

Local Control Accountability Plan and Annual Update (LCAP) Template

2019

LEA Name

Contact Name and Title

Email and Phone

Trivium Charter School:
Adventure

Trisha Vais
Executive Director

tvais@triviumcharter.org
805-291-1303

2018-19 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Trivium Charter School: Adventure is a result of the Shasta vs. Anderson decision which required the original Trivium Charter to become Trivium Charter School Network. TCSA offers distinct and diverse options where personalized learning is offered and celebrated. Each student follows their own Personalized Learning Plan that is developed collaboratively with the student, family and teacher. This plan allows and encourages flexibility in honoring student interests, student learning styles, student strengths, weaknesses and academic pacing. Students may attend learning center classes, use "homeschool" centered curriculum and materials, use Independent Study centered curriculum and materials, use online courses or combine various delivery options to create a program of study that is engaging and academically appropriate for the student's level for each subject. Learning center classes are offered on a regular basis and students who opt into this option have multiple courses they can engage in within a classroom setting. Students also have the option of attending extracurricular options and electives at various times throughout the year.

LCAP Highlights

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

This year's LCAP's key features are specifically designed to develop a program for students who need or want more support in the "homeschool" subjects in order to achieve their full potential and to add more elective options so students have varied exposures and experiences. Our LCAP is built around creating a truly personalized program that meets the needs of each student enrolled and allows them to make appropriate progress, build necessary skills, engage in courses that are of personal interest and explore areas of possible future careers.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

No baseline established yet.

Referring to the LCFF Evaluation Rubrics, 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

The greatest need for Trivium Charter School: Adventure is to set a baseline for the 2018-19 year.

Referring to the LCFF Evaluation Rubrics, 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

Based on the California School Dashboard, TCSA does not have any performance gaps reported for any scholar group. However, we do see the need to create a baseline to measure ourselves in the 2018-19 school year and for future years.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

No baseline is established.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$2,363,474.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year

\$146,500.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Operation expenses such as legal, audit, communications, advertising, recruiting, technology infrastructure and other necessary operations are not included in the LCAP. The LCAP is focused solely on the delivery of the academic program. Due to the recent Shasta vs. Anderson case, Trivium Charter was forced to restructure its charter program which resulted in the reduced student numbers in each charter and significantly lowered the LCFF revenue for this particular charter.

Total Projected LCFF Revenues for LCAP Year

\$2,448,932.00

Annual Update

LCAP Year Reviewed: 2017-18

Stakeholder Engagement

LCAP Year 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

This charter is a direct result of the reorganization required by the Shasta vs. Anderson case and, as such, stakeholder engagement was conducted within the operation of the original charter school. In addition, a separate information meeting was held and where feedback and questions were solicited.

Information meetings for community members and prospective families: 5 meetings between May and July 2017 and occurred at each learning center.

Parent Coffees: 15 held throughout the year

Curriculum fairs: 5 held

End of fall semester parent survey: 194 responses

LCAP specific survey: 187 responses

Information meetings for community members and prospective families: 5 meetings between May and July 2017 and occurred at each learning center.

Parent Coffees: 15 held throughout the year

Curriculum fairs: 5 held

End of fall semester parent survey: 194 responses

LCAP specific survey: 187 responses

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Our model promotes a partnership between families and the school because of our hybrid approach to school. The most common feedback we received was to increase our on campus class offerings for two to three days and to purchase and manage our own facilities. We are exploring how to add additional on campus days. In this LCAP we are piloting a "Flex Academy" program to provide increased opportunities for students to participate in a broad range of electives and additional instructional support through on campus and virtual options.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Goal 1

Increase access to quality math instruction and support.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4,5,7,8
------------------	-----------

Identified Need

To provide online, live, comprehensive math instruction and support for independent study students.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Number of online synchronous and recorded courses providing math instruction at the middle school and high school and number of students enrolled.	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Increase access to quality math instruction 1. Provide a minimum of 5 online, synchronous and recorded courses providing math instruction at the middle school and high school level.
2. Enroll 10% of our 6th -12th grade student population during our pilot year
3. Embed weekly small group instruction to remediate gaps in foundational math skills.
(shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

	Amount
Sources	\$45,000.00
LCFF	\$45,000.00
Budget Reference	
1100	Teachers' Salaries

New

Goal 2

Increase access to quality English Language Arts instruction and support for Independent Study students.

