focuses on their individual need. While at the same time being sure to offer social and emotional support as well.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	371,679.00	314,239.58
	0.00	314,239.58
LCFF / General Budget	99,067.00	0.00
LCFF / General Fund	272,612.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	371,679.00	314,239.58
	149,565.00	116,616.63
1101--9998--1000	45,000.00	45,000.00
110165005711200	46,067.00	45,428.00
2101--9998--1000	67,667.00	70,158.75
2401--9998--2700	34,880.00	34,880.00
240173383327000	20,000.00	0.00
4310-9998--1000	2,500.00	847.00
5858--9998--1000	6,000.00	1,309.20

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	371,679.00	314,239.58
		0.00	116,616.63
	LCFF / General Budget	7,000.00	0.00
	LCFF / General Fund	142,565.00	0.00
1101--9998--1000		0.00	45,000.00
1101--9998--1000	LCFF / General Budget	45,000.00	0.00
110165005711200		0.00	45,428.00
110165005711200	LCFF / General Budget	46,067.00	0.00
2101--9998--1000		0.00	70,158.75
2101--9998--1000	LCFF / General Fund	67,667.00	0.00
2401--9998--2700		0.00	34,880.00
2401--9998--2700	LCFF / General Fund	34,880.00	0.00
240173383327000	LCFF / General Fund	20,000.00	0.00
4310-9998--1000		0.00	847.00
4310-9998--1000	LCFF / General Fund	2,500.00	0.00
5858--9998--1000		0.00	1,309.20
5858--9998--1000	LCFF / General Budget	1,000.00	0.00
5858--9998--1000	LCFF / General Fund	5,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20** **Annual Update** **Budgeted**	**2019-20** **Annual Update** **Actual**
Goal 1	217,114.00	217,622.95
Goal 2	66,565.00	62,969.84
Goal 3	88,000.00	33,646.79

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$25,000.00	$19,745.00
Distance Learning Program	$20,000.00	$37,817.00
Pupil Learning Loss	$5,000.00	$5,000.00
Additional Actions and Plan Requirements	$17,500.00	$23,860.00
All Expenditures in Learning Continuity and Attendance Plan	$67,500.00	$86,422.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$25,000.00	$19,745.00
Distance Learning Program	$20,000.00	$37,817.00
Pupil Learning Loss	$5,000.00	$5,000.00
Additional Actions and Plan Requirements	$17,500.00	$23,860.00
All Expenditures in Learning Continuity and Attendance Plan	$67,500.00	$86,422.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gold Rush Charter School	Ronald Hamilton Principal	rhamilton@goldrushcs.org 209-532-9781

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Gold Rush Charter

Gold Rush is a K-12 Independent Study (Home Study) Charter School. Administration and staff of Gold Rush Charter School believe in honoring the dignity of all human beings. Because of that belief, we do not discriminate in our hiring or enrollment practices on the basis of race, gender, age, religion, ethnic or national origin, or sexual orientation.

All teachers are fully credentialed and appropriately assigned for their teaching assignments. The staff also includes 2 full time special education coordinators, 2 part time special education paraprofessionals who work full time with the on campus and independent study (IS) students. Six paraprofessionals work in the classrooms at the Country School and maintenance and janitorial is completed by Curtis Creek School District (CCSD).

The school offers many different educational programs in order to meet the needs of our students. Many students get supplemental services during and after the school day and on Fridays. GRCS uses TCSOS for all speech-language therapy, and school psychologist services. There is after school reading support, after school math tutoring and Math tutoring for all independent study (IS) students on Fridays.

All campuses are well maintained and in good repair. The campuses meet ADA requirements. Each campus receives an annual fire inspection and does a monthly fire drill and 2 annual earthquake drills. Each classroom is equipped with a red Safety Binder that describes emergency plans for all emergency situations from fire to flood and weather related incidents.

All staff receives safety training, Mandated Reporter training, Sexual Harassment training and several staff members receive annual anaphylaxis shock training (epi pen) and diabetic training. ALICE training is coordinated and presented to staff, parents and students by the Tuolumne County Sheriff and Sonora Police department.

