

# Trivium Charter School

## Trisha Vais, Director

Principal, Trivium Charter School

### 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. 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 thank our charter school families, the communities and surrounding areas of Arroyo Grande, Santa Maria and Lompoc for supporting our students and programs as we continue to grow and expand our learning centers to more communities on California's Central Coast in 2014-2015.

Sincerely,

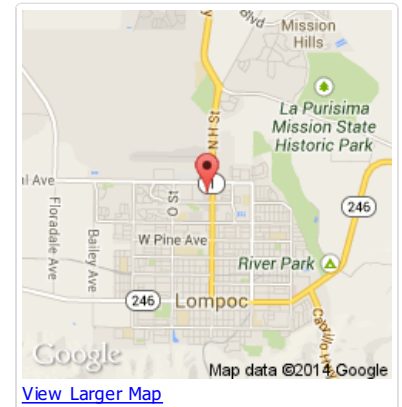
Founder and Director,

Trisha Vais

### Contact

1305 North H Street, A/332  
Lompoc, CA  
93436

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



## Data and Access

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

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

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

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

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School	
<b>School Name</b>	Trivium Charter School
<b>Street</b>	1305 North H Street, A/332
<b>City, State, Zip</b>	Lompoc, Ca, 93436
<b>Phone Number</b>	805-291-1303
<b>Principal</b>	Trisha Vais, Director
<b>E-mail Address</b>	<a href="mailto:tvais@triviumcharter.org">tvais@triviumcharter.org</a>
<b>County-District-School (CDS) Code</b>	42691120124255

District	
<b>District Name</b>	Blochman Union Elementary School District
<b>Phone Number</b>	(805) 937-1148
<b>Web Site</b>	<a href="http://www.triviumcharter.org">www.triviumcharter.org</a>
<b>Superintendent First Name</b>	Doug
<b>Superintendent Last Name</b>	Brown
<b>E-mail Address</b>	<a href="mailto:blochman@sbceo.org">blochman@sbceo.org</a>

*Last updated: 1/9/2014*

# Student Performance

## Standardized Testing and Reporting Program

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

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

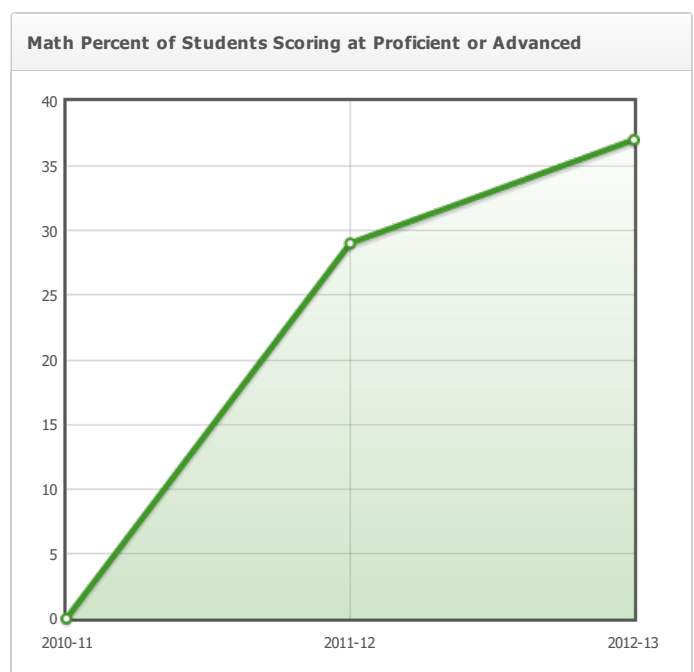
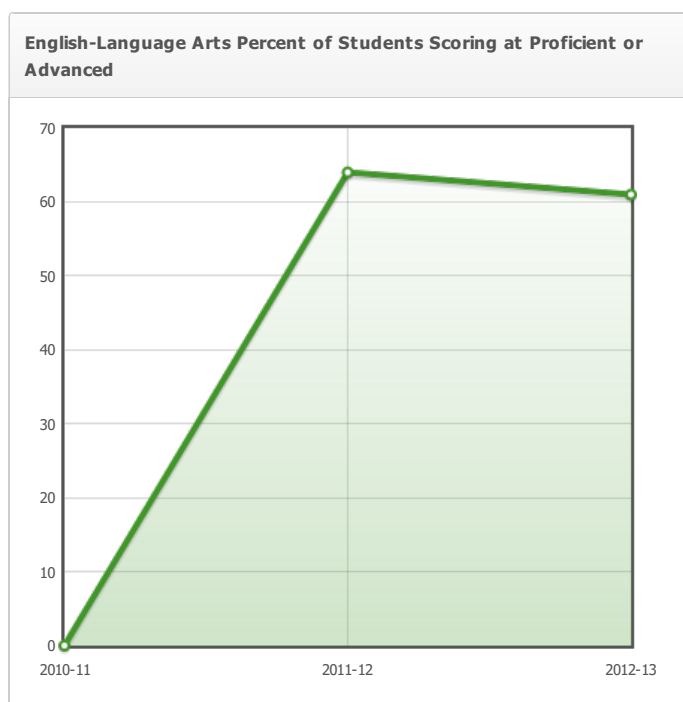
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