State and/or Local Priorities addressed by this goal:

State Priorities 2,4,7,8

Identified Need

To provide online, live, comprehensive and supplemental English Language Arts instruction for independent study students.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
The number of online, synchronous and recorded courses providing English Language Arts instruction for our 4th - 8th grade population and number of students enrolled.	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Increase access to quality English Language Arts instruction and support for Independent Study students. 1. Provide a minimum of 3 online, synchronous and recorded courses providing English Language Arts instruction for upper grammar and middle school students
2. Enroll 5% of our 4th -8th grade student population during our pilot year.
3. Embed weekly small group instruction to remediate gaps in English Language Arts, foundational writing and reading skills.
(shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Sources	Amount
LCFF	\$20,000.00

Budget Reference

1100	Teachers' Salaries
------	--------------------

New

Goal 3

Increase access and student engagement by using 21st century tools, resources and materials

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,7,8
------------------	-----------

Identified Need

A fully, functional and quality program to engage Independent Study students in the math and language arts instruction.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
A parent survey regarding the use of technology for instruction in our Independent Study environment.	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Increase access and student engagement by using 21st century tools, resources and materials 1. Hire a Trivium Connect Director experienced in quality, online, live instruction to implement and oversee this new program, collect data from the pilot program and suggest improvements for subsequent years. 2. Purchase a comprehensive technology-use training program that is individualized and user friendly and adaptable to various skill levels such as Lynda.com (shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Amount \$40,000.00

Sources

LCFF \$40,000.00

Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
4300	Materials and Supplies
4430	Noncapitalized Student Equipment

New

Goal 4

Improve staff capacity to interpret and utilize data to develop student competencies and mastery.
Improve staff capacity to interpret and utilize data to develop student competencies and mastery.

State and/or Local Priorities addressed by this goal:

State Priorities 1,2,3,4,5,6,7,8

Identified Need

Improvement in the interpretation and the utilization of assessment data to provide a more comprehensive way to support core courses for independent study students.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Training agenda, staff attendance and service logs for student progression and intervention.	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Academic Accountability and Support Services 1. 50% of our teaching staff will participate in at least 5 hours of training in assessment interpretation and utilization of various assessments including CAASPP, internal benchmark and teacher assessments during scheduled staff trainings.
2. Hire a Student Achievement Coordinator to assist teachers in how to analyze student data, address intervention needs, and integrate various types of support including special education, general education remediation services, and customized academic support.
3. Use a comprehensive, online platform for lesson planning and differentiation.
(shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Amount \$20,000.00

Sources

LCFF, General Fund \$20,000.00

Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
4200	Books and Other Reference Materials

New

Goal 5

Comprehensive communication system to facilitate communication between Trivium and families.

State and/or Local Priorities addressed by this goal:

State Priorities	3,4,5,6
------------------	---------

Identified Need

Families need a user-friendly way to stay connected to school happenings and events.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
% of parent participation	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Comprehensive communication system to facilitate communication between Trivium and families. 1. Purchase ParentSquare for an online communication school that has a Spanish translation service and an emergency alert feature.
2. Provide staff and parent training on ParentSquare
(shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Amount \$500.00

Sources

LCFF, General Fund \$500.00

Budget Reference

5500	Operation and Housekeeping Services
5800	Professional/Consulting Services and Operating Expenditures

New

Goal 6

Provide a one-to-one device program for all K-12 students.