GRCS continues to work with teachers in implementing English Language Arts and Math. We are currently working to pilot NGSS Common Core updated curriculum in the Fall of 2021.

Country School: Sullivan Creek Campus

The Country School is a TK-8 Grade program with classes held Monday – Thursday, with Friday serving as a homeschool day. Country School students enjoy smaller class sizes (25), 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 spring of 2021 saw the growth of the program as the goat delivered babies.

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 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 - Thursday with Friday serving as a homeschool day. All core classes are offered and include Science (with a full lab), Math, English and Social Studies. Elective classes are offered. Students enjoy smaller class sizes and each student is assigned a teacher who tracks academic progress and helps set individual goals by utilizing a four year plan individually created for each student.

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 teacher, Credit Recovery is designed to help students recoup credits on a fast – track basis. GRCS offers a Credit Recovery program that is varied and modeled to fit each individual student's needs. All high school subjects are offered and students work 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 teacher.

CTE

Gold Rush currently does not offer Career Technical Education courses. Students are able to and encourage to complete career technical education courses through concurrent enrollment.

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.

College and Career Readiness

A new College and Career Readiness program was implemented for the 2017/2018 school year. This was made available through the College Readiness Grant and the LCAP to assist students with planning for their post-secondary school goals. This department has assisted with student scholarships, resumes, letters of recommendation, grants, college applications, and provides one-on-one career/college advising. This department has also strengthened ties with the local community college to provide workshops for students from generating interest in post-secondary education, to workshops for filling out and submitting FAFSA (financial aid) applications, various career presentations, and other post-secondary school opportunities. This department also worked to hold three college classes (through Columbia Community College) on-site (a Career and Life Planning Guidance course, Spring 2018, and Acting Fundamentals, Drama 42, Spring 2019) and Guidance 18 (Spring 2020). Having these college classes available at the High School and Independent Study site enables students' easy access to the college. Tuition is waived for concurrent enrollment students (high school students taking under twelve units at the college). Gold Rush was able to offer Drama 42 and Guidance 18 completely free for students, covering the cost of books and the student fees that students are responsible for.

Student Population:

As of 10/7/2020

Enrollment Total: 471

American Indian: 2.76%

Asian: 0

Pacific Islander: 0

Filipino: 0.21%

Hispanic: 14.86%

African American: 1.27%

White: 80.67%

Special Education

504: 26
IEP: 44

English Language Learners: Fewer than 5 each year

Foster/Homeless: Fewer than 5 each year

Free and Reduced Lunch Program: 37%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

* Gold Rush Charter School continues to show a strong Graduation rate with our senior class. Academic Plans for each students, weekly appointments and regular appointment for all students with with the High school Career/College center are just a few ways we work with our students to help them succeed.

* Our attendance is another area that we show strong numbers. We credit this success to our work based attendance program and the fact that our teachers work hard to ensure the academic success of our students. 90% of the appointments were kept on time and the overall attendance was 98%.

At our high school campus we have added Math tutoring for all 9-12 grade on campus and IS students and our 6-8 Middle School students. We have also added after school Math support for students to attend in order to work one on one with the instructor.

Graduation Rate   2018 Orange   87.3%   2019 Green 90.7% 2020 95% 3 Drop outs   2021 100% graduation rate/no drop outs
Gold Rush's focus on academic success through Credit Recovery and creating 4-year High School Plans has proven a success due to our increase in student high school completion rates.

Suspension Rate   2018 Yellow 3.9%   2019 Green 2.6%   2020/2021 1 suspension Gold Rush has moved to all-day on-campus detentions, in place of suspensions for first offenders. The reason behind this is to support student academic improvement by enabling them to work with an instructor or aide and not fall behind during

that all-day suspension.

College Career   2018 Red 8% Prepared   2019 Yellow 13.2 % Prepared With the work of a College and Career Readiness Center, students are getting support in selecting college courses and satisfying their 4-year high school education plans.

