

# Trivium Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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 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

### Contact

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

Phone: 805-291-1303  
E-mail: [tvais@triviumcharter.org](mailto:tvais@triviumcharter.org)



# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Blochman Union Elementary
<b>Phone Number</b>	(805) 937-1148
<b>Superintendent</b>	Doug Brown
<b>E-mail Address</b>	<a href="mailto:dbrown@sbceo.org">dbrown@sbceo.org</a>
<b>Web Site</b>	<a href="http://www.sbceoportal.org/blochman/">http://www.sbceoportal.org/blochman/</a>

School Contact Information (School Year 2016-17)	
<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>	Mrs. Trisha Vais, Director
<b>E-mail Address</b>	<a href="mailto:tvais@triviumcharter.org">tvais@triviumcharter.org</a>
<b>Web Site</b>	<a href="http://www.triviumcharter.org">www.triviumcharter.org</a>
<b>County-District-School (CDS) Code</b>	42691120124255

*Last updated: 1/30/2017*

## School Description and Mission Statement (School Year 2016-17)

### Mission Statement:

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 various 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 projects-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.

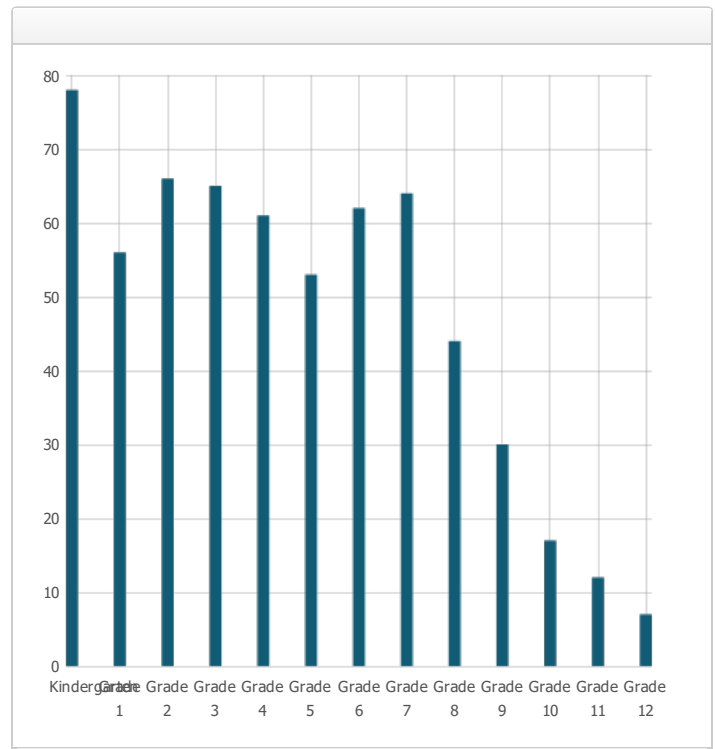
A typical week at Trivium Charter on our ACE days--two days each week--covers history, geography, science with experiments, art (applied and history), music history, writing (quick writes, copy work, IEW), literature circles, and practical math. In addition, ACE has group work, hands-on activities, public 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: 1/30/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	78
Grade 1	56
Grade 2	66
Grade 3	65
Grade 4	61
Grade 5	53
Grade 6	62
Grade 7	64
Grade 8	44
Grade 9	30
Grade 10	17
Grade 11	12
Grade 12	7
<b>Total Enrollment</b>	<b>615</b>



Last updated: 1/30/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.0 %
Asian	1.0 %
Filipino	0.2 %
Hispanic or Latino	15.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	72.7 %
Two or More Races	8.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.5 %
English Learners	0.5 %
Students with Disabilities	9.4 %
Foster Youth	0.0 %

