

Trivium Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

Mrs. Trisha Linn Vais, Director

 Principal, Trivium Charter

About Our School

Welcome to Trivium Charter School!

Trivium believes in partnering with parents to provide a solid foundation of knowledge that inspires a passion and confidence in learning. Together we create students who think critically, speak confidently, and achieve their individual goals. Trivium achieves this mission through a variety of methods that have been proven to work. The basis of a classical program is to employ the use of critical thinking and logic skills to understand scientific and historic thought processes.

Students learn through an Independent Study model and may choose to attend learning center classes. On behalf of the Trivium Charter School staff, I thank our charter school families, the communities and surrounding areas of Atascadero, Arroyo Grande, Santa Maria, Lompoc, Santa Barbara and Blochman Union for supporting our students and programs as we continue to thrive.

Sincerely,

Founder and Director,

Trisha Vais

Principal's Comment

Trivium believes in partnering with parents to provide a solid foundation of knowledge that inspires a passion and confidence in learning. Together we create students who think critically, speak confidently, and achieve their individual goals. Trivium achieves this mission through a variety of methods that have been proven to work. We use a hybrid model that blends the best of homeschooling methods with the best of the classroom experience. Similar hybrid, classical models are also operating successfully in California as well as in other states. The basis of a classical program is to employ the use

of critical thinking and logic skills to understand scientific and historic thought processes. The individually-paced subjects done at home are math, spelling, vocabulary building, reading comprehension, writing, keyboarding and physical education. The classroom subjects are history, science, writing, public speaking, art and music.

On behalf of the Trivium Charter School staff, I

Contact

*Trivium Charter
4949 Foxen Canyon Rd.
Santa Maria, CA 93454-9145*

*Phone: 805-291-1303
E-mail: tvais@triviumcharter.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Superintendent	Doug Brown
E-mail Address	dbrown@blochmanusd.org
Web Site	http://blochmanusd.org

School Contact Information (School Year 2017-18)	
School Name	Trivium Charter
Street	4949 Foxen Canyon Rd.
City, State, Zip	Santa Maria, Ca, 93454-9145
Phone Number	805-291-1303
Principal	Mrs. Trisha Linn Vais, Director
E-mail Address	tvais@triviumcharter.org
Web Site	www.triviumcharter.org
County-District-School (CDS) Code	42691120124255

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

Trivium Charter exists to blend the best of the classroom environment with the best of homeschooling/independent study methods to allow a student to thrive academically, socially and emotionally.