English   2018 Orange   2019 Yellow Increased 29.6 New curriculum is working to support students meeting and exceeding the ELA state standards. Staff training is working to support teachers in presenting the curriculum.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the last update by the California Dashboard, 2019, Gold Rush's State ELA scores were in the yellow tier. With the addition of new CCSS ELA curriculum, the goal is for continued improvement over a 5-year trend.

English Language Arts:

All Students Maintained. Added afterschool reading and tutoring. Many classes have added supplementals.

Improved from Orange to Yellow

Mathematics. While this is a great accomplishment GRCS also feels it is still in need of improvement. Adding more instructional aide support, Friday tutoring and after school intervention/support.

College & Career - Red

Added College/Career Readiness center and 4 year tracking plan.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

For the years 2021 LCAP GRCS will focus on these areas needs as determined through the use of the State Dashboard, staff and parent surveys, student and parent Health survey and student needs research. The highlights are:

Goal 1 Academic Success: Improve Opportunities to improve student learning and achievement for all students by creating educational options LEA wide.

Additional math support (purchase math programs/supplements, add Friday tutoring, Independent Study (IS) math support videos)

Special Education (SPED) support (hire a new SPED coordinator and supporting SPED aides)

Credit Recovery (on-campus Credit Recovery (CR) program)

Independent Study appointment tracking

Provide bus passes for school transportation

Promotion of concurrent enrollment and college attendance

Five instructional aides at the Country School.

Benchmark testing for math and reading

Goal 2 Basics (Teachers, Materials, Facilities): Improve educational opportunities for all students with facility and technology upgrades LEA wide.

College and Career Readiness Center

Lease and staffing for Credit Recovery program

Lease meeting areas for Independent Study families

Goal 3 Implementation of Academic Standards and increase engagement: Improve student success through implementation of Common Core State Standards and new curriculum options and enhanced engagement.

CCSS training for new curriculum

Staff tracking of Independent Study appointments and absence tracking per learning period.

Credit Recovery Program to support student success and engagement

After School and Independent Study tutoring

CCSS Parent Nights

Parents serve on Parental Advisory Committee, the Board, volunteer in the classrooms and serve on the PTNo

Push-in support for special education students to support their engagement and mastery of the common core state standards.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not required

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Required

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Required

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Country School Staff Meetings

High School SAM (Student Achievement Meetings) meetings took place at the end of each Learning Period

Parent Meetings

Bonnie Ruby- Staff feedback provided on implemented reading program

GRCS Monthly Board Meetings (for the 20/21 school year, dates of meetings were: Aug. 3rd and 20th, Sept. 22nd and 24th, Nov. 19th and 24th, Dec. 10th, Jan. 21st, Feb. 18th, Mar. 11th, May 10th and 20th).

February 2020 California Healthy Kids Survey
Administered to students in grades 5/7/9/11

Parent Survey Spring 2021

Staff Survey Spring 2021 (all staff including certificated and non-certificated)

Gold Rush does not have bargaining units.

Student Survey Spring 2021

One on One Meetings TCOE

Parent feedback solicited on draft of LCAP on Tuesday, June 15th.

Foothill PLN Meetings

9/22/2020

3/3/21

4/20/2021

GRCS Board Meeting

First Interim

Second Interim

A summary of the feedback provided by specific stakeholder groups.

Gold Rush staff expressed wanting more trainings and professional development to better meet the needs of the new curriculum requirements and their students, as well as to provide mental health support for their students due to COVID. The staff felt that the new reading program would be a major benefit to our program. Staff have also expressed the need for an on-site Credit Recovery program and a new science lab. Parents expressed more transparency in school operations, therefore the additional opportunities for engagement will support school-wide programs.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Through surveys, questionnaires, staff meetings and continued communications we found a continued need for:

- Continued reading and math programs (Goal 1)
- Continued Staff Development for new CCSS curriculum (Goal 3)
- Continued need for SPED support (Goal 3)

- Improved support materials for k-6 reading and English. (This will be shared with ELO Funds) (Goal 3)

This input led to these goals and actions in the LCAP. (specify where it landed in the LCAP)****

Goals and Actions

Goal

Goal #	Description
1	Improve opportunities to improve student learning and achievement for all students by creating educational options LEA wide.

