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

Introduction:

LEA: **Academy of Personalized Learning**   Contact: **Dr. Patricia Dougherty, Executive Director, pdoughtery@ourapl.org, 530-222-9280**

LCAP Year: **2014-2015**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Academy of Personalized Learning Charter School is a public Personalized Learning K-12 school located in Redding, California, supporting families who home-school their children. A personalized educational program is designed for each student. There are no tuition costs to attend our school. Current enrollment at APL is approximately 490 students. Approximately 44% of our students are low income, foster youth, or English language learners (unduplicated count).   Families are assigned to a credentialed teacher who provides constant direction for the parent/student/teacher team. This credentialed teacher assists the parent in the selection of curriculum from a vast array of state standards aligned texts, appropriate for each child's level in each subject area, and then guides the parent throughout the year. Parents take on the role of the primary educator of their own child.

Involvement Process	Impact on LCAP
-Seek input from monthly staff meetings September 23, October 21, November 18, and December 16, 2013 January 13, March 3, March 31, April 28, May 19, and June 16-18, 2014 September 22, October 27, and December 15, 2014 January 12, March 2, March 30, April 27, May 18, and June 16-18, 2015 -Seek input at Advisory meetings from staff, parents, and students August 7, September 4, October 9, November 6, and December 11, 2013 January 15, February 5, March 5, April 9, May 7 and June 11, 2014 August 4, September 15, October 6, November 3, and December 1, 2014 January 5, February 2, March 2, April 20, May 4, and June 1, 2015 -Seek input at Board meetings August 15, September 19, October 17, November 21, and December 19, 2013	Stakeholders reviewed school-wide CST and CAHSEE data. Teachers reviewed individual students' scores as well as scores on school-wide assessments in reading, English language arts, and math. From the data and stakeholder input, it was determined that extra support in reading and math is needed. While the site programs in APL Charter have extra support for parents and students, homeschool/independent study students need more support, particularly in middle and higher grades. There is also a need to train our homeschooling parents in teaching methods, so that they can improve their teaching in math, writing,

Involvement Process	Impact on LCAP
January 16, February 13, March 20, April 24, May 15, and June 19, 2014 August 21, September 18, October 16, November 20, and December 18, 2014 January 15, February 12, March 19, April 15, May 15, and June 18, 2015 -Teacher meeting days – assessing work completion -IEP, SST – Staff, parent, student, outside professional -Teacher emails, texts, phone calls – constant updates with family: including parent notification letters if falling behind -Newsletters, student portals, parent portals, flyers, Cash for College/College option nights, college tours for SPED/High school transition programs, parent surveys, high school student surveys, APL website, SARC Report	reading, and common core standards. The stakeholders determined the importance of creating a more college-bound culture at APL Charter. Emphasis will be placed on increasing college and career readiness.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
Need: All PLTS, in addition to being highly qualified, will participate in professional growth opportunities. **Metric:** Presented and updated annually at the yearly PLT evaluation meeting with the administrator.	Each PLT will formulate a growth plan as it relates to their area/s of specialty.	All	All	Some progress was made on growth plan and annual evaluation; however it is in beginning stages. Administration will develop a growth plan template for teachers to use during the 2016-2017 school year. All teachers participated in Acellus and Edmentum training. Several teachers are involved in SEES grant professional development. CPM training was also provided through a mentor	Formulation of growth plan for each PLT.	Continual update and review of progress toward implementation of growth plan. Growth plan to include possible professional development possibilities. Administration will develop evaluation rubric for yearly staff evaluation. This will improve student instruction and support.	Continual update and review of progress toward growth plan. Math teachers will attend formal CPM training. Due to a new 4-H grant, 3 teachers will have formal mentorship and training for participation in the grant. ESS will become part of the growth plan.	Basic Services: Priority 1

