

# Executive Summary School Accountability Report Card, 2011–12

## For Trivium Charter

**Address:** 4949 Foxen Canyon Rd., Santa Maria, CA, 93454-9145  
**Principal:** Trisha Vais, Director

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Trivium Charter serves students in grades K-12 in a Classical, hybrid model of instruction.

## Student Enrollment

	Group
<b>Number of students</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	

## Teachers

	Indicator
<b>Teachers with full credential</b>	<b>100%</b>
<b>Teachers without full credential</b>	<b>0%</b>
<b>Teachers Teaching Outside Subject Area of Competence</b>	<b>0%</b>
<b>Misassignments of Teachers of English Learners</b>	<b>0%</b>
<b>Total Teacher Misassignments</b>	<b>0%</b>

## Student Performance

Subject	
<b>English-Language Arts</b>	64%
<b>Mathematics</b>	29%
<b>Science</b>	56%
<b>History-Social Science</b>	61%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

	Indicator
<b>2012 Growth API Score (from 2012 Growth API Report)</b>	<b>N/A</b>
<b>Statewide Rank (from 2011 Base API Report)</b>	<b>N/A</b>
<b>Met All 2012 AYP Requirements</b>	<b>N/A</b>

**Number of AYP Criteria Met Out of the Total Number of Criteria Possible  
2012–13 Program Improvement Status (PI Year)**

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

As an Independent Study program, Trivium Charter rents facilities on a part-time basis to serve students. The Site Inspection

### Repairs Needed

No repairs were needed.

### Corrective Actions Taken or Planned

N/A

## Curriculum and Instructional Materials

	Core Curriculum Area
Reading/Language Arts	yes
Mathematics	yes
History-Social Science	yes
Foreign Language	yes
Health	yes
Visual and Performing Arts	yes
Science Laboratory Equipment (grades 9-12)	yes

## School Finances

	Level
School Site	
District	
State	\$5,455

## School Completion

Indicator N/A

Graduation Rate (if applicable)

## Postsecondary Preparation

Measure N

**Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma**

**Graduates Who Completed All Courses Required for University of California or California State University Admission**

# School Accountability Report Card

**Reported Using Data from the 2011–12 School Year**

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **II. About This School**

### **Contact Information (School Year 2012–13)**

	<b>School</b>
<b>School Name</b>	Trivium Charter
<b>Street</b>	4949 Foxen Canyon Rd.
<b>City, State, Zip</b>	Santa Maria, CA, 93454-9145
<b>Phone Number</b>	(805) 291-1303
<b>Principal</b>	Trisha Vais, Director
<b>E-mail Address</b>	tvais@triviumcharter.org

### **School Description and Mission Statement (School Year 2011–12)**

**Mission Statement :** Trivium Charter exists to blend the best of the classroom environment with the best of homes

Trivium Charter is based on the belief that unit study approaches that show how subjects are interrelated and interdependent d Strong core competency skills are critical to successful lifelong learning.

All students have different learning styles, abilities, and background experiences.

Parents, supported by trained educators with effective, standards based curriculum, and supported with a seasoned homeschoo

Developing an educational plan tailored to meet a student's learning style, abilities, strengths, and areas of need allows them t

Students need to become self motivated, organized, lifelong learners, able to use different sources of information and complet

Powerful relationships that are developed with the student or on the student's behalf are a motivating factor toward success. Opportunities for distance learning and online education are encouraged and supported to move students into the age of technc

Beyond core courses, providing a variety of elective course options allows students to find their individual path and life goals.

Trivium Charter identifies an educated person in the 21<sup>st</sup> Century to be a person who is: literate, can understand and function s processes, has an ability to solve mathematical problems, uses critical thinking skills effectively , and possesses the values nec manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. In addition, this p

Trivium Charter believes that learning best occurs when:

Teachers partner with parents and students to support, monitor, and encourage academic growth

A variety of assessment tools are used to accurately assess student skill levels ensuring that curriculum and instructional meth Students are challenged to stretch and meet their potential.

Experiential learning and enrichment classes are part of every student's learning plan.

Tutoring and small group instruction is offered to provide support to independent learning.

Student, parent and teacher communication is supportive and frequent.

A Homeschool Coordinator will help support each family to implement successful strategies to optimize learning

**Opportunities for Parental Involvement (School Year 2011–12)**

Trivium charter is a hybrid school that combines Independent Study with group learning in the classroom. Parental involvement

**Student Enrollment by Grade Level (School Year 2011–12)**

Grade Level	Number of Students	Grade
Kindergarten	38	Ungra
Grade 1	37	Grade
Grade 2	41	Grade
Grade 3	33	Grade
Grade 4	26	Grade
Grade 5	39	Grade
Grade 6	29	Ungra
Grade 7	24	Total

**Student Enrollment by Student Group (School Year 2011-12)**

Group
Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or More Races
Socioeconomically Disadvantaged
English Learners
Students with Disabilities

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size
		1-20	21-32	33+	
K		N/A			
1					
2					
3					
4					
5					
6					
Other					

Trivium Charter’s first year of operation was the 2011.2012 school year.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size
		1-22	23-32	33+	
		N/A			

**III. School Climate**

**School Safety Plan (School Year 2011–12)**

Trivium Charter adopted a comprehensive Safety Plan at inception and reviews and updates the Safety Plan as necessary at

**Suspensions and Expulsions**

Rate*	School 2009–10	School 2010–11	School 2011–12

Trivium Charter’s first year of operation was the 2011.2012 school year

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

Trivium Charter rents facilities part-time and they are all in good repair.