An explanation of why the LEA has developed this goal.

This goal establishes more opportunities for all students to be successful and access the learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced/CAASPP state testing scores for 11th grade in ELA and Math.	Respective CAASPP scores for ELA and math for 11th grade students in 2019 were 45% meets/exceeds in ELA 45% and 30% meets/exceeds for Math.				CAASPP scores for 11th grade students in ELA and math will be 50% meets/exceeds and 35% meets/exceeds for math.
Graduation Rates	Gold Rush Charter School's graduation rate for 20/21 was 87.3				Gold Rush Charter School's graduation rate for 2024 will be 95%.
Increase Concurrent College Enrollment	GR had 25 students enrolled in the college program in 2021.				GR desires to increase students enrolled in the college program to 30 students .

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credit Recovery Completion rate to grade level.	GR had 80% of all CR students catch up to their current grade level.				GR would like 85% of students in credit recovery to catch up to their grade level.
Graduation rate for students in credit recovery.	Graduation rate for students in credit recovery is 90%.				Graduation rate for students in credit recovery will be 92%.
Amount of Academic Support Aides	GR has 5 Aides to provide academic support.				GR would like to maintain 5 aides to provide academic support.
Attendance Rate	90 percent of appointments are kept.				95% of appointments kept.
Percentage of students meeting state college/university entrance requirements.	4.5% of students meet state college/university entrance requirements.				GR desires to have 5% of students meet state college/university entrance requirements.
Percentage of students completing CTE courses	GR does not have a CTE pathway.				GR will consult with WASC and stakeholders regarding a CTE pathway.
Percentage of students who have passed an AP exam with 3 or higher	0* Gold Rush Charter School does not offer AP courses at this time.				GR will consult with WASC and stakeholders regarding offering AP courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students that passed the early assessment program (smarter balanced scores)	18/19 percentage of students that passed the early assessment program (via smarter balanced scores) was 2.5% for math and 42.5% for ELA.				23/24 percentage of students that pass the early assessment program (via smarter balanced scores) will be 25% for math and 60% for ELA
Percentage of special education students who graduate with a high school diploma, including completion certificate.	Special education students who graduate with a high school diploma, including completion certificate is 75%.				Graduation rate for special education students, including completion certificates will be 90%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Support	Math Support – Purchase math programs to benefit student comprehension and scores. Transferring students scores are low upon arrival to our program Programs include but not limited to IXL and an extra Math Success period. Added Friday tutoring. Also implemented videos which are posted on our website to support IS students completing their math lessons at home. Math support videos are in place for IS students in grades 4-8. This goal was chosen to help students improve academically in Math and improve on the testing success.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	SPED Support	With the increased number of SPED students in the GR program and the retirement of the current SPED coordinator, the need to hire a new SPED coordinator and supporting SPED aides became necessary. Due to the shortage of SPED personnel in the area, GR offered a very competitive salary. To provide additional support to the SPED coordinator, two additional SPED support aides will be hired, partially utilizing the ELO grant. This goal was chosen to support the needs of SPED students.	$49,900.00	No Yes
3	Credit Recovery	Credit Recovery will be held to assist students who have fallen behind in credits and are in danger of not graduating with their class. A new facility will be added to offer more structure and opportunity for more student enrollment. This class will meet Monday – Thursday 9:00-2:00. Tracking will be done to determine student completion rate. Rate determined upon completion to grade level. (to be determined if a onsite class is needed.) Grades 9-11 Students can use IS as a means of completing Credit Recovery with added classes and electives to support on-time graduation completion. This goal was chosen to help students succeed in catching up in their missing credits.	$45,000.00	Yes
4	Independent Study Appointment Tracking	Same Plan Fiscal Change Administration has found increased success in the addition of tracking system of the IS appointments by the IS Office Coordinator. Improved attendance and better student completion of class assignments due to oversight of attendance. Tracking of attendance will be reported to	$25,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Administration. It is also recorded if a student comes to a meeting with work that is below the 80/70 rule. This goal was chosen to help maintain appointment schedules for students so that they maintain academic success by attending appointments.		
5	School Transportation Services	With the addition of students attending College classes we find there is a continued need for transportation services. To now include all students to and from college and to and from school. These funds will be used to provide bus tickets for students. This goal was chosen to assist students who need transportation to and from classes.	$500.00	Yes
6	College Support	College Courses - Continue promotion of concurrent enrollment for Columbia College. This will include college days, college workshops and on site classes. Tracking will be done to determine semester enrollment and college class completion. Looking at college course offerings to hold class on-site and purchase textbooks.		Yes
7	College and Career Readiness Center	Track student class success and educational goals with the continued use of the Four Year academic plan. These plans will help track diplomas, college enrollment and needs of all students including socioeconomically disadvantaged students.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This goal was chosen as a tracking to oversee student success by tracking their yearly progress towards graduation.		
8	Instructional Aides	GRCS has experienced great success for our students with the addition of classroom aides. Utilize 5 classroom aides for teacher assistance and program support. This goal was chosen to help teacher meet the academic support of students.	$77,177.00	Yes
9	Bench Mark Testing	Bench Mark Testing – As recommended in our 2016 WASC visit review, GRCS high school will bench mark all high school math and English students throughout the year. This will allow better placement for all students and especially new and transferring students. These bench mark tests will help track student success and student needs.	$6,594.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Improve Educational opportunities for all students with facility and technology upgrades LEA wide

