

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

### **Introduction:**

LEA: Trivium Charter      Contact: Trisha Vais, Executive Director, [tvais@triviumcharter.org](mailto:tvais@triviumcharter.org), 805-291-1303      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?

Involvement Process	Impact on LCAP
<p>Our stakeholders were involved in the creation of this LCAP.</p> <p>February – April 2014, an online survey was conducted and emailed to all of our parents</p> <p>March 2014 – school staff was surveyed</p> <p>March 2014 – school staff round table discussion about the 8 state priorities</p> <p>April 1<sup>st</sup> and 4<sup>th</sup>, 2014 – meetings for parents of enrolled students were held at each learning center</p> <p>May 5, 2014 – rough draft of LCAP sent to all staff for review and feedback</p> <p>May 12, 2014 – public hearing held on the rough draft of the LCAP. 2014 – LCAP adopted by Trivium Board</p> <p>Trivium has considered all feedback in the creation of the LCAP and will continue with parent engagement meetings at each site once a semester. Trivium will continue with online surveys and staff surveys as well as frequent staff collaboration for solutions as obstacles arise.</p>	<p>The common themes from stakeholder input:</p> <ul style="list-style-type: none"> <li>Content Mastery is important</li> <li>Remedial support needs options to fit different needs</li> <li>Project based learning guidelines for homeschooling subjects</li> <li>removing constant reliance on textbooks/workbooks</li> <li>Parents want more training available to become highly effective homeschoolers</li> <li>Parent Mentors for new homeschoolers</li> <li>Math and Language Arts support for struggling students</li> <li>College and Career readiness options</li> <li>Staff development for accountability issues unique to our hybrid school</li> <li>Staff development for effective communication</li> <li><u>LCFF investments</u></li> <li>Remedial support – Language Arts and Math</li> <li>Teacher Development</li> <li>College and Career Readiness</li> <li>Parent engagement as highly effective homeschoolers</li> </ul>

**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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase basic scores on Language Arts and Math assessments	Students in 4 <sup>th</sup> grade and above will participate in Scantron assessment testing to facilitate familiarity with online testing. Students in 3 <sup>rd</sup> grade and below will use alternative methods to assess level.	All Students	Trivium Charter		Baseline established	Baseline plus one grade level growth for at-grade level students. Baseline plus 1.15 level growth for remedial students	Baseline plus one grade level growth for at-grade level students. Baseline plus 1.25 level growth for remedial students	Pupil Outcomes Student Engagement and Achievement Performance on Standardized tests

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Remedial support	Identified students will receive one-to-one, small group or specialized curriculum remedial support	All Students  Low Income  English Learners  Foster Youth	Trivium Charter		75%	85%	95%	Pupil Outcomes Student Engagement and Achievement Performance on Standardized tests
Homeschool days intervention plan	Identified students will receive an intervention plan to help with appropriate pacing and provide parent support	All Students  Low Income  English Learners  Foster Youth	Trivium Charter		75%	85%	95%	Pupil Outcomes Student Engagement and Achievement Performance on Standardized tests
Increase	All parents will	All Students	Trivium Charter		25%	30%	35%	Parent



### **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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Professional Development  Highly Effective Work Force  School Climate	Student Achievement  High School Graduation Rate  Course Development and A-G Access  Performance on Standardized tests	All teachers will receive training on evaluating homeschool work progress and the crossover of academic skills into a classroom setting. Staff members will attend appropriate conferences to develop skills and share new information. Instructional coaching will occur formally and informally throughout the school year. Effective PLCs (Professional Learning Communities) will be further developed. Professional	Trivium Charter		Workshops, Meetings, Conferences	Workshops, Meetings, Conferences	Workshops, Meetings, Conferences

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		development for better communication and accountability strategies to increase family engagement both during homeschooling days and on-site days.					
Remedial Support  School Climate	Course Development and A-G Access  Performance on Standardized tests	Trivium seeks a diverse population of students and will purchase supplemental curriculum, technology and instructional aide support to ease the transition into a hybrid program for under-represented sub-groups remedial and gifted students.	Trivium Charter		Supplemental Curriculum and Technology \$5,000	Supplemental Curriculum and Technology \$10,000	Supplemental Curriculum and Technology \$20,000
Performance on Standardized tests	Performance on Standardized tests	Trivium will facilitate student comfort with standardized testing by utilizing Scantron testing and skills	Trivium Charter		Purchase Scantron testing, Create skills packets	Purchase Scantron testing, Create skills packets	Purchase Scantron testing, Create skills packets

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Academic goals  Remedial Support	Student Achievement	assessment packets			\$1500.00	\$2000	\$3000
Remedial Support  Graduation rate  School Climate	Student Achievement  High School Graduation Rate  Performance on Standardized tests	Trivium recognizes that some students need more support. Intervention and support plans will be developed for identified students. Academic clubs and additional on-site support for Language Arts and Math instruction will be made available and/or required attendance	Trivium Charter		Instructional staff time	Instructional staff time	Instructional staff time
Professional Development  Highly Effective Work Force  School Climate		Trivium Charter will provide an Instructional Coach to provide for staff development and an Academic Director that will bridge the two sides of this hybrid program	Trivium Charter		Instructional Coach position, Academic Director position \$55,000	Instructional Coach position, Academic Director position \$100,000	Instructional Coach position, Academic Director position \$120,000