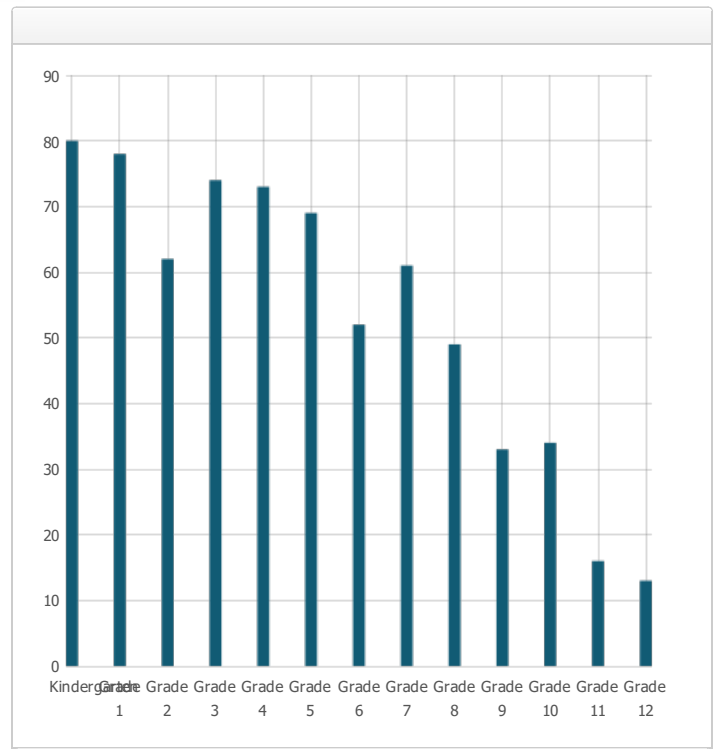
School Description

Trivium Charter School offers our students the best of both worlds, a blend of learning center classes and independent /home study. Our goal is to promote a life-long love of learning where student success is both personalized and attainable. At Trivium, parents work closely with the credentialed teachers and the Curriculum Advisors in a truly personalized approach to learning. Our students receive a personalized learning plan tailored to their individual pace at home while enjoying group interactions in our learning centers. The hybrid model enriches and challenges students in different ways, in turn, creating well-rounded and well-educated students. Collaboration between the parents, teachers, and students is central to this approach. Each student and home setting is unique. We understand that students learn best when they are motivated, involved, and appropriately challenged. Therefore, we individualize each student's educational program to his or her interests and ability levels to ensure that each student learns at his or her own optimal rate and level. In addition, we help the child develop their skills to work well in a group environment and variously assigned teams to complete projects and assignments during the learning center classes. It is our philosophy that learning is promoted by engaging student interests. Experiments, hands-on learning, and project-based learning are central to our classical approach towards education. Socratic questioning develops critical thinking skills. Students learn the development of scientific thought processes and will be able to understand how history is related to current views, issues, victories, and challenges. A typical week at Trivium Charter on our ACE days two days each week covers history, geography, science with experiments, art (applied and history), music, writing (quick writes, copy work, IEW), literature circles, and practical math. In addition, ACE has group work, hands-on activities, public speaking, memory work, and critical thinking skills that are embedded within the subjects. Trivium also offers academic enrichment and tutoring as well as a third-day option for additional electives, tutoring, support and credit classes. A typical week at home for Trivium students includes language arts and math. Language arts, depending on the student's level, consist of writing and writing mechanics (spelling, grammar, vocabulary, handwriting) and reading (phonics, reading comprehension/literacy analysis). There may be occasional ACE assignments to complete at home as well. In addition, we encourage parents to add foreign language study, critical thinking exercises, typing instruction and additional history/science exploration depending on the needs, interests, and abilities of each student.

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	80
Grade 1	78
Grade 2	62
Grade 3	74
Grade 4	73
Grade 5	69
Grade 6	52
Grade 7	61
Grade 8	49
Grade 9	33
Grade 10	34
Grade 11	16
Grade 12	13
Total Enrollment	694



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.0 %
Asian	0.9 %
Filipino	0.1 %
Hispanic or Latino	17.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	71.0 %
Two or More Races	8.6 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.3 %
English Learners	0.3 %
Students with Disabilities	10.5 %
Foster Youth	0.6 %

Last updated: 1/31/2018

A. Conditions of Learning

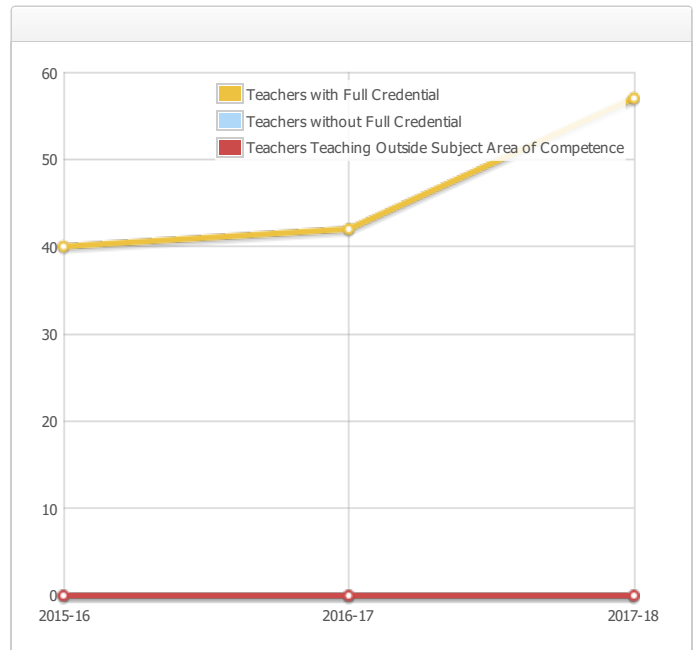
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