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				teacher.			We will research and pursue staff development opportunities in technology, math, and ELA.	
Need: All students need to have access to standards-aligned curriculum. **Metric**: CCSS/NGSS aligned curriculum is available and accessible to all students.	Curriculum specialist and/or qualified staff will review, investigate and report. Have CCSS/NGSS curriculum available for students to access. Increase library materials to	All	All	During the 2015-2016 school year, CA Common Core math curriculum was purchased for all grades K-11. APL also purchased two online platforms, Acellus and Edmentum which are common core aligned.	Investigate CCSS and NGSS curriculum options. Investigate CCSS and NGSS aligned reading and support materials.	All students have access to common core aligned mathematics curriculum. This will prepare them for college level coursework. Research common core Language Arts and NGSS.	APL will form subject level committees to research language arts curriculum to better instruct students in common core methodologies. Purchase CCSS and NGSS aligned reading and support materials.	Basic Services: Priority 1 Course Access: Priority 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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	support new CCSS and NGSS.							
Need: Continued school facility improvement and growth to meet students' needs. **Metric**: Feedback from stakeholders, such as staff and families. Annual Parent and High School student surveys.	Maintain and expand facility to meet student needs and prepare students with 21st century technological skills. Increase student access to computers by creating additional computer labs and laptop carts.	All	All	All rooms in newly acquired space have been equipped with desks, chairs, laptop carts and 4 ELMOs. We also increased laptop availability by purchasing 60 new laptops. APL also completed a large server update.	Increase space available for intervention and technological opportunities for students' participation.	Maintain and expand facility to meet student needs.	Maintain and expand facility to meet student needs. Teachers will have access to the technology that will allow them to expand their teaching methodologies and provide a more engaging, rigorous experience.	Basic Services: Priority 1
Need: Professional development opportunities in	Educate PLTs and provide opportunities for them to gain	All	All	All teachers participated in Acellus and Edmentum training.	PLTs receive at least one professional development	Students will improve on standardized testing as well	PLTs receive continued professional development	Implementation of CCSS: Priority 2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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CCSS for all grade levels and curriculum. **Metric**: Staff feedback, PLT documentation, and annual PLT evaluation. Student test scores on multiple measures.	knowledge and techniques in teaching with the CCSS. PLTs will support and provide training to parents on CCSS integration.			Several teachers are involved in a 3 year SEES professional development grant. CPM training was also provided through a mentor teacher.	opportunity on how to implement CCSS. PLTs instruct parents on how to implement CCSS at home.	as internal benchmark assessments. Students will be able to successfully utilize online curriculum and receive direction instruction and intervention through online platforms. Frustration with CA Common Core curriculum with decrease. This knowledge will then be shared with parents for CCSS	opportunities for growth in knowledge of CCSS and best practices. This will increase student success rates.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					implementation at home.			
Need: Provide a variety of educational opportunities to meet the needs of EL students. **Metric**: EdPerformance assessment, APL writing assessment, CELDT, CAASPP data	Provide opportunities for EL students to make gains in language acquisition and content knowledge.	All	All	No EL students attended APL 2014-15 school year.	EL students will increase academic growth by 5% from prior year.	EL students' scores will increase an additional 5% in academic growth.	EL students' scores will increase an additional 5% in academic growth.	Implementation of CCSS: Priority 2
Need: Promoting Parent Involvement. **Metric**: Parent input, surveys, number	Parents will increase their skill set to be able to successfully teach their children, by attending annual	All	All	APL held an open house which featured all APL staff and Mr. Brown, a motivational speaker. It was a great success with	Create focus groups of PLTs, parents, and students to assess and review current involvement in student outcomes, communication,	Create focus groups of PLTs, parents, and students to assess and review current involvement in student	Rebuild advisory council. Increase parent participation by 10%.	Parental Involvement: Priority 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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of parents completing training.	parent trainings. The parent trainings may include (but are not limited to) parent led groups, YouTube videos, or webinars on organization, lesson planning, and other parental needs.			over 100 families in attendance. We are in the process of rebuilding our Advisory Council. We completed our annual survey with an increase in parental participation. We also held an open house/science fair on May 17th to showcase student work. In addition we held CPM parent workshops.	and culture of learning. Increase parent participation by 5%.	outcomes, communication, and culture of learning. Increase parent participation by 5%.		
Need: Students need to increase math skills.	Charter will increase the number of students showing growth	All	All	As evidenced by Performance Series benchmark math assessment data, almost all grade	5% of students show improvement in math benchmarks from prior year.	An additional 5% of students will show improvement in math	An additional 5% of students show improvement in math	Student Achievement: Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Metric: Edperformance assessment, benchmark assessments, CBM math, CAASPP Data, CAHSEE Data	in multiple measures – students will increase stamina to be able to solve multi-step and complex mathematical problems as well as improving in basic computational skills. Charter will increase the number of students showing growth in multiple measures			level bands had a significant increase in year over year scores. Last year was our baseline year for the Caaspp. We are finding that students using CPM have much stronger problem solving skills. We added remedial labs for students, grades K-12. We utilized Acellus, Accucess, and Study Island in our remedial labs	As part of our data collection, date of enrollment will be considered. 5% of students will create and maintain a portfolio.	benchmarks. As part of our data collection, date of enrollment will be considered. Increase student participation in CAHSEE testing. 10% of students will create and maintain a portfolio.	benchmarks. As part of our data collection, date of enrollment will be considered. Initiate subject level committees to meet and create a vertical alignment. This will ensure students are prepared for grade level requirements. Train staff on remedial labs to ensure	