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career: percentage of students meeting the college and career indicator	Percentage of students meeting the college and career indicator is currently in the red tier on the state dashboard				Percentage of students meeting the college and career indicator will be in the yellow tier on the state dashboard.
Credit Recovery/Acceleration Program	10 students will be enrolled in the credit recovery/acceleration program.				20 students will be enrolled in the credit recovery/acceleration program.
Amount of independent study students served,	GR currently has 207 independent study students in the program.				GR will have 240 independent study students in the program.
Health Survey: percentage of students who indicate they feel safe on campus.	Currently, 80% of students in grade 7 and 44% in grade 9 indicated they feel safe on campus.				90% of students in grade 7 and 70% in grade 9 will indicate they feel safe on campus.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Readiness	College/Career Center to offer college workshops, career advancement opportunities, liaison with the college for college supports, track work permits and offer career days. Send designee to work permit training and other trainings as needed. This goal was chosen to benefit the success of students in their college and careers pursuit.	$5,000.00	Yes
2	Credit Recovery/Acceleration Program	Lease and creation of Credit Recovery classroom and staffing to support student needs. (Lease High School #2) This goal was chosen to help students that have fallen behind reach grade level and graduate with their class.	$10,200.00	Yes
3	Independent Study Facilities	Lease meeting areas. (IS Offices) (IS HS#2) This goal is set to assure the rental of needed classroom space for student and teacher meetings.	$53,261.00	Yes
4	Student Campus Safety	Tuolumne County Sheriff School Safety Officer on campus twice per learning period. Will also hold public safety day and workshop with		Yes

Action #	Title	Description	Total Funds	Contributing
		Center for a Non-Violent Community for anti-bullying/unintentional bullying. This goal is in response to the Healthy Kid survey and to help students feel safe at school.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Improve student success through implementation of Common Core State Standards and new curriculum options and enhanced engagement.

An explanation of why the LEA has developed this goal.

BAsed on stakeholder input, review of our current curriculum...