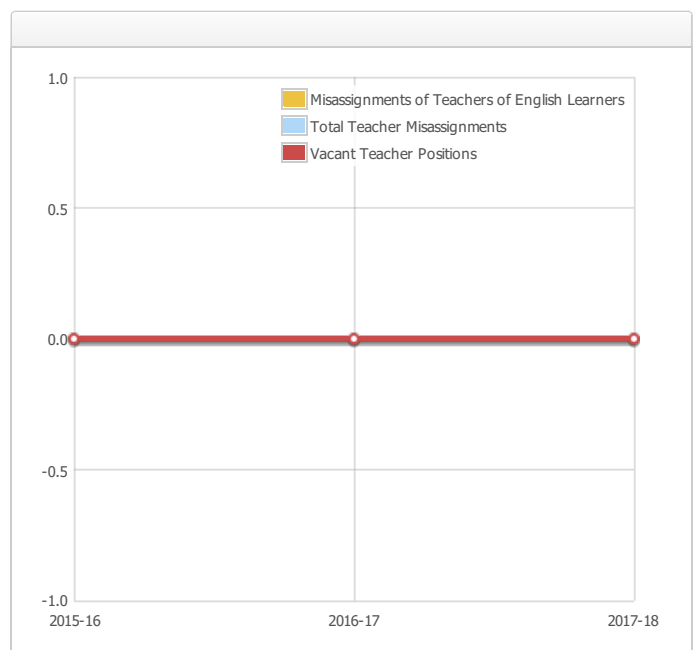
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	40	42	57	57
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

Last updated: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to Trivium Teacher created standards-based materials as well as paper-based or online materials from: Fuel Ed, Pearson's Grad Point, Pearson's Reading Street, EPS' Explode the Code, Moving Beyond the Page, Wordly Wise, Vocabulary Spelling City, Scholastic's Storia, Drops in the Bucket, McRuffy Language Arts, Reading Eggs, First Language Lessons, Growing with Grammar, Shurley English, Time4Learning, Soaring with Spelling, Mead Handwriting, Zane-Bloser Handwriting, Handwriting without Tears, Evan-Moor Handwriting, Winning with Writing, Lightning Literature, Vocabulit, and Vocabulary from Classical Roots		0.0 %
Mathematics	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to Trivium Teacher created standards-based materials as well as paper-based or online materials from: Carnegie Learning with Mathia, Fuel Ed, Pearson's Grad Point, Pearson's Envision Math, Math U See, Saxon Math, Primary Mathematics, Time4Learning, Math Mammoth, Aleks Math, MathSeeds, Teaching Textbooks, Thinkwell Math, Drops in the Bucket, Houghton Mifflin Harcourt's On Core Math, or community college offerings.		0.0 %
Science	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to: Trivium teacher created standards-based materials, Pearson's Grad Point, Fuel Ed, Time4learning, or community college offerings.		0.0 %
History-Social Science	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to: Trivium teacher created standards-based materials, Pearson's GradPoint, Fuel Ed, TCI, Time4learning, or community college offerings.		0.0 %
Foreign Language	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to: Rosetta Stone or community college offerings.		0.0 %
Health	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to: Fuel Ed, Time4Learning, and e-dynamic offerings.		0.0 %
Visual and Performing Arts	All students are provided access to their own set of state aligned materials. Offerings may include but are not limited to: Trivium teacher created standards-based materials, e-dynamic, FuelEd or community college offerings.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