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							students are getting help as necessary. Set up additional math tutoring times.	
Need: Students need to increase reading and writing skills. **Metric:** Edperformance assessment, benchmark assessments, Dibels assessment, CAASPP Data, CAHSEE Data	Students will improve in critical reading skills such as fluency, close reading of both literary and informational texts, increasing the percentage of nonfiction materials read per year. Increase student writing output rates. Students	All	All	As evidenced by Performance Series benchmark math assessment data, almost all grade level bands had a significant increase in year over year scores. Last year was our baseline year for the Caaspp. We added remedial labs for students, grades K-12. We utilized Acellus,	5% of students show improvement in ELA benchmarks from prior year. As part of our data collection, date of enrollment will be considered.	An additional 5% of students will show improvement in ELA benchmarks. As part of our data collection, date of enrollment will be considered. Increase student participation in CAHSEE testing.	An additional 5% of students will show improvement in ELA benchmarks. As part of our data collection, date of enrollment will be considered. Initiate subject level committees to meet and create a	Student Achievement: Priority 4

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | are capable writers and can write to a variety of prompts. | | | Accucess, and Study Island in our remedial labs. Teachers integrated primary source documents as part of regular reading assignments

Writing was identified as a school wide goal. A new writing class, Institute for Excellence in Writing, as well as creative writing was added to the schedule. We purchased Turnitin to assist teachers in grading writing assignments. | | | vertical alignment. This will ensure students are prepared for grade level requirements. Develop a reading level conversion chart and begin labeling all reading materials in the library with Lexile and grade levels on the spine. Expand online reading program offerings. | |