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Training	50% teachers are trained on NGSS.				100% teachers will be trained on NGSS.
Chronic Absenteeism rate	CR currently has 95% positive attendance.				GR will have 97% positive attendance.
High School drop out rate percentage	Less than 5%				Less than 5%
Middle school drop out rate	Less than 5%				Less than 5%
Parental participation to support school operations	0 parent volunteers due to COVID				10 parent volunteers on-campus.
Special Education students' benchmark assessments	1-year growth in grade-level achievement of reading and math for special education				2-year growth in grade-level achievement of reading and math for special education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students based on benchmark assessments.				students based on benchmark assessments.
Suspension Rate/Expulsion Rate	Less than 5% of students were suspended/expelled.				Less than 5% of students will be suspended/expelled.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CCSS Training	CCSS Training for new curriculum. Will vary according to current years adoption. Modified to show fiscal change. All 5-8 CS and k-8 IS teachers will receive TCI training for the NGSS adopted curriculum. All HS staff will receive training for Stemscopes Science. All k-4 CS and High School Independent Study teachers will receive training for the Inspire NGSS curriculum. This goal was chosen so GRCS can provide teachers with needed understanding of curriculum through training of materials and standards.	$1,500.00	No Yes
2	Chronic Absenteeism	Staff tracking of Independent Study appointments and absence tracking per learning period.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	High School Drop Out Rate	Credit Recovery Program to support student success and engagement. Staff (JM)	$46,668.00	Yes
4	Middle School Drop Out Rate	After school and Independent Study tutoring to support student success and engagement. This goal was chosen for student academic success.	$3,300.00	Yes
5	Parent Participation/Science Night	CCSS Parent Nights This goal was chose to help parents have a better understanding of the school curriculum. This will be beneficial for Friday packets.	$500.00	Yes
6	Parent Participation	Parents serve on Parental Advisory Committee, the Board, volunteer in the classrooms and serve on the PTNo		Yes
7	Special education push-in support	Push-in support for special education students to support their engagement and mastery of the common core state standards.		Yes
8	Suspension Rate	GR is utilizing alternatives to suspension. We chose this goal due to the academic importance of the students having access to school curriculum, even when they are being disciplined, to maintain their academic engagement.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.65%	347,600

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As stated throughout this document, based on staff and student feedback, parent surveys and research we are implementing this year's LCAP plan to

benefit all students including SPED, socioeconomically disadvantaged, foster youth and homeless. Research demonstrates that when parents are

active partners with their child and school then student outcomes improve. With the continued rapid growth of GRCS it is evident that current LCAP

programs are being successful and new programs are needed to grow services.

While the services of this LCAP are for the benefit of all students, unduplicated students are targeted for support.

The following programs are designed to increase student and parent engagement for all students: * Funding to implement parent/teacher NGSS CCSS workshops. * Funding to continue reading improvement curriculum. * Funding to grow college readiness. * Funding to strengthen Credit Recovery Services. * Funding to improve SPED Services * Funding to Improve health and safety of Foster and Homeless students