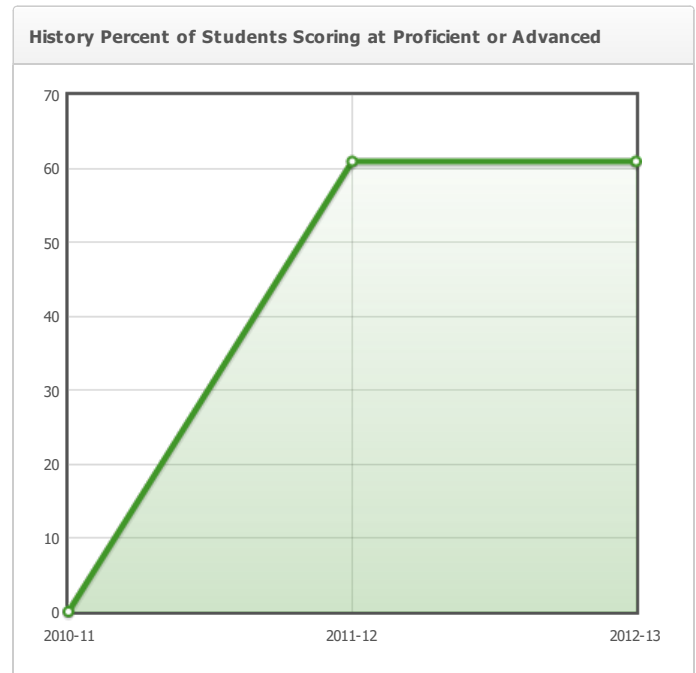
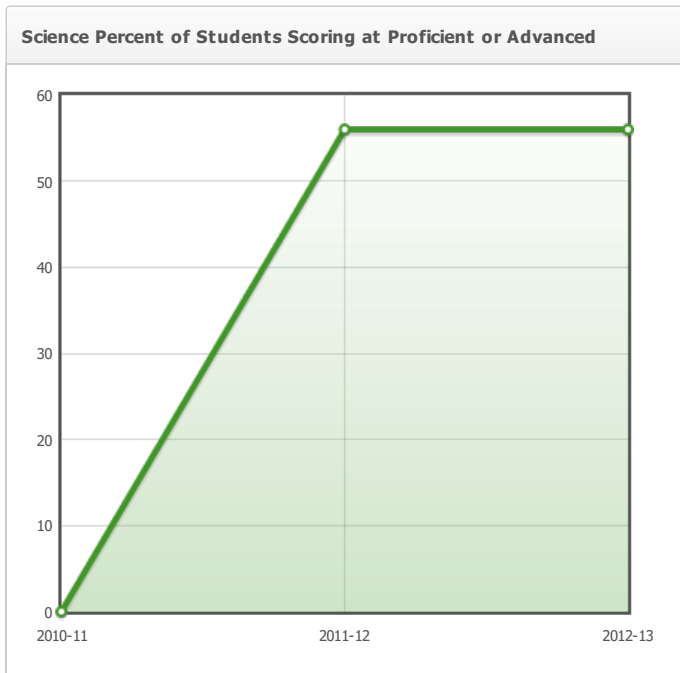
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	64%	61%	55%	57%	56%	54%	56%	55%
Mathematics	N/A	29%	37%	33%	29%	32%	49%	50%	50%
Science	N/A	56%	56%	46%	50%	54%	57%	60%	59%
History-Social Science	N/A	61%	61%	27%	28%	36%	48%	49%	49%

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: 1/9/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	32%	54%	36%
All Students at the School	61%	37%	56%	61%
Male	62%	44%	69%	83%
Female	61%	30%	41%	43%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	48%	20%	39%	36%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	64%	43%	62%	59%
Two or More Races	71%	36%	N/A	N/A
Socioeconomically Disadvantaged	51%	27%	43%	25%
English Learners	0%	N/A	N/A	N/A
Students with Disabilities	38%	44%	N/A	N/A
Students Receiving Migrant Education Services	0%	N/A	N/A	N/A

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.