### School Facility Good Repair Status (School Year 2012–13)

#### System Inspected

**Systems:** Gas Leaks, Mechanical/HVAC, Sewer

**Interior:** Interior Surfaces

**Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation

**Electrical:** Electrical

**Restrooms/Fountains:** Restrooms, Sinks/ Fountains

**Safety:** Fire Safety, Hazardous Materials

**Structural:** Structural Damage, Roofs

**External:** Playground/School Grounds, Windows/ Doors/Gates/Fences

#### Overall Rating

Note: Cells shaded in black do not require data. x

## V. Teachers

### Teacher Credentials

#### Teachers

**With Full Credential**

**Without Full Credential**

**Teaching Outside Subject Area of Competence (with full credential)**

### Teacher Misassignments and Vacant Teacher Positions

#### Indicator

**Misassignments of Teachers of English Learners**

**Total Teacher Misassignments\***

**Vacant Teacher Positions**

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

#### Location of Classes

#### Percent of Classes In Core Academic Teaching

**This School**  
**100%**

**All Schools in District**

**High-Poverty Schools in District** No

**Low-Poverty Schools in District** Yes

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty

schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of Staff
<b>Academic Counselor</b>	
<b>Counselor (Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (librarian)</b>	
<b>Library Media Services Staff (paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: \_\_\_\_\_ August 2011 \_\_\_\_\_**

Core Curriculum Area	Textbooks and instructional materials/
<b>Reading/Language Arts</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>History-Social Science</b>	
<b>Foreign Language</b>	
<b>Health</b>	
<b>Visual and Performing Arts</b>	
<b>Science Laboratory Equipment (grades 9-12)</b>	

Trivium Charter is an Independent Study school that provides a customized and tailored curriculum approach for each student

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil
<b>School Site</b>		
<b>District</b>		
<b>Percent Difference – School Site and District</b>		
<b>State</b>		
<b>Percent Difference – School Site and State</b>		

Note: Cells shaded in black do not require data.

Trivium Charter is a single school school district.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2011–12)

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

#### Category

**Beginning Teacher Salary**

**Mid-Range Teacher Salary**

**Highest Teacher Salary**

**Average Principal Salary (Elementary)**

**Average Principal Salary (Middle)**

**Average Principal Salary (High)**

**Superintendent Salary**

**Percent of Budget for Teacher Salaries**

**Percent of Budget for Administrative Salaries**

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the

CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students – Three-Year Comparison**

Subject	Percent of Student			
	2009–10	School 2010–11	2011–12	
English-Language Arts			64%	55
Mathematics			29%	35
Science			56%	52
History-Social Science			61%	26

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Student
All Students in the LEA	57%
All Students at the School	64%
Male	60%
Female	68%
Black or African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	53%
Native Hawaiian or Pacific Islander	0%
White	64%
Two or More Races	93%
Socioeconomically Disadvantaged	52%
English Learners	
Students with Disabilities	0%
Students Receiving Migrant Education Services	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.



**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	2009–10	School 2010–11	2011–12
<b>English-Language Arts</b>			
<b>Mathematics</b>			

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

These scores for the California Exit Exam are a combined result for Blochman School Districts two charter schools.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	Not Pr
<b>All Students in the LEA</b>	43%
<b>All Students at the School</b>	
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Four of Six Standards	
<b>5</b>	25.00%	33.3%
<b>7</b>	16.70%	29.2%
<b>9</b>		

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks – Three-Year Comparison**

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

**API Rank**

**Statewide**  
**Similar Schools**

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2009–10
All Students at the School	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group – 2012 Growth API**

**Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students
All Students at the School	198
Black or African American	3
American Indian or Alaska Native	1
Asian	3
Filipino	1
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	2
White	131
Two or More Races	1
Socioeconomically Disadvantaged	62
English Learners	0
Students with Disabilities	2

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria

#### Made AYP Overall

**Met Participation Rate - English-Language Arts**

**Met Participation Rate - Mathematics**

**Met Percent Proficient - English-Language Arts**

**Met Percent Proficient - Mathematics**

**Met API Criteria**

**Met Graduation Rate**

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator

#### Program Improvement Status

**First Year of Program Improvement**

**Year in Program Improvement**

**Number of Schools Currently in Program Improvement**

**Percent of Schools Currently in Program Improvement**

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	2008-09	School 2009-10	2010-11
<b>Dropout Rate</b>			
<b>Graduation Rate</b>			

Note: Cells shaded in black do not require data.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Measure
<b>All Students</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
Note: "N/D" means that no data were available to the CDE or LEA to report.	
<b>Career Technical Education Programs (School Year 2011-12)</b>	
No Data to report.	
<b>Career Technical Education Participation (School Year 2011-12)</b>	
<b>Number of pupils participating in CTE</b>	
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	
<b>Courses for University of California and/or California State University Admission</b>	
<b>2011-12 Students Enrolled in Courses Required for UC/CSU Admission</b>	<b>UC/CSU Course</b>
<b>2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	
<b>Advanced Placement Courses (School Year 2011-12)</b>	
<b>Subject</b>	<b>Number of AP Courses</b>

<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>All courses</b>	0

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## **XII. Instructional Planning and Scheduling**

**Professional Development** This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Trivium Charter provides eight (8) professional development days for Trivium staff.

**Trivium Charter**

**School Accountability Report  
Card, 2011-2012**

Blochman Union  
Elementary

***Provided by the Ed-Data  
Partnership***

*For more information visit [www.ed-data.org](http://www.ed-data.org)*