

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trivium Charter School	Trisha Vais Executive Director	tvais@triviumcharter.org (805) 291-1303

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Our non-classroom-based charter school typically operates a hybrid program with over 95% of students participating in on campus classes. These in-person classes which total just under 50 options a week as well as our science fair, history simulations, prom, and grad night could not be held. Everything that we could move to an online forum was done without downtime. Student classes met for the last time on campus on 3/13/2020. Independent work was assigned for the first three days of the following week and online classes were operating by Thursday and Friday. Although Trivium had to restructure it's on campus classes quickly, we did not close our school. Special Education services continued online and each family was contacted to make sure they had what they needed to be meaningfully engaged in the academic process. Overall, the impact was on the program because of the switch to a fully distant model but the academic level, engagement, and expectations were not diminished.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Surveys were sent out to the families at Trivium as well as the teachers and a strong response was received. 300 Families responded to the survey and 36 teachers responded. In addition, we held 12 parent orientations meetings, a technology support meeting at 7PM on a Friday evening so families could receive help with technology issues as well as any other concerns. We held a public board meeting in August and we are still taking calls for prospective families even though our enrollment is currently frozen because of the sudden and unanticipated move to freeze funding for non-classroom based charters at the February 2020 numbers.

[A description of the options provided for remote participation in public meetings and public hearings.]

Families and community members may access the meeting remotely from wherever is convenient for them which includes our learning center locations.

[A summary of the feedback provided by specific stakeholder groups.]

Our family survey reveals that the vast majority of families are happy with the options that have been provided to them by Trivium. Of the family survey respondents, 22% were first year families. 70% of the students participate in our live, online classes while 18% participate in our fully remote (Independent Study) program and 12% participate in a mix of fully remote and live, online classes. 12% of respondents believe their children fell behind last year. This data has not been disaggregated for students who were with Trivium or not as the survey was anonymous. 47% believe their students did not fall behind, while 38% feel that their students feel behind somewhat because of the loss of in-person classes and interactions. The remainder identified themselves as parents of (T)Kinder students so the question did not apply. 2% of respondents report they are being severely impacted by their lack of technology knowledge. 4% report that they do not feel that their children are being well-served. 9% of our families report that the pandemic shutdown greatly influenced their decision to join Trivium. From the teachers' responses, 7% report that their virtual classes had a significantly lower attendance than their in-person classes and 1 teacher reports that their current attendance in online classes is low. 97% of our teachers report that student engagement is acceptable or high in their current online classes while 74% report that student engagement was acceptable or high during March-June 2020. 1 teacher reports that they are still struggling with high quality, engaging teaching in an online environment. 33 out of the 36 teacher respondents commented on an element of teaching that they started using in the distance learning environment that they plan on continuing to use with their in-person classes. Parents and teachers were concerned about certain functionality and security options of online platforms. Community stakeholders that mostly include prospective families are highly concerned about the lack of support or instruction at other public schools and concerns about homeschooling on their own. We are providing guidance and encouragement to families struggling with the lack of school options that are available to them. We've also been contacted by hopeful political candidates who have been seeking a greater understanding of how high quality distance learning can be achieved. Each of our learning centers are staffed 3 days a week to work with families who need in-person support and/or supplies. Due to the parent partnership that our program has always embraced, much of our feedback is given to us in individual conversations. Regular meetings with our grade group leads, our Senior teachers and our Learning Center Coordinators provides additional parent and student feedback. This meaningful input drives much of our decision making at Trivium and allows us to explain to our parent groups why certain actions cannot be taken. Trivium uses a private social media platform to further engage the whole parent community.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Trivium purchased a comprehensive Learning management System (LMS) for a one-stop option for parents and students to access classes, course material, grades, messaging, discussion boards, and a social media style communication system for both parents and students. This change has created a universal and streamlined student and parent engagement tool. Training modules were assigned to all staff members and technology training sessions were offered 13 times during the month of August for families. A "HELP" desk ticket has been added to the new website so families can submit a help ticket if they run into issues that need Trivium support. All students have access to our 1 to 1 device program and all students who need hotspots because the family lacks internet service have been provided hotspots. Although the rollout of this program was a significant investment of time and money, the end result of a user-friendly, comprehensive learning platform has

been well worth it. In addition, our live, virtual class platform has specific functionality that was requested from stakeholders that includes breakout rooms where transcripts and recordings can be reviewed and an option for leaders and cohosts with different privileges to keep classes running smoothly. Cleaning supplies, personal protective equipment including masks, face shields, and sneeze guards were purchased for in-person staff members and any families that need in-person support or services.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Trivium is a personalized learning charter school and, as such, our students have always been served with at least some distant learning and/or independent study options. Since we are not a classroom-based school, our students and staff had a relatively easier time adjusting to a fully distant model option although the survey results indicate that the in-person classes are missed with 57% of families ready to return to in-person classes and an additional 25% who are ready to return if they feel comfortable with the safety precautions taken. Only 15% of families report they are not ready to return to the in-person classes regardless of the safety measures taken and the remaining 3% are not planning on accessing in-person classes. The vast majority of our student body, historically, has been comfortable with both in-person and virtual learning so students of all academic needs are used to accessing education and support in both virtual and in-person environments. This adaptability required by our program has allowed the vast majority of our students to navigate this crisis without a significant amount of learning loss or stress. We have weekly contact with approximately 20% of our students and multiple meetings and live classes each week with approximately 80% of our students. Our learning centers are open each week with each center offering instructional materials and support 15 hours a week.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Learning center rental cost and staffing to provide in-person student and family support	168981	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