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>All academic goals</p> <p>Parent Engagement</p>		<p>focusing on creating highly effective homeschoolers</p> <p>Instructional Coach: Provide clear and direct feedback based on consistent analysis of teaching skills. Tools for analysis will be classroom observations and data analysis. Develop teachers' understanding of compiling and analyzing multiple academic data points to improve student performance and assess for remediation or advanced instruction. Provide staff development workshops and trainings. Provide one-to-one coaching as needed to strengthen teacher</p>					

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>skills through modeling, co-teaching, coaching and observation/feedback. Provide accountability structures and improve systems for teacher paperwork requirements.</p> <p>Academic Director: Provide academically sound curriculum and materials for home use. Provide parent workshops to create highly effective homeschoolers and develop the credentialed teachers understanding of homeschooling methods through workshops and trainings. Increase teachers' familiarity with homeschooling materials. Bridge the homeschooling days</p>					

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		with the on-site days in collaboration with the Instructional Coach					

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All Academic Goals, Parent Mentorship and training	Student Achievement  High School Graduation Rate  Performance on Standardized tests	For low income pupils: Identified students will receive one-to-one, small group or specialized curriculum remedial support. Identified students will receive an intervention plan to help with appropriate pacing and provide parent support	Trivium Charter		Identified students will receive one-to-one, small group, specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional	Identified students will receive one-to-one, small group, specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted	Identified students will receive one-to-one, small group, specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					salaries	Instructional salaries g.	Instructional salaries
All Academic Goals, Parent mentorship and training	Student Achievement  High School Graduation Rate  Performance on Standardized tests	For English learners: Identified students will receive one-to-one, small group or specialized curricula remedial support. Identified students will receive an intervention plan to help with appropriate pacing and provide parent support.	Trivium Charter		Identified students will receive one-to-one, small group, specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.	Identified students will receive one-to-one, small group, specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.	Identified students will receive one-to-one, small group, specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.
All Academic Goals, Parent Mentorship	Student Achievement  High School Graduation Rate	F Identified students will receive one-to-one, small group or specialized	Trivium Charter		Identified students will receive one-to-one, small group,	Identified students will receive one-to-one, small group,	Identified students will receive one-to-one, small group,

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and Training	Performance on Standardized tests	curriculum remedial support. Identified students will receive an intervention plan to help with appropriate pacing and provide parent support			specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.	specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.	specialized curricula and/or instructional aide remedial support. Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.
All Academic Goals	Student Achievement  High School Graduation Rate  Performance on Standardized tests	For re-designated fluent English proficient pupils: Identified students will receive one-to-one, small group or specialized curriculum remedial support. Identified students	Trivium Charter		Identified students will receive one-to-one, small group specialized curricula and/or instructional aide remedial support.	Identified students will receive one-to-one, small group specialized curricula and/or instructional aide remedial support.	Identified students will receive one-to-one, small group specialized curricula and/or instructional aide remedial support.

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		will receive an intervention plan to help with appropriate pacing and provide parent support.			Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.	Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.	Identified students will receive an intervention plan to help with appropriate pacing.  Budgeted Instructional salaries.
All Academic goals  Graduation Rate	Graduation Rate  Highly Effective Workforce  School Climate	Create College and Career Readiness paths for high school students that include a personalized learning plan for each student, goal setting and research in skills needed for success in chosen career path.	Trivium Charter		Students will have a minimum of a one-to-one meeting once per year to define goals and choose appropriate classes to prepare for success in the chosen career field.  Budgeted Instructional	Students will have a minimum of a one-to-one meeting once per year to define goals and choose appropriate classes to prepare for success in the chosen career field.  Budgeted Instructional	Students will have a minimum of a one-to-one meeting once per year to define goals and choose appropriate classes to prepare for success in the chosen career field.  Budgeted Instructional

<b>Goal</b> (Include and identify all goals from Section 2, if applicable)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if school-wide or LEA-wide)	<b>Annual Update: Review of actions/ services</b>	<b>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)?</b>		
					<b>LCAP YEAR</b> Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					salaries.	salaries	salaries

- 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 use of LCFF funds to help identified sub-groups and increase teachers' responsiveness to and understanding of struggling students is in line with the state's priorities. The students will benefit academically from the use of on-to-one interventions, small group instruction and targeted curriculum to address gaps in mastery. The teachers will become more aware of the vast amount of resources available whether they are online, text-based, software or project-based curriculum. Scantron testing and/or skill packet evaluations will provide Trivium teachers the necessary data to identify students in need of intervention. In addition, in our charter, we will focus on helping parents become highly-effective homeschoolers which will greatly enhance the student's academic mastery and progress. The funding will facilitate the ability to apply the resources to both of these crucial areas that will result in increased student mastery.

- 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.

Trivium Charter will use the supplemental funding for unduplicated students to provide one-to-one instruction, small group instruction and/or targeted curriculum for identified students. Trivium will establish a Baseline for identified students in the 2014-2015 school year. In the 2015-2016 school year, Trivium will expect a full grade level growth plus 15% progress towards grade level competency. In the 2016-2017 school year, Trivium will expect a full grade level growth plus 25% progress towards grade level competency.



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.