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Need: Increased technology opportunities for both college prep and trade bound students. **Metric**: Tracking surveys. Graduation rates. Dropout rates. Concurrent enrollment. Work permits. Number of students who participate in the transition	Develop courses to prepare students for trade programs. Offer job skill/social skill classes. Provide more online education options. Increase number of available technology systems to provide for student opportunities.	All	All	We were the recipients of a 4-H grant that focus on technology. We are in the process of developing this. We continue to add to our Lego Robotics classes, including Vex Robots. APL purchased two online platforms, Acellus and Plato. We added a Career Development course that utilizes computers, online research and word processing skills.	Decrease dropout rate by 5% from prior year. Develop job transition skills program. Continue the development of ESTEAM programs adding at least one new program and create a plan for adding more.	Decrease dropout rate by an additional 5%. Expand job transition skills program to include 5% more students. Add at least one trade related course to course offerings. Continue the development of ESTEAM programs.	Decrease dropout rate by an additional 5%. Expand job transition skills program to include 10% more students. Continue to research and add trade courses. Add more technology based courses such as keyboarding,	Student Engagement: Priority 5 Course Access: Priority 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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workability/job training programs offered. College acceptance rate.				45% of eligible students completed workability training.			MS Word, Excel, and Photoshop courses. Continue the development of ESTEAM programs.	
Need: Common resource center behavior comportment and expectations. Set up incentives and disincentives to encourage student	All staff upholds a common set of resource center expectations. Provide mentoring to teaching staff. Build resource center environment conducive to	All	All	Expectations are posted in each room. Parents and students are provided with a parent/student handbook. Teachers include resource center behavior, comportment, and expectations on each syllabus.	Set up training and mentoring for teaching staff. Develop social skills lab. Have at least one social skills lab for elementary/ middle school students. Identify room	Provide ongoing training and mentoring for all staff. Add additional social skills labs for high school students. Assess and modify room supplies	Assess and modify room supplies according to current needs. Work towards having a common syllabus. Hold department	Basic Services: Priority 1 School Climate: Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
compliance. **Metric**: Track number of behavior problems and resolution. Track number of repeat offenses. Annual PLT evaluation PLT input regarding supplies and technology access.	learning by providing complete room supply sets, and by improving access to computers and other technology in classrooms.			Expectations are discussed regularly at staff meetings. School has a "Good Apple" award with which to reward students for exceptional behaviors. Academic excellence is also rewarded via student spotlight in the newsletter. Rooms were stocked with necessary academic supplies. APL is currently researching additional	supply set needs. Research technology tools to best fit student needs.	according to current needs. Add at least one new component to technology systems.	meetings with subject area groups for vertical alignments and commonality among subject areas.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
				technology supplies, such as ELMOs and LCD projectors.				
Need: Additional support for resource center intervention for students identified as belonging to one or more subgroups. **Metric**: Assessments, Edperformance assessment, CAASPP, CAHSEE, semester R.C., LP grades, progress reports, writing	PLT offers additional tutoring with students or will facilitate additional tutoring to help with academic skills and success.	All	All	As evidenced by Performance Series benchmark math assessment data, almost all grade level bands had a significant increase in year over year scores. Last year was our baseline year for the Caaspp, however Caaspp data will not be available for comparison during this school year. We added remedial labs for students	Failure rate for students will decrease by 5% from prior year.	Failure rate for students will decrease by an additional 5%.	Failure rate for students will decrease by an additional 5%. Train staff for remedial labs to ensure students are getting proper help as necessary. Set up additional math tutoring times.	Course Access: Priority 7 Other Student Outcomes: Priority 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
assessment				grades K-12.				
Need: RTI math K-12 **Metric**: State testing math, CBM math, Edperformance, CAHSEE	Students to have access to programs both through the resource center and as independent study to ensure mastery of basic math skills.	All	All	During the 2014-15 school year, APL instituted remedial labs to focus on skill gaps. Created and implemented RTI forms to document growth targets and performance. We purchased Acellus, Accuccess and Study Island to target student's academic needs. As evidenced by	Student math scores as measured by internal benchmarks and CAASPP, CAHSEE will increase 5% from prior year. As part of our data collection, date of enrollment will be considered. Charter will have resource center intervention offerings of math RTI.	Student math scores as measured by internal benchmarks and CAASPP, CAHSEE will increase by 5%. As part of our data collection, date of enrollment will be considered. Charter will increase offerings (to include adaptive	Student math scores as measured by internal benchmarks and CAASPP, CAHSEE will increase by 5%. As part of our data collection, date of enrollment will be considered. Charter will update RTI chart and	Course Access: Priority 7 Other Student Outcomes: Priority 8

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
				Performance Series benchmark math assessment data, almost all grade level bands had a significant increase in year over year scores. Last year was our baseline year for the Caaspp, however Caaspp data will not be available for comparison during this school year.	Charter will offer academic support for students.	remedial on-line programs) to complement resource center intervention offerings as well as options for home school families.	create a "results" chart of remedial curriculum. Add a transition workshop.	
Need: Students need to be prepared to attend college or career	Create course(s) that address student needs for college prep. Charter will	High School	All	Most of APLs on site classes are A-G approved. In addition APL purchased two	Charter will create courses to prepare student for career readiness.	Charter will increase vocational/occupational career opportunities.	Re-evaluate course offerings to correlate with changing	School Climate: Priority 5 Course Access: Priority 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
training when they graduate high school.

Metric: Track number of students that complete A-G requirements and students who pass the CAHSEE. Track number of students who take PSAT, ACT, SAT, ASVAB, GED and career aptitude assessment. Data from EAP assessment, tracking after high school. | increase the number of students graduating high school that are ready to go to a 4 year college, community college or career tech program by increasing the number of students successfully completing A-G requirements. As an alternative to college, students will be job ready. | | | online options that provide A-G courses as well as CTE courses. Connections have been made with Simpson College and Shasta College to come to the APL site and provide information, and orientation for the colleges. Shasta college provided counselors to create educational plans for our students.

ROP is offered and APL is creating additional Internship opportunities for | Charter will increase exposure to career options through local partnerships.

Charter will increase academic counseling for students/families. | Charter will increase exposure to career options through local partnerships.

Increase number of students taking college entrance exams. | student demographics.

Pursue partnership opportunities with the community.

Expand job transition skills program to include 10% more students.

Continue to research and add trade courses | Other Student Outcomes: Priority 8 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17	
				high school students. We added a Career Development course that utilizes computers, online research and word processing skills. 45% of eligible students completed workability training. We continue to partner with College Options to provide college counseling.				