Last updated: 1/30/2017

## A. Conditions of Learning

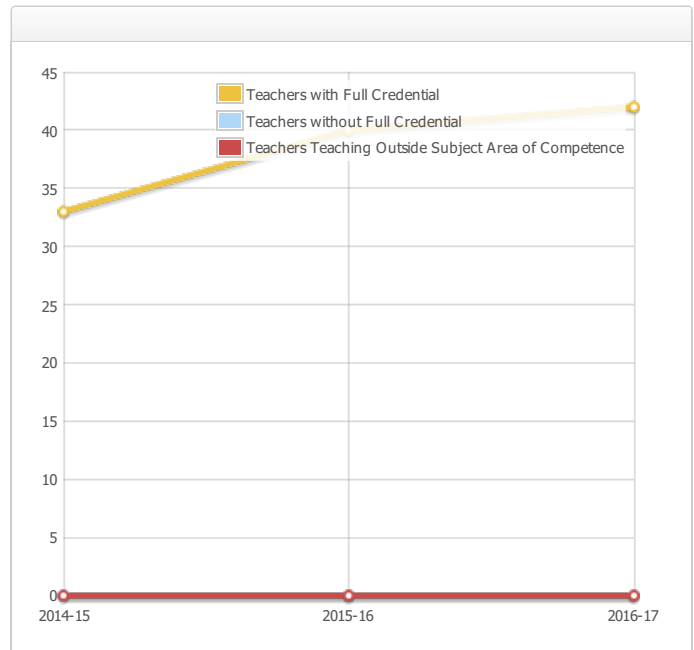
### State Priority: Basic

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

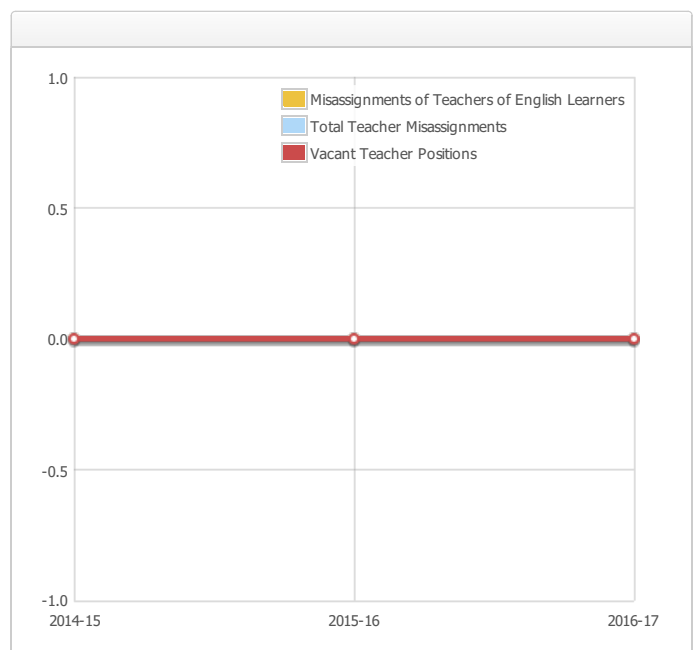
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	40	42	42
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/30/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	79.0%	21.0%
All Schools in District	67.0%	33.0%
High-Poverty Schools in District	50.0%	50.0%
Low-Poverty Schools in District	79.0%	21.0%

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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/30/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Offerings may include: Explode the Code (including online access), McRuffy Language Arts, Vocabulary Spelling City, Wordly Wise, Stora, IEW, Drops in the Bucket, Reading Eggs, First Language Lessons, Growing with Grammar, Shurley English, Time4Learning, Soaring with Spelling, Mead Handwriting, Handwriting without Tears, Evan-Moor Handwriting, Reading Street, Writing with Ease, Winning with Writing, Lightning Literature, Vocabulary from Classical Roots as well as Trivium teacher created standards-based materials.	Yes	0.0 %
Mathematics	Offerings may include: Math U See, Saxon, Envision, Primary Mathematics, Time4Learning, Math Mammoth, Aleks, Teaching Textbooks, Redbird Mathematics, Thinkwell Math, Drops in the Bucket, On Core Math, as well as Trivium teacher, created standards-based materials.	Yes	0.0 %
Science	Offerings may include: Trivium teacher created standards-based materials, Time4learning, Grad Point, FuelEd or community college offerings.	Yes	0.0 %
History-Social Science	Offerings may include: Trivium teacher created standards-based materials, TCI, Time4learning, Grad Point, Fuel Ed or community college offerings	Yes	0.0 %
Foreign Language	Offerings may include: Rosetta Stone or community college offerings	Yes	0.0 %
Health	Offerings may include: Time4Learning, e-dynamic and FuelEd	Yes	0.0 %
Visual and Performing Arts	Offerings may include: Trivium teacher created standards-based materials, e-dynamic, FuelEd or community college offerings	Yes	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: 1/30/2017*

## School Facility Conditions and Planned Improvements

Trivium Charter School currently rents and operates six facilities located in Santa Barbara County and San Luis Obispo Counties. The campuses are very safe, kept very clean and orderly and are well supervised during all recess and lunch breaks. Trivium staff cleans the campus at the end of every school day. Currently, there is not any needed maintenance at any of the learning centers. At the beginning of every school day safety inspections are conducted, intended to ensure the school is safe for the students and staff. Safety training is conducted annually for all staff and is inconclusive of Fire and Earthquake Safety, Evacuation procedures, and Lock Down/Violent Intruder protocol. Drills are conducted throughout the year, including participation in The Great Shakeout (Earthquake Preparedness). All staff are current CPR/1st Aide certified. Trivium Charter Schools are on the local Police Departments reverse 911 call list, in order to be contacted and made aware on any local emergencies.