Trivium Charter School continues to operate six Learning Centers located six facilities in Santa Barbara and San Luis Obispo Counties. The facilities are very safe, very clean and orderly. Students are constantly supervised during all recesses and breaks. Trivium staff perform a safety inspection (which is documented) at the beginning of every school day, and the facility is cleaned at the end of the school day. Trivium maintains an Injury, Illness, Prevention Plan (IIPP) which all employees are trained on annually. Potential safety issues when discovered, are prioritized and remediated immediately. Safety training is conducted annually for all staff and is inclusive of Fire and Earthquake Safety, as well as Lock-Down and Violent Intruder procedures. Related safety drills are conducted throughout the school year including participation in the Great Shakeout, a worldwide earthquake preparedness day. Every employee is certified in CPR/1st Aide Certified. Trivium Charter School is on the local police departments reverse 911 call list in order that Trivium's Learning Centers are promptly contacted and appraised of any local emergencies. Trivium Charter School has no recently planned or completed facility improvements, and there are currently no maintenance projects underway.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Project underway to upgrade Learning Center drinking fountains, to Elkay/Vapur Water Fountain/Bottle filling stations.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rains last fall and winter exposed roof leaks at the Atascadero Learning Center. Complete roof replacement completed summer 2017.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good
----------------	------

Last updated: 1/31/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	53%	58%	53%	58%	48%	48%
Mathematics (grades 3-8 and 11)	31%	35%	30%	33%	36%	37%

Note: Percentages are not calculated 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.

Last updated: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	408	387	94.85%	57.88%
Male	202	193	95.54%	50.26%
Female	206	194	94.17%	65.46%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	65	97.01%	53.85%
Native Hawaiian or Pacific Islander	--	--	--	--
White	291	272	93.47%	57.72%
Two or More Races	29	29	100.00%	65.52%
Socioeconomically Disadvantaged	147	139	94.56%	54.68%
English Learners	--	--	--	--
Students with Disabilities	45	38	84.44%	23.68%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	405	381	94.07%	35.17%
Male	200	189	94.50%	38.62%
Female	205	192	93.66%	31.77%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	65	97.01%	27.69%
Native Hawaiian or Pacific Islander	--	--	--	--
White	288	267	92.71%	34.83%
Two or More Races	29	28	96.55%	46.43%
Socioeconomically Disadvantaged	147	139	94.56%	27.34%
English Learners	--	--	--	--
Students with Disabilities	44	37	84.09%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	67.0%	57.0%	26.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

Career Technical Education Programs (School Year 2016-17)

Trivium Charter offers a year-long Personal and Professional Growth class to explore individual strengths and career interests. These classes are integrated with future goals and interests that are discussed and supported through each student's Personalized Learning Plan. Students who are ready to participate in career preparation classes and certificate programs are encouraged and supported in local community college courses. Besides the credit obtained, students universally develop confidence in their ability to successfully complete higher education and career preparation certificate, classes. Trivium is in the process of developing a CTE program including an advisory committee.

Last updated: 2/2/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/2/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	12.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

Note: Percentages are not calculated 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.

Last updated: 2/2/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

As a personalized learning program, Trivium provides numerous opportunities for parent involvement. First and foremost, parents partner with Trivium staff to guide and foster their child's education. At our learning centers, parents are warmly greeted and received by the learning center coordinator who is available to answer questions and support family needs. Additionally, parents are always welcome to visit or to volunteer in their child's classroom.

Monthly center meetings provide parents an opportunity to have questions and suggestions addressed as well as to participate in planning center events (e.g. Book exchanges, fundraisers) . Our parent community is also supported through a series of parent coffees at each center where parents have an opportunity to share ideas, learn about different educational resources (e.g. speaker series, parent panels, and topical discussions) and foster fellowship.