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
Each PLT will formulate a growth plan as it relates to their area/s of specialty.	Basic Services: Priority 1	Staff training: goal setting, common core instruction, teacher goals for curriculum selection, training for new standards and state testing.	School Wide K-12	Staff participated in common core instruction. Administration will develop a growth plan template for teachers to use during the 2015-16 school year.	Provide Professional Development for Staff Growth Plans General Fund Further develop APL teambuilding and Peer Coaching	Continue to provide Professional Development for Staff Growth Plans General Fund Further develop APL teambuilding & Peer Coaching	Continue to provide Professional Development for Staff Growth Plans General Fund Further develop APL teambuilding & Peer Coaching
Curriculum specialist and/or qualified staff will review, investigate and report. Have CCSS curriculum available for students to access. Increase library materials to support new CCSS and NGSS.	Basic Services: Priority 1 Course Access: Priority 7	Monthly staff meetings will be dedicated to the review, investigation and discussion of CCSS curriculum, & NGSS curriculum for purchase for IS students, onsite classes, and school library.	School Wide K-12	Common core math curriculum was researched and has been purchased for the 2014-15 school year, for both resource center and school library. Teachers will be trained in use of new curriculum.	Textbook pilot and adoption and purchase of CCSS ELA texts Establish quarterly parent/teacher training for adopted ELA CCSS Curriculum. Common Core	Textbook pilot and purchase CCSS Science Curriculum Ongoing parent/teacher training for adopted Math and Science CCSS Curriculum. Common Core	Textbook pilot/implementation of CCSS Soc Studies Curriculum Ongoing parent/teacher training: ELA Math, Science and CCSS Curriculum. Common Core
Maintain and expand facility	Basic Services: Priority 1	Continue to build out and expand	School Wide K-12	Acquired additional	Purchase additional	Continue to evaluate need	Continue to evaluate need for computers

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
to meet student needs and prepare students with 21st century technological skills. Increase student access to computers by creating additional computer labs and laptop carts.		facilities to meet student space and technology needs. Facilities development will be in yearly increments, so as to maintain financial and enrollment sustainability Purchase 45 laptops, with three carts that have capacity for 15 computers each, and 30 PC computers to increase students' accessibility to technology.		space and built out 5 classrooms as well as a global science square. Increased laptop availability by purchasing 60 new laptops.	computers as necessary.	for computers and purchase as necessary.	and purchase as necessary.
Educate PLTs and provide opportunities for them to gain knowledge and techniques in teaching with the CCSS. Teachers will support and provide training	Implementation of State Standards: Priority 2	Strategies in developing curriculum and instruction for implementation and integration of CCSS in onsite classes, and to train parents to teach curriculum for homeschooled	School Wide K-12	A mentor teacher was hired to observe teachers and then focused his training on the needs of those teachers with an emphasis on	Provide ongoing professional development in Common Core Standards.	Continue to provide ongoing professional development in Common Core Standards.	Continue to provide ongoing professional development in Common Core Standards.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
to parents on CCSS integration.		students.		the common core. Future mentoring will focus on peer coaching to improve instruction.			
Provide opportunities for EL students to make gains in language acquisition and content knowledge.	Implementation of State Standards: Priority 2	Staff training in strategies to teach EL students in language acquisition and content knowledge. Add curriculum to library to meet student needs	School Wide K-12	No EL students attended APL during the 2014-15 school year.	Additional support classes EL,ELA & Math LCAP Funds

Additional one-on-one tutoring LCAP Funds

Professional Development General Fund | Additional support classes EL, ELA &Math LCAP Funds

Additional one-on-one tutoring LCAP Funds

Professional Development General Fund | Additional support classes EL, ELA & Math LCAP Funds

Additional one-on-one tutoring LCAP Funds

Professional Development General Fund |
| Parents will increase their skill set to be able to successfully teach their children by attending annual parent trainings. The parent trainings may include (but are | Parental Involvement: Priority 3 | Offer parent workshops, w/ child care for younger siblings, online format, YouTube, or onsite, at least twice each school year. Instruction includes, but not limited to: CCSS integration, lesson | School Wide K-12 | No actions or services were provided for this goal during the 2014-2015 school year, however we have hired a mentor math teacher to develop classes for parents. | Additional support classes For Parent Training

Additional one-on-one tutoring LCAP Funds | Additional support classes For Parent Training

Additional one-on-one tutoring LCAP Funds | Additional support classes For Parent Training