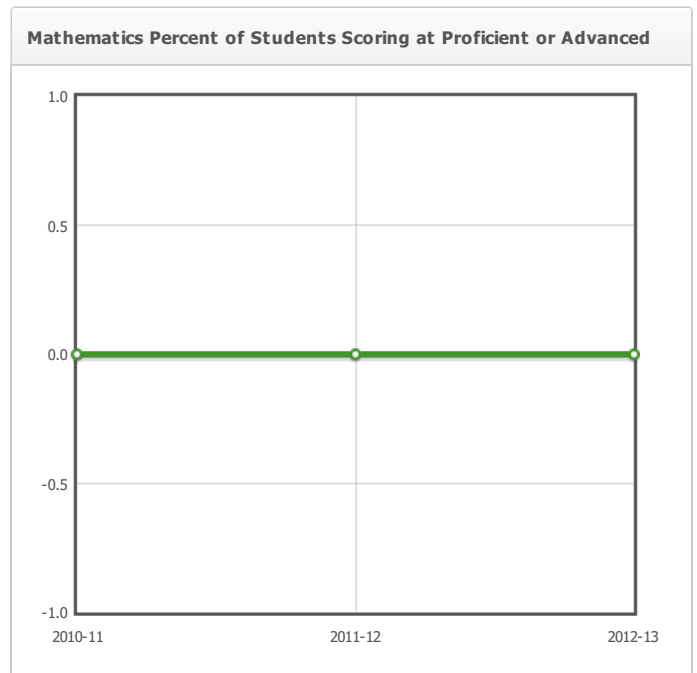
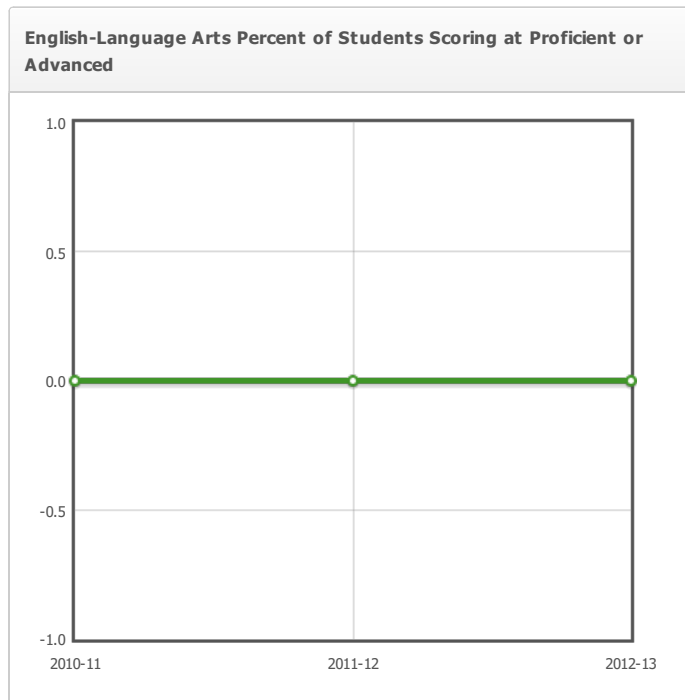
Last updated: 1/9/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	50%	57%	64%	59%	56%	57%
Mathematics	N/A	N/A	N/A	33%	41%	48%	56%	58%	60%

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: 1/9/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36%	32%	32%	52%	38%	9%
All Students at the School	0%	0%	0%	0%	0%	0%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/9/2014*

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.9%	15.4%	7.7%
7	20.8%	16.7%	8.3%
9	N/A	N/A	N/A

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: 1/9/2014*



## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

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

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

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

API Rank	2010-11	2011-12	2012-13
Statewide		3	3
Similar Schools		1	1

*Last updated: 1/9/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School		B	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			18
Two or More Races			
Socioeconomically Disadvantaged			6
English Learners			
Students with Disabilities			