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$347,600.00				$347,600.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$270,045.00	$77,555.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Math Support	$2,500.00				$2,500.00
1	2	English Learners Foster Youth Low Income SPED	SPED Support	$49,900.00				$49,900.00
1	3	English Learners Foster Youth Low Income	Credit Recovery	$45,000.00				$45,000.00
1	4	English Learners Foster Youth Low Income	Independent Study Appointment Tracking	$25,500.00				$25,500.00
1	5	English Learners Foster Youth Low Income	School Transportation Services	$500.00				$500.00
1	6	English Learners Foster Youth Low Income	College Support					
1	7	English Learners Foster Youth Low Income	College and Career Readiness Center	$20,000.00				$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	8	English Learners Foster Youth Low Income	Instructional Aides	$77,177.00				$77,177.00
1	9	English Learners Foster Youth Low Income	Bench Mark Testing	$6,594.00				$6,594.00
2	1	English Learners Foster Youth Low Income	College and Career Readiness	$5,000.00				$5,000.00
2	2	English Learners Foster Youth Low Income	Credit Recovery/Acceleration Program	$10,200.00				$10,200.00
2	3	English Learners Foster Youth Low Income	Independent Study Facilities	$53,261.00				$53,261.00
2	4	English Learners Foster Youth Low Income	Student Campus Safety					
3	1	English Learners Foster Youth Low Income Students with Disabilities	CCSS Training	$1,500.00				$1,500.00
3	2	English Learners Foster Youth Low Income	Chronic Absenteeism					$0.00
3	3	English Learners Foster Youth Low Income	High School Drop Out Rate	$46,668.00				$46,668.00
3	4	English Learners Foster Youth Low Income	Middle School Drop Out Rate	$3,300.00				$3,300.00
3	5	English Learners Foster Youth Low Income	Parent Participation/Science Night	$500.00				$500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Parent Participation					
3	7	English Learners Foster Youth Low Income	Special education push-in support					
3	8	English Learners Foster Youth Low Income	Suspension Rate					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$347,600.00	$347,600.00
LEA-wide Total:	$270,423.00	$270,423.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$122,177.00	$122,177.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Math Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
1	2	SPED Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,900.00	$49,900.00
1	3	Credit Recovery	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 9-11	$45,000.00	$45,000.00
1	4	Independent Study Appointment Tracking	LEA-wide	English Learners Foster Youth Low Income		$25,500.00	$25,500.00
1	5	School Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
1	6	College Support	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-11		
1	7	College and Career Readiness Center	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High School/Independent Study	$20,000.00	$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					9-12		
1	8	Instructional Aides	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Country School K-8	$77,177.00	$77,177.00
1	9	Bench Mark Testing	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High School 9-12	$6,594.00	$6,594.00
2	1	College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	2	Credit Recovery/Acceleration Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$10,200.00	$10,200.00
2	3	Independent Study Facilities	LEA-wide	English Learners Foster Youth Low Income		$53,261.00	$53,261.00
2	4	Student Campus Safety	LEA-wide	English Learners Foster Youth Low Income			
3	1	CCSS Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
3	2	Chronic Absenteeism	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	3	High School Drop Out Rate	LEA-wide	English Learners Foster Youth Low Income	12	$46,668.00	$46,668.00
3	4	Middle School Drop Out Rate	LEA-wide	English Learners Foster Youth Low Income	All Schools k-8	$3,300.00	$3,300.00
3	5	Parent Participation/Science Night	LEA-wide	English Learners Foster Youth		$500.00	$500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	6	Parent Participation	LEA-wide	English Learners Foster Youth Low Income			
3	7	Special education push-in support	LEA-wide	English Learners Foster Youth Low Income			
3	8	Suspension Rate	LEA-wide	English Learners Foster Youth Low Income			$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Gold Rush Charter School	Ronald Hamilton Principal	rhamilton@goldrushcs.org 209-532-9781

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Reading/Language Arts
CS K-8 Adopted Curriculum
HMH Journeys
HMH Collections
SIPPS
Handwritting Without Tears
Scholastic News

High School 9-12

HMH Collections

Independent Study
HMH Journeys
Handwritting Without Tears
Reading Adventure Magazine
Elements of Literature 3rd Course
elements of Literature 4th Course
Elements of Literature 5th Course
Elements of Literature 6th Course

Mathematics

Country School K-8

Eureka Math
Open Up Resources

High School 9-12

Integrated Math 1
Integrated Math 2
Integrated Math 3
Big Ideas Math
IXL.com
AGS Basic Math Skills
Keys to Algebra/ Percents/ Decimals/ Fractions

Independent Study
My Math
CA Math
Integrated Math 1
Integrated Math 2

Integrated Math 3
Big Ideas Math
IXL.com
AGS Basic Math Skills
Keys to Algebra/ Percents/ Decimals/ Fractions

Science (Due to COVID the piloting of this curriculum was placed on hold. The adoption of curriculum will take place June 2021)

Country School K-8

Harcourt CA Science
Amplify
Inspire
Mystery Science
Pearson Earth Science
Pearson Life Science
Pearson Physical Science

High School

AGS Earth
Glencoe Earth Science
Glencoe Biology
Glencoe Science Voyages
AGS Physical Science