State and/or Local Priorities addressed by this goal:

State Priorities 2,3,4,5,8

Identified Need

Increasing student access to technology

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Number of Chromebooks and iPads available for student use.	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Purchase additional devices needed to fulfill one-to-one program. Provide iPads, Chromebooks or laptops to all students (shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Sources	Amount
LCFF, General Fund	\$1,000.00

Budget Reference

5500	Operation and Housekeeping Services
------	-------------------------------------

New

Goal 7

Provide quality training, support and feedback to teachers.

State and/or Local Priorities addressed by this goal:

State Priorities 2,3,4,8

Identified Need

A comprehensive and transparent system to communicate and support teacher and learning center expectations.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Instructional Coach services will be tracked via a calendar/log.	2018-19 school year will serve as baseline	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Provide additional training to the Academic Leadership to support K-12 classrooms. Provide additional training to the Instructional Coach, Academic Achievement Coordinator, and High School Director in providing quality feedback and accountability to teaching staff while supporting the Personalized Learning environment.

Budgeted Expenditures

<u>2018-19</u>	
Amount	\$20,000.00
Sources	
LCFF, General Fund	\$20,000.00
Budget Reference	
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries

New

Goal 8

"Flex academy" pilot program
 Provide an increase of oppotunities for students to engage in person and virtually for both core instructional activities and elective courses K - 12th grade

State and/or Local Priorities addressed by this goal:

State Priorities	2,4,5,6,7,8
------------------	-------------

Identified Need

After surveying parents enrolling into Trivium Charter School Adventure, there was a significant demand for more on campus and virtual access to both core and elective courses.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2018-19	2019-20	2020-21
Attendance in Flex academy, parent feedback survey and increased engagement in academic success for unduplicated students	Baseline will be established in 2018/2019 school year.	n/a	n/a	n/a

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Provide a "Flex Academy" option for K-12 students. Provide an additional on campus day of core instruction and elective options for K-12. Core instruction will include math and English and electives will include electives in both arts and sciences.

Budgeted Expenditures

2018-19	
Amount	\$150,000.00
Sources	
NCLB: Title V, Part B, Public Charter Schools Grants	\$150,000.00
Budget Reference	
1100	Teachers' Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2900	Other Classified Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$114,648.00	5.71%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Attendance in the Connect program and the Flex program. Parent feedback survey and increased engagement in academic success for unduplicated students will provide feedback. Students will have an increased access to instructional support services.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds

- 1.1** Increase access to quality math instruction
Unduplicated students will benefit from high quality teaching in a live or recorded session and have access to teachers in a live format when working off campus.
- 2.1** Increase access to quality English Language Arts instruction and support for Independent Study students.
Unduplicated students can have increased access to high quality English Language Arts instruction on days where students are not on campus.
- 3.1** Increase access and student engagement by using 21st century tools, resources and materials
Unduplicated students will benefit from learning, and implementing technology skills to utilize an online learning platform and engage in live, virtual classrooms and discussions and will make the individual more adept at technological uses and advances.
- 4.1** Academic Accountability and Support Services
Students who are most in need of extra support will have an increased amount of Trivium staff and support to help them become successful in our Personalized Learning model.
- 5.1** Comprehensive communication system to facilitate communication between Trivium and families.
Using the mobile alert feature allows parents to use only their cell phone to stay in immediate contact with the school. Low income families may qualify for subsidized mobile devices through a state assistance program.
- 6.1** Purchase additional devices needed to fulfill one-to-one program.
Students who are in the unduplicated category are more likely to not have access to a personal device or must use a shared device with other members in the household. Providing each student their own device allows students to consistently engage in their courses and academic programs.
- 7.1** Provide additional training to the Academic Leadership to support K-12 classrooms.
Training provided will focus on unduplicated and dis-engaged students with additional support structures. Training will also be conducted for gifted and "out-of-the-box" learners.