Steve Kephart

Director of Operations

*Last updated: 1/30/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs required
Interior: Interior Surfaces	Good	No repairs required
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs required
Electrical: Electrical	Good	No repairs required
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs required
Safety: Fire Safety, Hazardous Materials	Good	Fire Department conducted an annual inspection the Santa Maria center. There were no hazards identified and all Fire Extinguishers were found to be charged.
Structural: Structural Damage, Roofs	Fair	One classroom at the Atascadero center has a ceiling affected by a leaking roof. The lessor (Dove Creek Church) has undertaken rooftop remediation intended to stop the problem. During the Holiday break, the classroom was professionally cleaned.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	There was loose exterior stair at the Arroyo Grande center. The lessor (First Assembly Church) has repaired the stair.

## Overall Facility Rate

Year and month of the most recent FIT report: November 2016





## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	53.0%	53.0%	43.0%	48.0%	49.0%
Mathematics (grades 3-8 and 11)	31.0%	30.0%	30.0%	34.0%	36.0%	37.0%

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: 1/30/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	62	92.5%	45.2%
Male	34	32	94.1%	25.0%
Female	33	30	90.9%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	45	91.8%	44.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.3%	41.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	65	62	95.4%	43.6%
Male	28	28	100.0%	35.7%
Female	37	34	91.9%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.8%	41.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.0%	57.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/30/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	49	89.1%	55.1%
Male	30	28	93.3%	50.0%
Female	25	21	84.0%	61.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	37	90.2%	56.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	18	85.7%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	61	51	83.6%	54.9%
Male	29	23	79.3%	60.9%
Female	32	28	87.5%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	40	83.3%	57.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	20	87.0%	40.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	58	86.6%	55.2%
Male	31	30	96.8%	46.7%
Female	36	28	77.8%	64.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	60.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	39	81.3%	48.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.5%	52.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	44	40	90.9%	60.0%
Male	23	21	91.3%	57.1%
Female	21	19	90.5%	63.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	29	90.6%	62.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90.0%	55.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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*Last updated: 1/30/2017*



**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	15	13	86.7%	84.6%
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/30/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	62	92.5%	27.4%
Male	34	32	94.1%	25.0%
Female	33	30	90.9%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	45	91.8%	28.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.3%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	65	62	95.4%	30.7%
Male	28	28	100.0%	28.6%
Female	37	34	91.9%	32.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.8%	32.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.0%	26.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	49	89.1%	24.5%
Male	30	28	93.3%	32.1%
Female	25	21	84.0%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	37	90.2%	21.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	18	85.7%	27.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/22/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	61	51	83.6%	48.0%
Male	29	23	79.3%	63.6%
Female	32	28	87.5%	35.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	40	83.3%	48.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	20	87.0%	35.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/22/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	58	86.6%	33.9%
Male	31	30	96.8%	32.1%
Female	36	28	77.8%	35.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	26.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	39	81.3%	32.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.5%	26.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/22/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	44	40	90.9%	17.5%
Male	23	21	91.3%	23.8%
Female	21	19	90.5%	10.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	29	90.6%	17.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90.0%	16.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/22/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	15	13	86.7%	25.0%
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/22/2017*



**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	67.0%	57.0%	73.0%	26.0%	55.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/22/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	115	101	87.8%	57.4%
Male	60	54	90.0%	61.1%
Female	55	47	85.5%	53.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	17	81.0%	29.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	77	89.5%	62.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	38	88.4%	55.3%
English Learners	--	--	--	--
Students with Disabilities	18	17	94.4%	17.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/22/2017

**Career Technical Education Programs (School Year 2015-16)**

Trivium provides for multiple elective courses through online options and in-person apprenticeships and volunteer service. Each student's career goals are discussed before entering 9th grade and the student's Personalized Learning Plan records goals and objectives for a future career.