Through our school communication system, parents are able to receive email and/or text alerts from Trivium staff. Parents are also able to post questions to their child's teacher and to communicate and share ideas with other parents in the Trivium community (e.g. local educational and field-trip opportunities).

Parents are surveyed twice a year on all aspects of the school and school community. An in-person roundtable discussion with the executive director is also held at each center. Parent feedback is discussed at a staff meeting and options are discussed to implement needed changes based on parent feedback. Parents are also invited to participate on Trivium's Governing Council.

State Priority: Pupil Engagement

Last updated: 1/31/2018

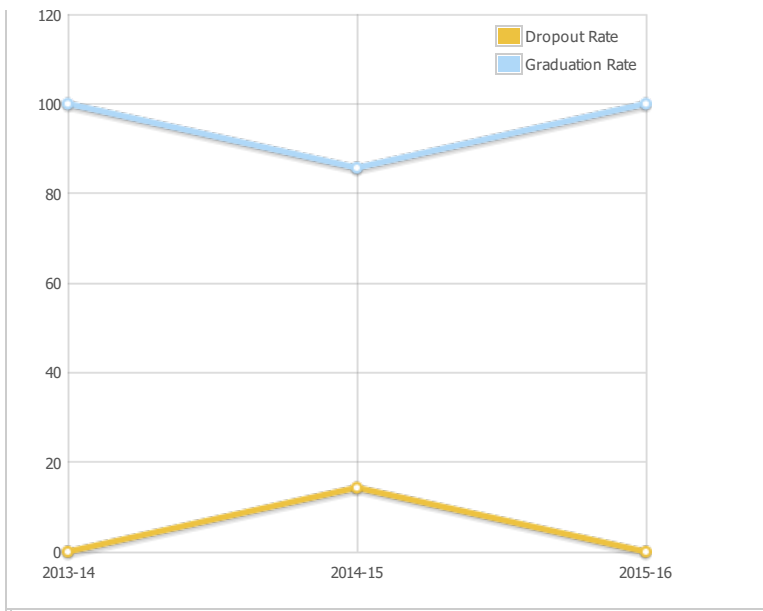
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	100.0%	85.7%	100.0%	--	--	--	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	94.6%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	91.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	93.9%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	90.0%	85.5%
English Learners	0.0%	75.0%	55.4%
Students with Disabilities	0.0%	77.8%	63.9%
Foster Youth	0.0%	66.7%	68.2%

