

Local Control Accountability Plan and Annual Update (LCAP) Template

2019

LEA Name

Contact Name and Title

Email and Phone

Trivium Charter

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2018-19 Plan Summary

The Story

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

Trivium Charter 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 further expand 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 parent survey results have been consistently high (over 95% satisfied or highly satisfied) with Trivium overall; however, the one consistent is to provide more support for students in certain subjects. More math support has ranked as the top request with English Language Arts as the second request. We have offered various support structures in the past including small group and one-to one tutoring, highly structured curriculum with content and lectures embedded in the program and an academic lab option. As we have rolled out these options and collected the data, we have been able to refine our approach and were very excited to add the option of live, virtual teaching in a scheduled session format and an in-demand format. This program is called Trivium Connect. Trivium Connect has been a big success and we are planning on expanding the classes offered. Our original ACE program., Academy of Classical Education, is a strong program the vast majority, over 95%, of our student body is enrolled in this program. This program allows students to meet together on campus for hands-on, engaging lessons in a group environment. Our LCAP survey this year showed unanimous support for ACE days and our parents thought these collaborative learning days were a good use of funds. 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

Trivium's greatest accomplishment is creating a program where each student has a truly personalized and differentiated program of instruction while providing access to high quality, safe and engaging group learning opportunities. Students who have struggled in traditional environments can find success at Trivium which, in turn, raises the student's self-esteem and allows for the student to achieve even more successes. This personalized learning program allows students who struggle academically in some subjects, struggle academically in only one or two subjects or struggle in social emotional development to strengthen their abilities in a safe and supported environment. Our highly-satisfied results on our parent and student surveys in addition to our increasing enrollment are a clear indication of the quality program we have built. Students who excel in their academics can forge ahead on their own personalized learning plan and add additional, challenging electives that further engage the advanced student. Our 16/17 test scores reflect the great achievement we have had with our lower socio-economic students by maintaining or increasing our success with every sub-group in both math and English Language Arts. After doing a comparison study of the school districts where we maintain learning centers, we are pleased to see our clear success with the students who choose to enroll at our personalized learning public charter school. We are very pleased with our progress on working with our socio-economic disadvantaged subgroup and when comparing our success to the state averages, depending on grade level, our students who scored in the top two tiers exceeded the state average by a minimum of 21% and a maximum of 46% in 3rd through 8th grade in English Language Arts. In Math, our students in the socio-economic disadvantaged subgroup who scored in the top two sub groups exceeded the state average by a minimum of 2% and a maximum of 13% in all grade levels with the exception of 8th grade where we were below the state average by 1%. In all grades we had enough students to make this comparison except for 11th grade. Our Connect program that was piloted in our 17/18 school year. Connect is an online, synchronous classroom which allows students access to teachers who have expertise in various subjects and allows students the ability to work in large and small groups virtually with other students in a live-time format. This new program has allowed all students the ability to have access to an engaging classroom environment even when studying at home or another off-campus location. Both higher-achieving and lower-achieving students need to have access to quality instruction in order to make the appropriate advancements in their academics. Our Connect program allows students this access as needed and provides students 21st century skills when they learn to navigate a synchronous classroom with online collaborative tools.

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

We have three performance indicators that were rated "orange" or "red". Our students in the subgroup 'Students with Disabilities' were rated "orange" in English Language Arts and "red" in math. In response to these ratings, we will be implementing changes that increase each student's access to resources that will help them become more successful and increase the communication between the staff members and parents by implementing interactive notebooks. The interactive notebooks will provide access to current skills being addressed for each student and will provide a history of skills already covered and mastered. Resources developed to address the needs of each student shall be included in the interactive notebooks which may include items such as: addition, subtraction, multiplication, and division charts, vocabulary words, definitions, frequently misspelled words, various templates, sentence frames, conversion charts and other resources that will help the individual student have needed resources readily available. The notebooks will help create transparency and communication between the various teachers, specialized academic instructors, tutors or other providers. Parents will also be able to access the notebooks so they are able to see the progress and challenges their child has in their academic journey. In addition to the implementation of the interactive notebooks, increased access to tutors, direct-instruction and small group instruction will be provided. Curriculum specifically designed to address in foundational skills will be used. We were rated "orange" in math for the 'Socio-Economic Disadvantaged' subgroup. For this subgroup, we will be offering increased access to our Connect program that was piloted in our 17/18 school year. Connect allows students the ability to work in large and small groups virtually with other students in a live-time format. The Connect platform can also be used for tutoring, office hours, small and large group instruction, and tutoring. These students will also have curriculum that addresses gaps in foundational knowledge and regular assessments to gauge progress in their subjects. Students who are struggling to make appropriate progress will be supported through a specialized intervention plan that is monitored on a regular basis. Each student will have a plan developed to meet their individual need. Our Connect program will have a great emphasis on providing high quality math instruction.