*Last updated: 1/30/2017*

**Career Technical Education Participation (School Year 2015-16)**

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: 1/30/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	49.0%
2014-15 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six 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: 12/28/2016

## 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 2016-17)

Children's love of learning and a student's enthusiasm for learning begins in the home. Parent involvement is crucial in and we greatly value the commitment parents make when choosing to homeschool their child. We believe partnering with parents to provide a solid foundation of knowledge that inspires a passion and confidence in learning is a great option for education for many students. Together, we create an environment where students who think critically, speak confidently, and achieve their individual goals is achieved and celebrated.

Each of our centers has approximately five parent coffees throughout the year. During these coffees, parents have the chance to meet other parents, discuss homeschooling issues and learn about new homeschooling resources, keep up with school events and give feedback on how things are going. We encourage our parents to attend and younger siblings are always welcome. Every center also receives regular communication about field trips, local community events, school fundraisers, seasonal book fairs, theatrical performances and school activities including club offerings which rotate on a regular basis.

Parents find these coffees/meetings to be useful and constructive. Every parent receives a student directory and teacher's and the Center Coordinator's email and cell phone numbers at the beginning of school. Every parent who comes to any of the learning centers are warmly greeted and received by the learning center's coordinator who is available to answer their questions and support their needs.

Parents are surveyed twice a year on all aspects of the school and school community and they are invited to attend an in-person round table discussion twice a year. Parent feedback is discussed at a staff meeting and options are discussed to implement needed changes based on parent feedback.

### State Priority: Pupil Engagement

*Last updated: 12/28/2016*

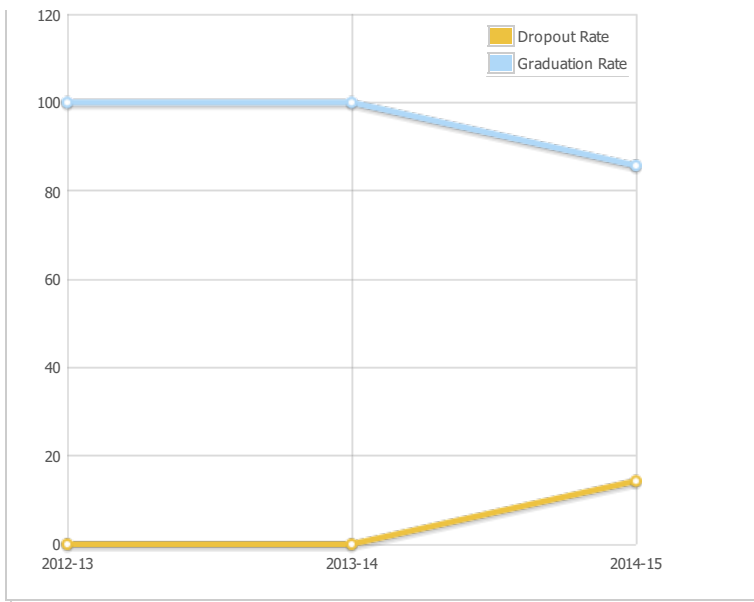
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	100.00	100.00	85.70				80.44	80.95	82.27

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



*Last updated: 1/2/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100	96	85
Black or African American	0	100	77
American Indian or Alaska Native	0	100	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	100	92	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	100	94	77
English Learners	0	0	51
Students with Disabilities	0	100	68
Foster Youth	--	--	--