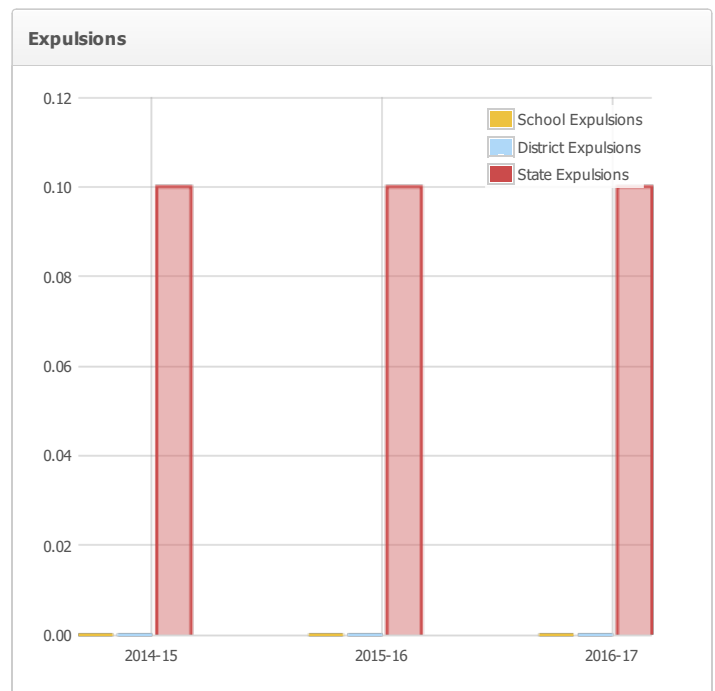
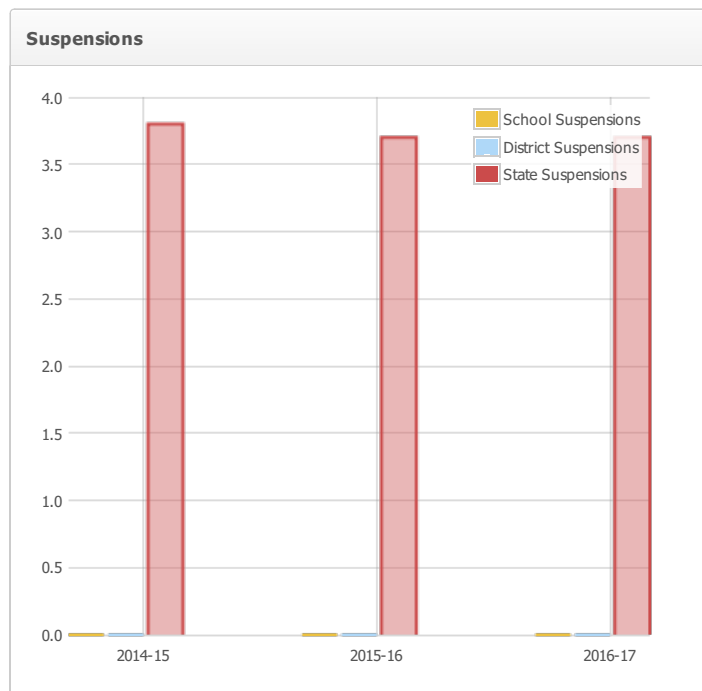
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

2017-2018 Emergency Plan

Trivium Charter School Safety Plan.

Emergency Agency Phone Numbers- phone numbers are posted at each center given the location of the learning center.

In case of Emergency- dial 911

Fire Department

Police Department

Poison Control

American Red Cross

Sign-in Procedures: (staff) on a Trivium Charter School Campus shall sign in at the designated location. They shall then be provided with a visitor pass that shall be worn in a visible location on their person. Upon departing campus, they shall return the visitor pass and sign out. Other protocol may be followed for large school events on campus.

Fire: Immediate action: When smoke or fire is detected, or students hear the fire whistle/siren, evacuate the building following the instructions below, away from smoke or flames, per the established route(s).

Evacuate the building: specifics are communicated to the staff site and students.

Immediately upon reaching the evacuation area, teachers shall account for all their students by visually identifying each student and recording that observation on the attached Student Body Roll Call form. If, at any time in this procedure, it is discovered a student is missing, DO NOT DELAY THE EVACUATIONS name and last known location. Additionally, any visitors to the classroom shall evacuate with the class. If safe, common areas (office, gymnasium, restrooms) shall be cleared by site staff. Additionally, the visitor log shall be taken to the evacuation area by site staff who shall then check with the corresponding teacher/staff member to ensure the visitor has been evacuated/accounted for. Do not re-enter the building until emergency responding authorities or Site Coordinator/ Administration has deemed it safe. Once the building is safe, re-enter in an orderly fashion. Lunch/Break Period/Out of Class Activities In the event, an emergency occurs when students are not in their classroom, the staff shall assemble the students in the south-west corner of the parking lot and await instructions from site staff.

Earthquake: Immediate action: Move away from windows, drop to the floor and take cover under sturdy table, desk or chair. Place one hand on the item of furniture you are under, and the other hand over the back of your neck for protection. Do not come out from under the furniture until all shaking has stopped!

Secondary Action: Follow the fire evacuation routes established above. Teachers will remain with their classes at all times.