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

We have two performance indicators that are two or more performance levels below the "all student" performance category. For both English Language Arts and Math, the subgroup is the same, 'Students with Disabilities'. The details of the plan are outlined in the previous section and includes implementing Interactive Notebooks and utilizing a curriculum that allows us to personalize the skill building to address the gaps in foundational knowledge for each student.

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.

Service to our students that will be improved that have not been previously mentioned is training and using a new system to create and track lesson development and the differentiation needed for students who need remediation or increased difficulty. Parents and students will have increased transparency to the lesson content, academic rigor, and differentiation provided to their student through the use of a message system. Messages can be translated and accessed from mobile devices. Students will be assessed with internal assessments in math to establish baselines for new students and provide data for the amount of growth for returning students.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$3,026,309.00

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

\$187,700.00

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

\$3,135,891.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Goal 1

Need: To provide online, live, comprehensive math instruction and support for independent study students. A minimum of 50% of students designated as unduplicated who complete the entire course will master a minimum of 70% of the course material as measured by homework completion, unit tests, midterms and/or the final exam.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4,5,7,8
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Annual Measurable Outcomes

Expected

Actual

Provide a minimum of 5 online, synchronous and recorded courses providing math instruction at the middle school and high school level. Enroll 20% of our 6th -12th grade student population during our pilot year. Embed weekly small group instruction to remediate gaps in foundational math skills.

Created and implemented 7 online, synchronous math classes that were also recorded. Each course offered large group instruction, small group instruction, study hall and office hours for individualized support.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Small group instruction We planned to provide both large and small group instruction to our students in the pilot year of the COnnect program.	This goal was achieved. Students attended a large group format one day a week, a small group format two days a week and had study hall and office hours available to them for individualized instruction.	\$135,000.00	\$180,000.00
Action 2 - Enrollment in new Connect Program Enroll 20% of our 6th -12th grade student population during our pilot year.	We expected to enroll 20% of our 6th through 12th graders into this math program. We exceeded our goal. Our 6th - 12th grade population ranged between 285-300 students during the year and we had over 100 students join our pilot year of the Connect program for math.	\$135,000.00	\$180,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

An online learning specialist was hired first to create the program and, in turn, 2 additional math teachers were hired. The program grew and a 3rd math teacher was hired after the school year started.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

The classes were implemented with fidelity and included 2 levels of middle school math, pre-Algebra, Algebra 1, Geometry, and Algebra 2.

Material differences between budgeted expenditures and estimated actual expenditures

Because of the demand for the Connect program, we hired an additional teacher and had enough enrollment for full-time status for all 3 teachers and the Connect Director.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue with this goal as we expand the Connect program. The goal shall be altered to reflect the expansion.

Goal 2

Increase English Language Arts Proficiency.

Increase access to quality English Language Arts instruction and support for Independent Study students Need: To provide online, live, comprehensive and supplemental English Language Arts instruction for independent study students.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4,5,7,8
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Annual Measurable Outcomes

Expected

Provide a minimum of 3 online, synchronous and recorded courses providing English Language Arts instruction with an emphasis on writing for upper grammar and middle school students.

Actual

A total of 3 online, synchronous and recorded courses providing English Language Arts instruction were provided to our 4th through 8th grade students.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Student enrollment in Connect English Language Arts. Enroll 10% of our 4th -8th grade student population during our pilot year.	Our enrollment numbers for students in 4th through 8th grade ranged from 320 - 335 students. We exceeded our goal of 5% enrollment in our pilot year by offering 2 classes for middle school and 1 class for 4th and 5th grade.	\$60,000.00	\$60,000.00
Action 2 - Small group English Language Arts instruction Embed weekly small group instruction to remediate gaps in English Language Arts, foundational writing and reading skills.	Small groups were created for all grade levels. Each student had the opportunity to attend a large group instruction, small group instruction, study hall and office hours in each of the three classes.	\$60,000.00	\$60,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

The implementation went much as planned with some minor scheduling changes to best serve the students who enrolled in the courses.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

These courses were well received and there is a demand for the program to continue past it's pilot year.

Material differences between budgeted expenditures and estimated actual expenditures

There was one teacher planned for ELA instruction through the Connect program and one teacher was used.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will be continued with an expansion of class offerings.

Goal 3

Develop a comprehensive online, synchronous and asynchronous program for multiple courses to support students who are enrolled in independent study course (s).

