

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Peak Prep Pleasant Valley

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Our school is a virtual school that provides our students with an online education. Our students and community consist of students who need an alternative form of education for a variety of reasons. They may enroll because they need the flexible schedule (i.e. professional athlete), dealt with bullying and needing a safe environment, have anxiety behind school or other hindrances that would keep them from enrolling in a traditional setting.

We serve them the following ways:

- 1) Providing a rigorous curriculum that is aligned to state standards
- 2) Provide them a school mentor that will help the student and family navigate their educational experience.
- 3) We provide multiple forms of communication, support and
- 4) Students have the flexibility of breaks,
- 5) Provide a loving, nurturing and caring school environment.
- 6) Provide them instruction where they can meet peers in a virtual setting.

LCAP Highlights

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

New School Opening/Goal Setting

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

N/A—New school

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

N/A—New school

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

N/A—New school

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.

N/A—New school

Support for Identified Schools

Describe how the LEA supported 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.

N/A—New school

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.

N/A—New school