Reverse Evacuation: If air quality is poor due to a chemical accident, air pollutant, law enforcement actions, or nearby fire; re-enter the building immediately via the same staircases used in Earthquake or Fire evacuation. Close all windows. Remain in class until authorities or Site Coordinator/ Administration has deemed it safe to exit. Teachers will remain with their classes at all times.

Lock-Down: If there is a local civil disturbance or threatening situation in the proximity of the school, the school will be secured. Classroom doors shall be closed and locked, normal class activities may continue. Upon the circumstance being resolved by authorities and dependent on the specific circumstance, the school day may continue in routine fashion. If the circumstance dictates the school be closed, children will be released in the following manner: Parents must provide identification and/or call the school phone number to alert the staff that they are outside waiting for their child. An authorized parent or guardian may pick up their children at the main school entrance.

Intruder Response: Confidential plan in place.

Conduct: All staff is to encourage and/or assist students in remaining calm during an emergency to help ensure a safe and orderly exit to the designated area of safety, during what may be a time of stress or high anxiety. In order to hear instructions and respond to directions, students should remain quiet and attentive during the entire emergency process.

Student Roll Call: Verify with emergency responding authorities and/or Trivium Administration that all students are accounted for before re-entering classrooms.

Medical Emergency- Resuscitation Orders

WHEN A MEDICAL EMERGENCY OCCURS- IMMEDIATELY CALL 911. Trivium Charter School employees are trained and expected to respond to all emergency medical situations. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. Trivium Charter School does not accept, follow, or recognize ANY parental "do not resuscitate" order. The School Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

Last updated: 1/31/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9.5	6	0	0	10.1	7	0	0	22.0	7	0	0
1	7.9	10	0	0	6.9	8	0	0	21.0	11	0	0
2	8.8	8	0	0	9.4	7	0	0	22.0	7	0	0
3	8.3	7	0	0	12.9	5	0	0	23.0	6	0	0
4	10.3	6	0	0	10.3	6	0	0	23.0	6	0	0
5	13.0	5	0	0	7.6	7	0	0	23.0	7	0	0
6	6.5	8	0	0	8.5	7	0	0	19.0	7	0	0
Other		0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3.0	18	0	0	8.0	7	0	1	4.0	28	0	0
Mathematics	3.0	24	0	0	4.0	15	0	0	2.0	55	0	0
Science	7.0	7	0	1	9.0	6	0	1	1.0	14	0	0
Social Science	4.0	16	0	1	1.0	22	0	0	3.0	35	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	108.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	2.5	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Last updated: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8047.5	\$2154.0	\$5893.5	\$49041.0
District	N/A	N/A	\$0.0	\$55081.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/31/2018

Types of Services Funded (Fiscal Year 2016-17)