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

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,5,7,8
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Annual Measurable Outcomes

Expected	Actual
Successful pilot year of online, live, synchronous instruction offering at least 5 math courses and at least 3 English Language Arts courses.	We piloted 6.5 math courses and 3 English Language Arts courses on a new-to-Trivium online Learning platform.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Trivium Connect Director 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.	One Trivium Connect Director was hired.	\$110,000.00	\$110,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

The implementation was much as expected with the new Connect Director who researched, chose and trained the new Connect teachers on the online Learning Platform.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

The Connect program was highly effective by providing an option for parents who did not want to or could not teach certain courses in their homeschooling environment.

Material differences between budgeted expenditures and estimated actual expenditures

There was no difference - one Connect Director was planned and one was hired.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is planned to continue with the current Connect Director.

Goal 4

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

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

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,3,4,5,6,7,8
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Annual Measurable Outcomes

Expected

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

Actual

Staff training was provided in multiple assessment such as Dibels, iReady, Scantron, CAASPP and appropriate pacing for individual students to 100% of our teaching staff. Training provided was relevant to the grade levels of the students served. Dates were tracked on our staff calendar and hours of each teaching staff member were tracked on attendance sheets. The 5 hour minimum was exceeded.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Hire a Student Achievement Coordinator 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</p>	<p>A student Achievement Coordinator was hired and assisted teachers in prioritizing and using student data to support each student's Personalized Learning Plan.</p>	\$65,000.00	\$65,000.00
<p>Action 2 - Teacher development for assessment data 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.</p>	<p>100% of our teachers participated in staff development to utilize the assessment data they had for each student.</p>	\$65,000.00	\$65,000.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

With a change in the organization of our staff meetings, we were able to create small group Professional Learning Communities in regard to data analysis, use and implementation.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

The change from a larger group format to a smaller group format was very successful.

Material differences between budgeted expenditures and estimated actual expenditures

There was not a significant difference from what we budgeted to what we spent.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This small group format will continue for data analysis and implementation.

Goal 5

Communication system

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
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Annual Measurable Outcomes

Expected

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

Actual

An online communication system was purchased and utilized by all of the teaching staff to communicate school happenings to families.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Parent sign up and training on communication system Provide training so a minimum of 75% of our families are able to access and utilize ParentSquare.	The actions were implemented as planned.	\$1,600.00	\$1,600.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

The implementation went as expected. Teachers and families needed to be trained on the system. For teachers, this happened during the August staff training before school resumed and parents were helped during their orientation session.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

This comprehensive platform allowed a one-stop shop for all families to receive news and events and allowed the parent to choose how often to receive notifications and how to receive the notifications (email or text).

Material differences between budgeted expenditures and estimated actual expenditures

None noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None.

Goal 6

One-to-one device program

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
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Annual Measurable Outcomes

Expected

Students will become familiar with online platforms, educational apps and device use by participating in our one-to-one program for K-12 students.

Actual

The expected outcome was achieved. Students were able to access online learning materials as needed.

Actions/Services

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated
Actual
Expenditures**

Goal Analysis

Overall implementation of the actions/services to achieve goal.

The implementation went much as expected; however, we had to build in time and support for minor repairs and training to our parents on our online security system.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

The one-to-one device program was well received by our students and families with students having access to a device whenever they needed to use one without having to share a home computer with the other household members.

Material differences between budgeted expenditures and estimated actual expenditures

Upgraded, online security system and training.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None.

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?

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
Staff survey: 75 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 not in a financial position to purchase our own facilities for all of the learning centers and we are exploring how to add additional on campus days; however, we are restricted by our ability to use the shared facilities.

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
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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.	We currently do not offer any online, synchronous and recorded courses providing math instruction at the middle school and high school level.	Provide a minimum of 5 online, synchronous and recorded courses providing math instruction at the middle school and high school level and enroll 10% of our 6th – 12th grade student population during our pilot year.	Provide a minimum of 5 online, synchronous and recorded courses providing math instruction at the middle school and high school level and enroll 10% of our 6th - 12th grade student population during our pilot year, adjust program, implementation and curriculum based on data collected from pilot year.	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 a minimum of 5 online, synchronous and recorded courses 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.
3. Embed weekly small group instruction to remediate gaps in foundational math skills.
4. Hire 3 Connect math teachers. (shared cost within Trivium Charter School Network and allocated appropriately to each charter)

Budgeted Expenditures

2018-19

Amount \$55,000.00

Sources

LCFF \$55,000.00

Budget Reference

1100 Teachers' Salaries

New

Goal 2

Increase access to quality English Language Arts instruction and support for Independent Study students. Provide synchronous and recorded classes for students in a large and small group format to increase English Language Arts competency.