As a personalized learning, public charter school program, we have always embraced individualized support and progress. The only change we have experienced is the loss of in-person classes and the replacement of those classes with the virtual classes. Access to high quality course material has only been affected by having to eliminate the hands-on learning that our students have come to expect and love about Trivium. We have substituted virtual labs and virtual project based learning for those activities which have their own educational merit; however, the lack of hands-on science experiments, history re-enactments, group art projects, etc...has definitely had it's impact on our students, staff and learning outcomes. We, at Trivium, strongly maintain that our hybrid program of students having both in-person classes and distance learning options is the best of both worlds. Students of all academics levels, including students with special education services, have had a full continuity of instruction as we did not officially close . We have purchased a quality, comprehensive Learning Management System and a comprehensive online class delivery platform.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All of our students have access to either a Chromebook or iPad and hotspots as needed. This was a practice we had prior March and has been in place for many years. Our students continue to have access to devices and connectivity.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

As a successful, non-classroom based charter school, we already have procedures in place to monitor individual student progress and attendance. This practice has not changed. Each student is assigned a roster teacher who is their primary point of contact for progress and attendance. Students often have more than one teacher for various classes but each student has one teacher for accountability purposes. This teacher collects samples, daily engagement logs, and monitors progress in all assigned courses. We follow all of the requirements for attendance and daily engagement tracking for non-classroom-based schools. Our only changes to this process has been a switch to electronic signatures and electronic work sample submissions as an option for all students and families.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Training has been provided in the use and course development of the Canvas Learning Management System (LMS) and Jigsaw Interactive (our live interaction platform). Training has also been provided in Special education breakout room support and the use of aide support in an online environment. We have adopted HelloSign as an electronic signature collection platform and training was provided. All student samples, work records, attendance, and assignments are now collected and stored in a virtual environment and no longer kept in paper folder forms. Although the majority of our professional development has been centered on the technology needs of having all students attend remotely for all classes, other training has been provided so teachers can best help families who are most affected by the shutdown.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

We do not have any new roles for staff. Our teachers and support staff who mainly assisted students, families and other staff members in a virtual environment now assist in a virtual environment. Some of our staff members, in addition, still assist families in-person at learning centers during scheduled times. Our in-person staff have an added responsibility of a more thorough cleaning regimen that is required for the in-person support program. This in-person support is provided to individual families.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Trivium has always embraced serving the unique needs of all of our students. Students who have additional challenges with learning differences, homelessness or family upheaval are continually served through the nature of our personalized learning program. Students have a personal relationship with their roster teacher and each family has a Learning Center Coordinator and Curriculum Advisor to reach out to and ask for assistance. In addition, we have Academic Specialists, a fully functioning Special Education department and two School Psychologists as well as multiple special education teachers. Our teachers who need support to become experts in our personalized model are assigned a Senior teacher, and each grade group and subject group or, Professional Learning Community (PLC), has a PLC mentor. Weekly meetings occur with the Academic Specialists and the Special Education leads to ensure that services are being attended and are of the expected quality. Senior Teachers and PLC mentors report directly to the two Academic Specialists and are able to receive direct help and direction for individual situations. Curriculum Advisors work in conjunction with the teachers to ensure every student has an appropriate course of study given their competency levels and the CAs are able to help those struggling with the 'homeschooling' needed in a remote environment in addition to the assigned teacher. Learning Center Coordinators create a community for each of the learning centers and families have direct access to them for immediate assistance. In addition, our technology support service can be accessed through our 'Help' ticket system on our website. Families are also able to access meals in a grab and go style and information on community support services from both our Learning Center Coordinators and at our learning centers. Our comprehensive system creates a multilevel support process so

all students and families are well served and all staff members have the support and information they need to support known student/family challenges or to uncover student/family challenges.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Canvas LMS and JigsawInteractive	8355	No
Technology Support for staff and families	34608	No
Virtual Student Leadership	10000	No
Devices and Hotspots	8000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Due to the fact that Trivium has always had independent study and remote learning as part of every student's program, we will continue addressing our students' learning needs an individualized basis. We have closely monitored the quality of our online classes that are replacements to our previous in-person classes to make sure that the teachers are able to utilize the virtual platforms in a way that provides for a high quality and engaging learning session. In addition, all classes are now recorded so students who miss a class are able to access the recorded version. We will continue with our internal testing (iReady) and continue using it as a filter to identify students who need additional academic support