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

*Last updated: 1/9/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	230	769	81	796	4,655,989	790
Black or African American	10		0		296,463	708
American Indian or Alaska Native	1		3		30,394	743
Asian	3		0		406,527	906
Filipino	2		0		121,054	867
Hispanic or Latino	54	711	29	761	2,438,951	744
Native Hawaiian or Pacific Islander	2		0		25,351	774
White	156	784	43	797	1,200,127	853
Two or More Races	0		6		125,025	824
Socioeconomically Disadvantaged	71	713	51	760	2,774,640	743
English Learners	0		7		1,482,316	721
Students with Disabilities	22	658	10		527,476	615

*Last updated: 1/9/2014*

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

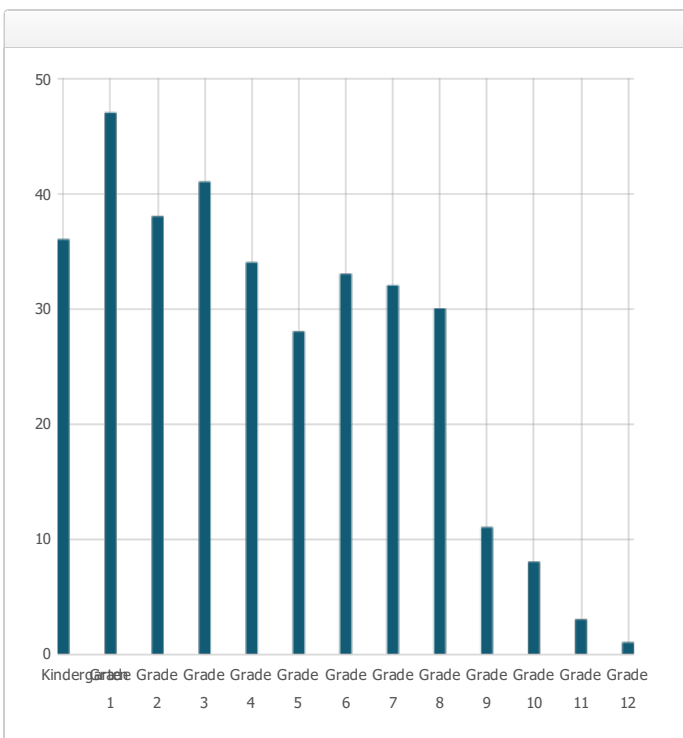
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	No	
Met API Criteria	Yes	
Met Graduation Rate	N/A	

*Last updated: 1/9/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

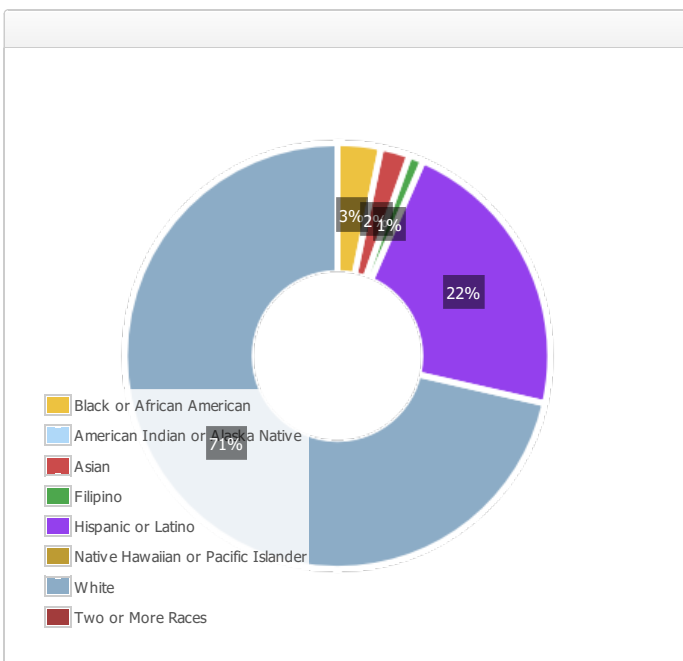
Grade Level	Number of Students
Kindergarten	36
Grade 1	47
Grade 2	38
Grade 3	41
Grade 4	34
Grade 5	28
Grade 6	33
Grade 7	32
Grade 8	30
Grade 9	11
Grade 10	8
Grade 11	3
Grade 12	1
<b>Total Enrollment</b>	<b>342</b>



Last updated: 1/9/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.6
Asian	2.6
Filipino	1.2
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.9
White	65.2
Two or More Races	0.0
Socioeconomically Disadvantaged	31.0
English Learners	0.0
Students with Disabilities	4.1