State and/or Local Priorities addressed by this goal:

State Priorities 2,4,5,7,8

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.	We currently do not offer any online, synchronous and recorded courses providing English Language Arts instruction at the upper grammar and middle school level.	Provide a minimum of 3 online, synchronous and recorded courses providing English Language Arts instruction for upper grammar and middle school students and enroll 5% of our 4th - 8th grade population.	Provide a minimum of 3 online, synchronous and recorded courses providing English Language Arts instruction for elementary and middle school students and enroll 5% of our 4th -8th grade population.	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

English Language Arts Connect program 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.
4. Salary for English Language Arts Connect teacher
(shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Sources	Amount
LCFF	\$25,000.00

Budget Reference

1100	Teachers' Salaries
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New

Goal 3

Increase access and student engagement by using 21st century tools, resources and materials
 Develop a comprehensive online, synchronous and asynchronous program for multiple courses to support students who are enrolled in independent study course(s)

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,5,7,8
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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.	Organize and implement a new program for online, live, synchronous instruction	Successful pilot year of online, live, synchronous and asynchronous instruction with parent satisfaction measured by an annual survey regarding the use of technology for instruction in our Independent Study environment	Provide additional training of 21st century skills to staff, parents and students. Refine the Connect program, analyze data from pilot year and adjust curriculum and instructional needs for students enrolled in Connect.	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 students and families a rigorous and engaging learning experience when off campus. 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 \$50,000.00

Sources

LCFF \$50,000.00

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

Provide support for student achievement and mastery challenges within our Personalized Learning Program. 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 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
<p>Training agenda, staff attendance and service logs for student progression and intervention</p>	<p>50% of our teaching staff is in need of additional training to interpret and use student data.</p>	<p>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.</p>	<p>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. Teaching staff will begin to utilize a comprehensive lesson plan and differentiation online platform.</p>	<p>n/a</p>

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 \$25,000.00

Sources

LCFF, General Fund \$25,000.00

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. Provide access and education to families so they can receive real time alerts about school happenings.

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	Ongoing need for parent communication for school events, happenings and any emergencies.	Provide training so a minimum of 75% of our families are able to access and utilize ParentSquare	Provide training so a minimum of 80% of our families are able to access and utilize ParentSquare	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 Parent Communication tool 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.

3. Reach 80% of Trivium families via this communication tool for school updates, events, and safety alerts. (shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Amount \$700.00

Sources

LCFF, general Fund \$700.00

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.
 Provide iPads, Chromebooks or laptops to all students

State and/or Local Priorities addressed by this goal:

State Priorities	2,3,4,5,8
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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.	Chromebooks were purchased for student use and successfully utilized	Students will become familiar with online platforms, educational apps and device use by participating in our one-to-one program for K-12 students	Students will become familiar with online platforms, educational apps and device use by participating in our one-to-one program for K-12 students. Provide parent training on security filtering device.	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 chromebooks, iPads or laptops to all students enrolled.
(shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19

Amount	\$2,000.00
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Sources

LCFF, general fund	\$2,000.00
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Budget Reference

4430	Noncapitalized Student Equipment
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New

Goal 7

Provide quality training, support and feedback to teachers.
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.

State and/or Local Priorities addressed by this goal:

State Priorities

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, Academic Achievement Coordinator and High School Director support services and training will be tracked via a calendar/log.	Instructional coach is currently supporting teachers focused on K-5 instructional techniques	Broaden the Instructional Coach's role to include K-12 feedback and work closely with the Student Achievement Coordinator. Instructional Coach services will be tracked via a calendar/log.	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.	-

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 training to the academic leadership team in supporting K-12 students. Provide training to the Instructional Coach, Academic Achievement Coordinator, and High School Director to support K-12 classrooms. (shared cost within Trivium Charter School network and allocated to each charter appropriately)

Budgeted Expenditures

2018-19	
Amount	\$30,000.00
Sources	
LCFF, General Fund	\$30,000.00
Budget Reference	
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator 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
\$153,322.00	6.05%

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. 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	Provide a minimum of 5 online, synchronous and recorded courses 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	English Language Arts Connect program Unduplicated students can have increased access to high quality English Language Arts instruction on days where students are not on campus.
3.1	Provide students and families a rigorous and engaging learning experience when off campus. Unduplicated students will be offered a comprehensive learning platform and be trained on 21st century tools using live, virtual instruction and recorded instruction.
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 Parent Communication tool 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 training to the academic leadership team in supporting K-12 students. 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.