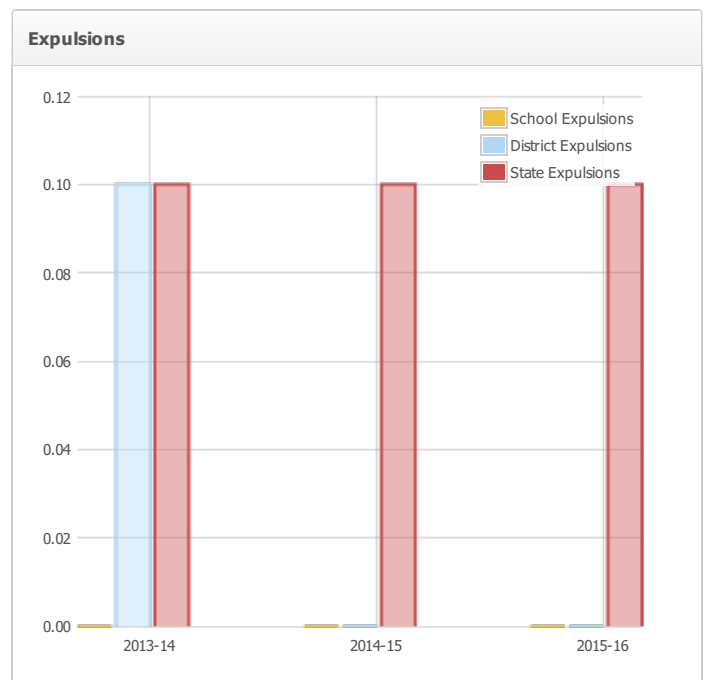
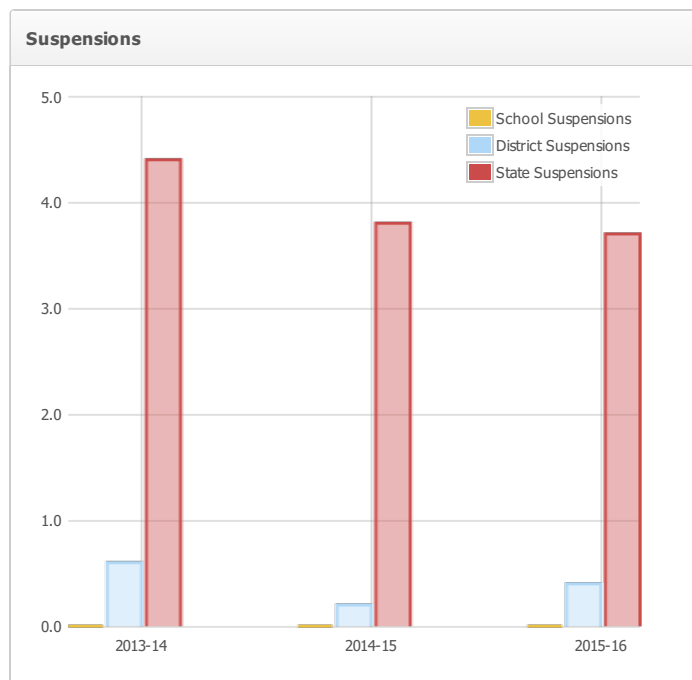
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.6	0.2	0.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2017

## School Safety Plan (School Year 2016-17)

### 2014-15 Emergency Plan

Trivium Charter School's 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, according to 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 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. Class room 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 are 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: 12/28/2016*

## 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 2016-17)

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	--

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	8.0	7	0	0	9.5	6	0	0	10.1	7	0	0
1	4.0	14	0	0	7.9	10	0	0	6.9	8	0	0
2	8.0	7	0	0	8.8	8	0	0	9.4	7	0	0
3	5.0	9	0	0	8.3	7	0	0	12.9	5	0	0
4	6.0	10	0	0	10.3	6	0	0	10.3	6	0	0
5	9.0	5	0	0	13.0	5	0	0	7.6	7	0	0
6	4.0	11	0	0	6.5	8	0	0	8.5	7	0	0
Other			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: 1/30/2017

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

Subject	2013-14				2014-15				2015-16			
	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	2.0	26	0	0	3.0	18	0	0	15.0	40	0	0
Mathematics	4.0	9	0	0	3.0	24	0	0	15.4	40	0	0
Science	4.0	9	0	0	7.0	7	0	1	15.4	40	0	0
Social Science	3.0	13	0	0	4.0	16	0	1	15.4	40	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: 1/30/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	81.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	3.0	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: 1/30/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7514.2	\$2542.3	\$4845.2	\$48191.3
District	N/A	N/A	\$0.0	\$56035.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