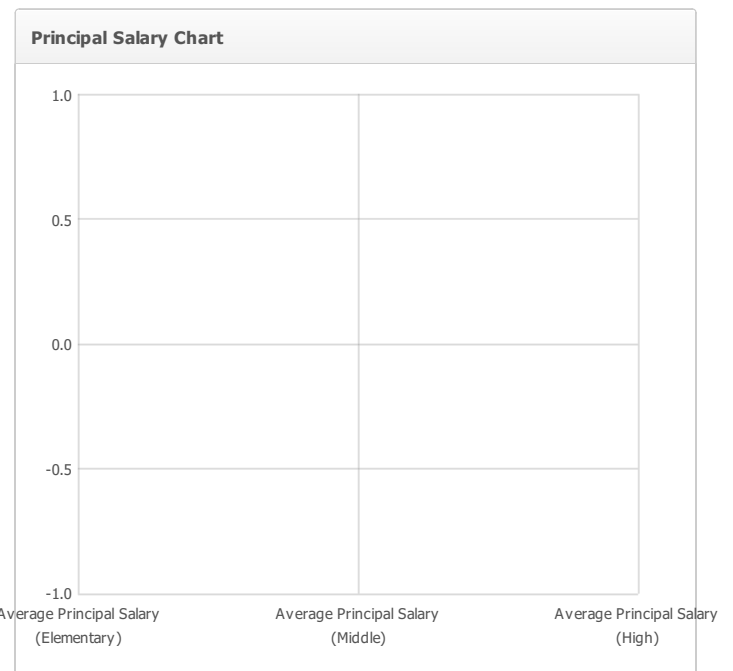
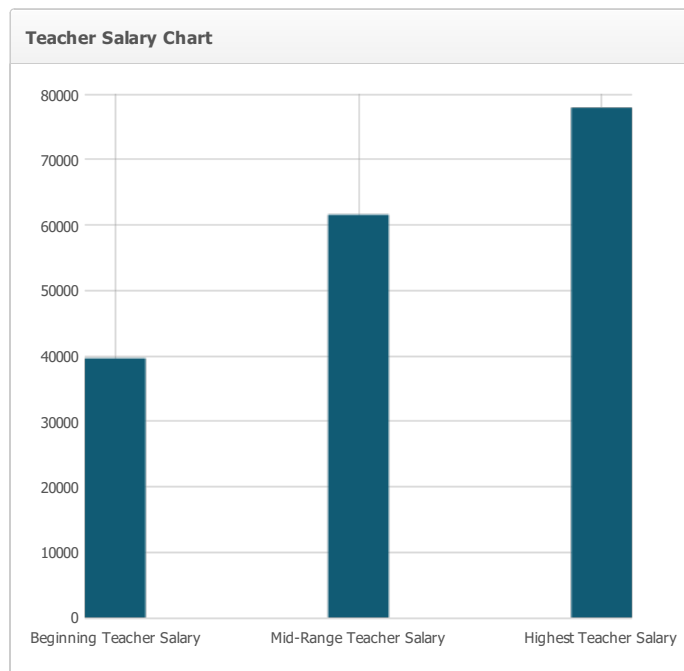
Trivium provides after-school supplemental educational services to support and assist with enrichment and remediation assistance after the regular learning center day. In addition, we provide a number approaches to support at-risk or underperforming students with the aid of yup tutoring, fev tutoring, online office hours, homework club, connect classes, and various clubs for academic and social support. Other services offered include services like speech, occupational therapy and working with a school psychologist.

Last updated: 2/2/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,615	\$42,598
Mid-Range Teacher Salary	\$61,563	\$62,232
Highest Teacher Salary	\$77,920	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$103,250	\$117,868
Percent of Budget for Teacher Salaries	32.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Last updated: 1/29/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	5	N/A
All Courses	9	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2018

Professional Development

Trivium Charter provides ongoing professional development and continuous growth opportunities for all certificated and classified staff members in order to best serve Trivium students. Professional staff development opportunities are delivered during selected staff meetings throughout the year (see below for the number of staff development days for the current and preceding two academic years) and may be designed for all staff (e.g. five meetings throughout the year), all certificated staff (e.g. four meetings throughout the year) or specific groups or teams.

Trivium implements a Professional Learning Communities (PLCs) Model in which teachers are assigned to specific grade or subject groups. These communities focus on student learning objectives, assessing and analysing student data and how best to support Trivium students. PLCs are provided a minimum of 2 hours twice a month scheduled time for specific collaboration. Six times throughout the year PLCs participate in targeted PLC professional development.

Since 2013-2014 Trivium's Instructional Coach works 1:1 with teachers to support individual growth and development in order to best serve Trivium's learners.

Additionally, our Leadership Team routinely collaborates with and surveys all staff to determine staff needs/desires for additional training.

Trivium encourages all staff to participate in personal and small group staff development opportunities as well as providing opportunities to attend local, regional and/or national conferences so that every staff member may deepen their understanding of their role in supporting student learning and achievement.

Below is the number of staff development days within the most recent three year period:

15/16 - 15 days

16/17 - 15 days

17/18 - 15 days

Last updated: 1/28/2018