Last updated: 1/9/2014

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

Grade Level	2010-11			2011-12			2012-13					
	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	16.0				2	1	0	5.0	7			
1	12.0				1	0	0	7.0	7			
2	13.0				2	1	0	7.0	5	1		
3	20.5				2	0	0	7.0	5	1		
4	16.0				1	0	0	7.0	5			
5	21.3				2	1	0	6.0	5			
6	19.0				1	0	0	7.0	5			
Other												

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

Last updated: 1/9/2014

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

Subject	2010-11			2011-12			2012-13					
	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	2.7				3	0	0	3.0	10			
Mathematics	1.6				5	0	0	4.0	7			
Science	8.0				1	0	0	4.0	6			
Social Science	4.0				2	0	0	3.0	14			

\* 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: 1/9/2014

## School Safety Plan (School Year 2012-13)

### 2013-2014 Emergency Plan

Trivium Charter School's Safety Plan.

**Emergency Agency Phone Numbers - phone numbers are posted at each site 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.

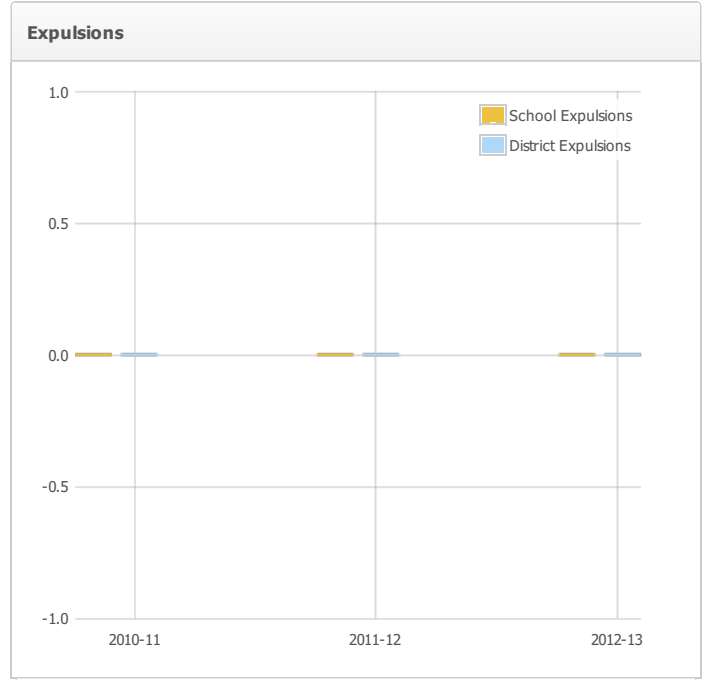
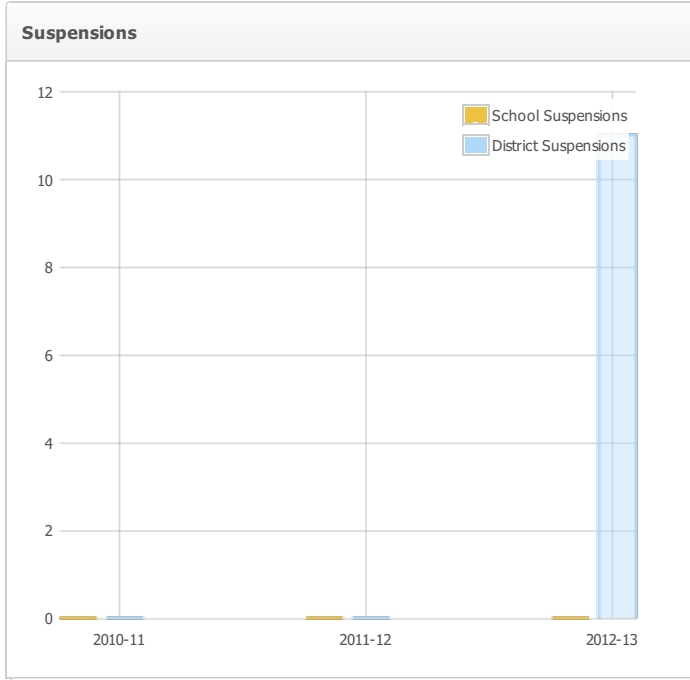
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*Last updated: 1/9/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	0.17	0.08	11.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/9/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

Trivium Charter School currently rents and operates three facilities encompassing three campuses located in Northern Santa Barbara County and Southern San Luis Obispo Counties. The campuses are very safe, kept very clean and orderly and 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 three learning centers.