### Types of Services Funded (Fiscal Year 2015-16)

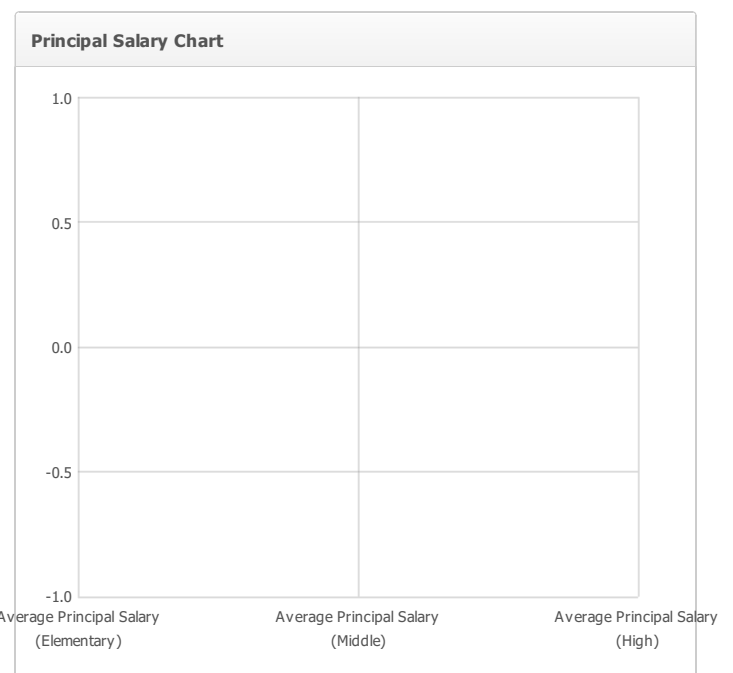
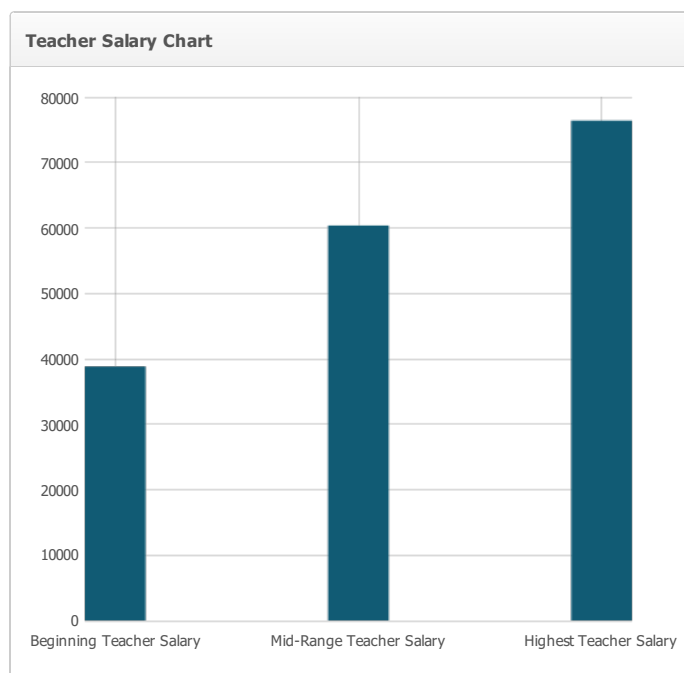
Trivium provides after-school supplemental educational services to support and assist with enrichment and remediation assistance after the regular learning center day. In addition, we provide a number of approaches to support at-risk or under performing students. When a student is not making adequate academic progress with their ACE or homeschooling work, a Student Study Team consisting of the student, parent, classroom teacher and Trivium staff meet and formulate a Trivium Intervention Plan that lasts a minimum of four weeks. Student assignments and all work are closely monitored and the student receives remediation support as necessary. Our Homeschool Specialist provides homeschooling support and helps to personally tailor the homeschool curriculum for struggling students. Our teachers utilize a number of strategies for our students in their classes to promote academic progress including one-on-one instruction, peer-group tutoring, small group instruction, small cooperative learning groups, hands-on learning and project-based learning activities.

Last updated: 1/25/2017

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,838	\$41,085
Mid-Range Teacher Salary	\$60,354	\$59,415
Highest Teacher Salary	\$76,388	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$103,240	\$116,069
Percent of Budget for Teacher Salaries	36.0%	33.0%
Percent of Budget for Administrative Salaries	7.0%	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: 1/24/2017

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	14	--

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

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

*Last updated: 1/25/2017*

## Professional Development

Trivium Charter provides professional developments and continuous growth for all certificated and classified staff members to acquire the necessary knowledge and develop professionally on a regular basis. Professional staff developments are delivered during selected staff meetings. Trivium promotes grade group collaboration by creating time in the schedule for grade groups to meet for a minimum of 2 hours twice a month. Our Guiding Team routinely collaborates with all staff to determine staff needs/desires for additional training. Trivium encourages all staff to participate in personal and small group staff development opportunities so that they may enhance their understanding of their role in student learning and achievement to better serve their students. Trivium believes it is important that all staff stay relevant and up-to-date with changes that may occur by attending conferences, workshops and collaboration sessions.

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

12/13 - 15 days

13/14- 15 days

14/15 - 15 days

15/16 - 15 days

*Last updated: 1/25/2017*