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Because we were able to quickly move our in-person classes to an online environment our students suffered minimal or no learning loss except for the loss of activities that cannot be reasonably copied into a virtual environment. Our internal diagnostic assessments and our personalized investment in each student's individualized plan allowed us to continue the students' education without gaps being developed. For the few students who disengaged from our school after mid-March but returned this fall, they were immediately placed on a student support plan and regular meetings with the parent and student are set to discuss progress and pacing. Students who fall in a high need category are offered additional supports through either the general education side (remediation, gap skill building, specialized curriculum, ELL strategies and curriculum, etc..) or special education supports (SAI, speech, counseling, modifications and accommodations, etc..)

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Once students complete their in-person beginning of year (BOY) assessments, we can compare the results to last year's BOY results for continuing students to uncover students who need extra support. In addition, we will also consider the end of year (EOY) assessments to provide another data point on student progress on the assessments. Online study halls have been implemented and every roster teacher has 4 blocks of time each week to provide additional academic engagement to students and families as well as to answer questions or provide individual support. These scheduled blocks of time are in addition to individually scheduled support and check-in meetings. Aides have been assigned to certain classes or to individual students to further support the learning progress of certain students pr groups of students.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
iReady testing	82153	No
Dibels testing		
Knowledge Checks (math progression for each junior high student)		
Teacher supported study halls		
Aide supported tutoring, work completion, and course support		
Math Mastery (a 3rd-12th grade individually paced course for students who need or want a more personalized approach or pacing for math)		
Honors English Seminar (to prepare students for college level expectations)		

Description	Total Funds	Contributing
<p>Student learning kits for home use (to be used in conjunction with assigned coursework - art, science, literature books, etc.) Support for home instruction provided comprehensively to all families through our curriculum advisors</p>		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Some of our families have been greatly affected by the pandemic and subsequent economic shutdown while others have been minimally affected. Teachers use techniques and engagement methods that align with the Responsive Classroom program and are required to interact with their students on a regular basis to assess the students academic as well as social/emotional adjustment. Our roster teachers are most often the person that has the most consistent contact with the students and have built a personal relationship with the student. Our model has always focused on student relationships because students who have personal relationships with their teachers almost always do better academically. In addition, our teacher and aide staff are screened carefully for their attitudes and perceptions on developing personal relationships with their students prior to being hired. Each student has a personalized learning plan so our teaching and aide staff need to individually support student progress based on their individual plan. This type of individualized interaction and consideration leads to students being personally engaged in their learning process and being actively involved in discussions with their teachers. Students who need temporary assistance to a more permanent support plan either through general education or special education functions are found through this process. Our Academic Specialist attended a two day virtual conference in July called "Teach Your Heat Out" that had professional learning sessions to support social emotional well being in a distance learning environment and distance learning engagement and quality sessions. In addition, socio-economic, ELL and ethnic diversity issues were discussed in the arena of distance learning. These practical ideas and implementations were then provided to our teachers to help facilitate an accessible distance learning environment.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Trivium employs an Outreach Coordinator who regularly engages with families about our unique hybrid school and the current distance learning mandates that necessitated certain changes. Communication needed for families in a language other than English is facilitated by internal staff or outside translation providers that provide both verbal and written information in a variety of languages. Students are required to check in with their roster teacher and live classes that they are enrolled in. This system provides for attendance and engagement. With our new LMS, we are also able to see student log-ins and work completion by their assignment submissions and discussion board activity. Students who miss a class or a check-in receive contact from us to inquire on their health and welfare. Students who need extra support are placed on a Student Support Plan that also involves the parent and assignment to a supported study hall. They are also assigned remediation support, modified work, and/or are provided aide assistance as needed. Students tend to do well on the Student Support Plan; however, occasionally a student needs even more significant intervention and they are put on a Trivium Intervention Plan (TIP). The TIP plan is a heavily supported student intervention plan that includes daily pacing, assignment modification, supported study halls, remediation support, etc. The vast majority of our students and families are engaged in their learning at Trivium because we are a school of choice. We can customize a learning plan to meet just about any student situation and that allows our students to be meaningfully engaged while being appropriately challenged without being frustrated or bored.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Trivium continues to provide free and reduced meals in a "grab and go" style for qualifying families at all of the learning centers.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.41%	140743

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Due to the nature of Trivium, all students are provided a Personalized Learning plan and all services that are available at Trivium are provided to the appropriate students based on their need at the time. Our one-to-one approach always considers the needs of the individual students including low income, homelessness, foster youth, any identified or suspected special needs, access to the internet at home, increased family stress due to the pandemic, and/or special academic support needs.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Although we meet all of our students needs in an individualized fashion, we seek out specific training and resources in a variety of areas including serving EL students, foster youth, and low income students.