Independent Study
Harcourt CA Science
Pearson Focus on Earth Science
Pearson Focus on Life Science
Pearson Focus on Physical Science
Glencoe Earth Science
AGS Earth Science
Glencoe Biology
Glencoe Science Voyages

History-Social Science

Country School K-8

Pearson My World
TCI

High School

AGS Career Planning
AGS Life Skills
HMH World History
HMH Government
HMH Economics

Independent Study

Pearson My World

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Academic Standards	1	2	3	4	5
Next Generation Science Standards		2			
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science				4	

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards		2			
Physical Education Model Content Standards		2			
Visual and Performing Arts	1				
World Language	1				

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered	1				

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

We will be creating various committees to address implementation of the academic standards. A focus will be on Career Technical Education, Health, PE, Visual and Performing Arts and World Language. Due to COVID, we are now finalizing our NGSS adoption and new curriculum will be used for the 21/22 school year.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Starting in the summer of 2021, our school will have an additional parent representative on our Board. We are also starting a Parent Advisory Committee in the Fall of 2021. The focus of the new Parent Advisory Committee will be on school transparency as well as other items they feel there needs to be a focus on.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Gold Rush currently utilizes various formats to partner with families including Classroom Dojo which enables communications to include work/projects done in class, photos, videos, classroom and school updates, as well as behavior management updates. Progress reports are utilizes formally and informally by the school. Progress reports are distributed at assigned dates as well as provided as requested and on a weekly basis (if requested by the family or recommended by the teacher(s)). High School students are given a new 4-year HS Educational Plan each semester so students/parents/teachers know exactly which courses are still needed towards their individual academic goals. High School Student Accountability Meetings are held at the end of each learning period to ensure students are working at or above the 80/70 rule. Students working below that level are given a warning letter plan, that includes a meeting with the student/parents to get a plan for success in writing along with the work needed to reach that goal.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		

Seeking Input	1	2	3	4	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Starting in the summer of 2021, our school will have an additional parent representative on our Board. We are also starting a Parent Advisory Committee in the Fall of 2021. The focus of the new Parent Advisory Committee will be on school transparency as well as other items they feel there needs to be a focus on. Surveys are also provided throughout the school year to garner stakeholder feedback to enable the school to address these areas.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

For grade 7 students who were administered the California Healthy Kids Survey in 2020, the report indicated that overall students feel school connectedness (75%), have caring adult relationships (80%), have high expectations (88%), perceive the school as very safe or safe (80%), and are not participating in substance use at school (0 reported ever being drunk or "high" on drugs at school ever). Areas of growth for the school included categories under School Safety due to almost half of students in this group (45%) stating they experienced harassment or bullying, with over half (55%) stating they had mean rumors or lies spread about them. Also of particular concern were items under Substance Use and Physical/Mental Health to include 60% of students having sleep deprivation, 50% experienced chronic sadness/hopelessness, and 20% considered suicide. The demographics for this group include 42% male and 58% female students, 100% of students speak English at home, with 50% reported as white, 45% mixed (two or more) races, and 85% reporting living at home with at least 1 parent/guardian. In response, Gold Rush will be reaching out to community resources to support staff and students in bullying and suicide awareness and mental health services.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

> All of Gold Rush Charter School's non-duplicated student populations, including Socially/Economically Disadvantaged, Foster Youth, Homeless, and English Learners, have access to and are enrolled in a broad course of study. All GR sites utilize Common Core curriculum for student instruction and are also provided with supplemental materials for all students to access the curriculum. Due to COVID, Gold Rush, using CARES funds, was able to see to it that all students had access to the internet and their curriculum with hotspots and 1-1 chromebooks. Before COVID, Gold Rush brought college courses to the High School/Independent Study site and purchased the textbooks, enabling all students to access the course (by eradicating the financial barrier). Free bus passes were also provided to students so they could access the High School/Independent Study sites as well as the college course held on campus (addressing the transportation barrier). Hard copy curricular materials are provided to students/families when internet/online curriculum is not appropriate for their learning/personalized learning plan.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					