Additional one-on-one tutoring LCAP Funds |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
not limited to) parent led groups, YouTube videos, or webinars on organization, lesson planning, and other parental needs.		planning, organization, curriculum choice, and assessments.					
Charter will increase the number of students showing growth in multiple measures – students will increase stamina to be able to solve multi-step and complex mathematical problems as well as improving in basic computational skills. Charter will increase the number of students	Student Achievement: Priority 4	Increase student achievement through multiple measures, by training staff and families; student basic skills development, direct instruction, curriculum choice, and skills practice. Students will receive direct instruction or tutoring with multistep complex mathematical problems. Monthly Staff Training: direct instruction for staff to facilitate student understanding in	School Wide K-12	Instituted math and writing remedial labs Demo-ed online adaptive RTI program. Teachers were provided common core math training.	Additional support classes Math LCAP Funds Additional one-on-one tutoring LCAP Funds Professional Development General Fund	Additional support classes Math LCAP Funds Additional one-on-one tutoring LCAP Funds Professional Development General Fund	Additional support classes Math LCAP Funds Additional one-on-one tutoring LCAP Funds Professional Development General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
showing growth in multiple measures		mathematics skills and language to solve complex problems; Integrated math skills, instructional supplies purchased for staff and classrooms, workshops for parents to build understanding of concepts and instruction.					
Develop courses to prepare students for trade programs. Offer job skill/social skill classes. Provide more online education options.

Increase number of available technology systems to provide for student opportunities. | Student Engagement: Priority 5

Course Access: Priority 7 | Curriculum purchases, online courses, expand transition program to all students 9-12, expand job skills courses 9-12, and introduce global economics with community partnerships, internships, online curriculum... Develop facilities with increased online courses, instruction skills development and | School Wide 8-12 | Increase of computer lab space available with addition of global square.

Completed site visits to other charter campuses using online curriculum.

Local internship opportunities continue to be explored and developed. | Additional support classes In Transition Programs LCAP Funds

Additional one-on-one tutoring LCAP Funds

Professional Development General Fund | Additional support classes In Transition LCAP Funds

Additional one-on-one tutoring LCAP Funds

Professional Development General Fund | Additional support classes In Transition LCAP Funds

Additional one-on-one tutoring

LCAP Funds Professional Development General Fund |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		literacy, computer labs, and science and robotics labs & courses. Facilities development increases opportunities for more student participation.		Career exploration course has been added to the schedule for 2015-2016 school year.			
All staff upholds a common set of behavior expectations.\n\nProvide mentoring to teaching staff.\n\nBuild classroom environments conducive to learning by providing complete class supply sets in each classroom and by improving access to computers and other technology in	Basic Services: Priority 1\n\nSchool Climate: Priority 6	Staff development to create school wide culture of academic excellence and rigor, Peer Tutoring, (teacher to teacher coaching) for classroom instruction, behavioral standards, and academic achievement, room supplies, and computers for more student access...mentoring workshops held monthly for staff, mandatory	School Wide K-12	APL has hired a mathematics mentor teacher to model instructional strategies. He will continue during the 2014-2015 school year with peer coaching. Students are provided with a parent/student handbook.\n\nExpectations are discussed regularly at staff meetings.	Professional Development General Fund	Professional Development General Fund	Professional Development General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
classrooms.		participation...		School has a "Good Apple" award with which to reward students for exceptional behaviors. Academic excellence is also rewarded via student spotlight in the newsletter. Fall semester 2014-2015 APL introduced a social skills class. Rooms were stocked with necessary academic supplies. APL is currently researching additional technology supplies, such as ELMOs and			

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
				LCD projectors.			
PLT offers additional tutoring with students or will facilitate additional tutoring to help with academic skills and success	Course Access: Priority 7 Other Student Outcomes: Priority 8	Development facilities so as to provide more space for academic and basic skills tutoring. Establish computer labs for practice using online support.	School Wide K-12	We added remedial labs for students grades K-8. Writing was identified as a school wide goal. Writing lab, as well as creative writing, was added to the schedule.	Purchase additional computers. Research and purchase online support.	Evaluate need for additional computers and purchase as necessary. Evaluate online support and change/purchase as needed.	Evaluate need for additional computers and purchase as necessary. Evaluate online support and change/purchase as needed.
Students to have access to programs both though the resource center and as independent study to ensure mastery of basic math skills.	Course Access: Priority 7 Other Student Outcomes: Priority 8	Purchase computers; develop computer labs and online accessibility for students. Research and develop math curriculum. Purchase math curriculum.	School Wide K-12	During the 2014-15 school year, APL instituted writing and math labs to focus on skill gaps. Created and implemented RTI forms to document growth targets	Purchase additional computers as needed. Purchase math curriculum.	Evaluate and purchase math curriculum as needed. Pilot online adaptive RTI curriculum.	Continue to purchase additional computers as needed. Evaluate and purchase math curriculum as needed.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
				and performance.			
Create course(s) that address student needs for college prep. Charter will increase the number of students graduating high school that are ready to go to a 4 year college, community college or career tech program by increasing the number of students successfully completing A-G requirements. As an alternative to college, students will be job ready.	Student Engagement: Priority 5 Course Access: Priority 7 Other Student Outcomes: Priority 8	Purchase computers, technologies, and online courses to increase A-G course offerings via online curriculum and instruction. Purchase curriculum to enhance college readiness for all students. Train staff to better prepare students with skill sets which allow for college entrance and success. Develop Life Skills courses. Hire a part time High School counselor.	Grades 8-12	Most of APLs on site classes are A-G approved. In addition, we are currently researching an online option that will provide A-G courses as well as CTE courses. We currently utilize My Scary World within our business entrepreneurial class, and next year we will utilize this in a site based career development course. APL students participated in the annual	Train/hire teachers for additional course offerings. Purchase additional computers as necessary. Research and purchase Life Skills curriculum. Hire a part time High School counselor.	Continue to train/hire teachers for additional course offerings. Evaluate the need for additional computers and purchase as necessary. Evaluate Life skills curriculum and purchase as necessary.	Continue to train/hire teachers for additional course offerings. Evaluate the need for additional computers and purchase as necessary. Evaluate Life skills curriculum and purchase as necessary.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
				Synopsys Sacramento Regional STEM Fair. ROP is offered and APL is creating additional Internship opportunities for high school students. As of the end of the 2014-15 school year, 84% of our high school students have passed the CAHSEE. We continue to partner with College Options to provide college counseling.			

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
Goals: Math ELA College Ready	2-7	For low income pupils: Homeschool/Independent Study Students offered basic internet service at school with curriculum purchase to match their skills and needs. Lower student load per teacher to allow more instructional time for direct teaching/tutoring, stipend for staff with subject expertise, willing to provide extra direct instruction, and tutoring for extended hours, as well as guided practice for basic skills in English/Language Arts, Writing, Mathematics. Monthly bus passes for transportation to school.	School Wide 7-12	Yearly			

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-15	LCAP YEAR 2: 2015-16	LCAP YEAR 3: 2016-17
		For English learners: Mandatory courses In lieu of electives on other than Core Course Instructional days, for CAHSEE skills development, Writing Workshops, Math Skills development, purchase curriculum, and supplies for all the above.	All Re-designated as Fluent Students	Yearly			
		For foster youth: Mandatory courses In lieu of electives on other than Core Course Instructional days, for CAHSEE skills development, Writing Workshops, Math Skills development, purchase curriculum, and supplies for all the above.	All within this "class of student"	Yearly			

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration

funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The School's required spending pursuant to 5 CCR 15496(a)(5) is $198,425 for the 2014-15 LCAP year. This being expended charterwide as APL's unduplicated percentage exceeds 40%.   These funds will be expended in the following areas, although this is not a comprehensive list: one-to-one support and tutoring, professional development, math/science/language/ELA curriculum, parent training, computer purchases, online curriculum, eSteam classroom, robotics, science lab development, beginning reading curriculum, non fiction readers, newspaper and magazine subscriptions, science curriculum, grade level history curriculum, mathematics, and writing curriculum.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Our minimum proportionality percentage for the 2014/15 school year will be 6.97%, and we will provide increased and/or improved services at least at this level on resources for our UP students, in curriculum, direct instruction, bus passes, basic internet access onsite, computer access, extra services for tutoring and remedial courses that focus on building skills for college, and work readiness. Transition courses will also be expanded to include all students 9-12 as part of our charterwide approach. For the K-8 students, they will also receive extra instructional time in reading, and mathematics skills, as well as writing. Staff will receive extra training to enhance their skills sets to be more efficient and successful in meeting these students' needs. Stipends for extra duty assignments will be offered to staff members for direct instructional time.

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