*Last updated: 1/9/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair or action is needed or planned at this time.
Interior: Interior Surfaces	Good	No repair or action is needed or planned at this time.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repair or action is needed or planned at this time.
Electrical: Electrical	Good	No repair or action is needed or planned at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No repairs or action is needed or planned at this time.
Safety: Fire Safety, Hazardous Materials	Good	We have a safety plan, routinely practice emergency and fire drills and keep the campus clear from hazardous chemicals.
Structural: Structural Damage, Roofs	Good	No repairs are needed or planned at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs are needed or planned at this time.

### Overall Facility Rate (School Year 2012-13)

Overall Rating	Good
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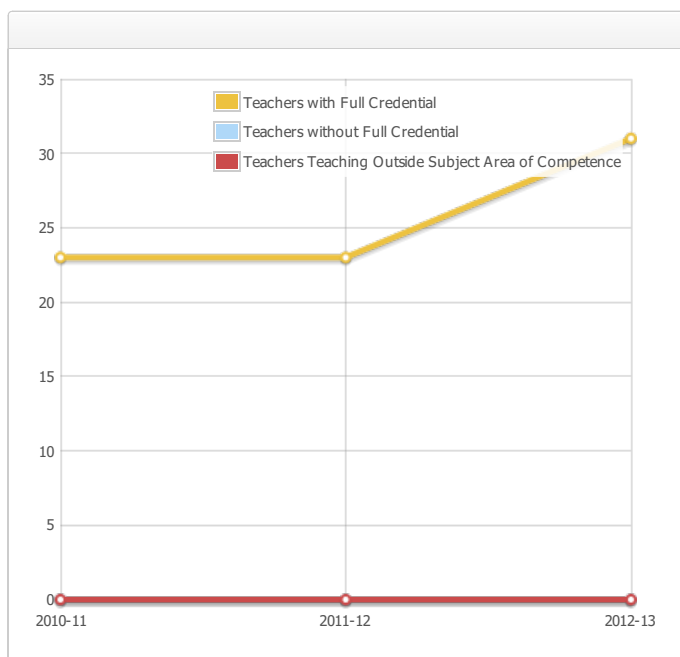
*Last updated: 1/9/2014*



# Teachers

## Teacher Credentials

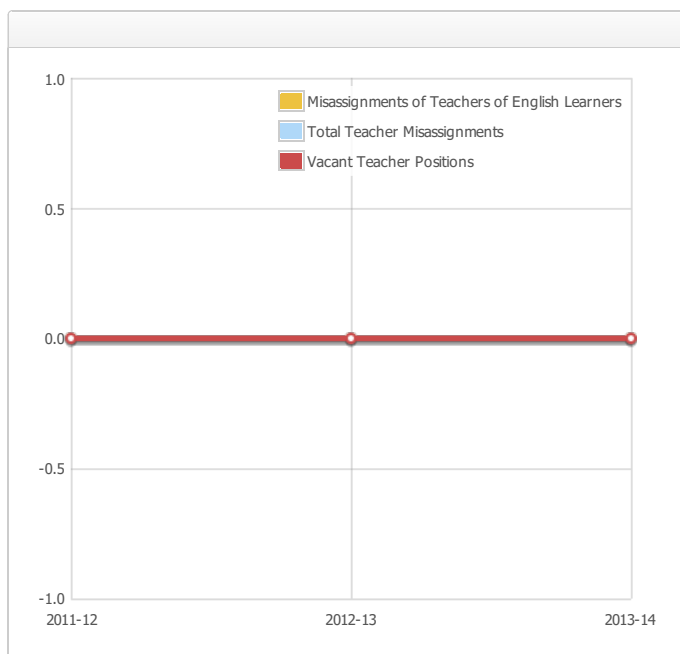
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	23	23	31	61
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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: 1/9/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	98	2
All Schools in District	98	2
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98	2

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: 1/9/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	3.1	N/A

Note: Cells shaded in black or 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: 1/9/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Trivium Charter School combines the best of homeschooling with the classroom experience. With the assistance of the Home School Specialist and their General Education teacher, Trivium parents have a plethora of home school curriculum choices available to select from and can plan appropriate coursework given their child's unique strengths. Each family has multiple resources and modes of curriculum delivery options available that include online, software dependent, traditional textbooks, workbooks and project-based curriculum. Every student has a full complement of curricula materials and may write in and keep any item designed to be consumable.	Yes	0.0
Mathematics	Trivium Charter School combines the best of homeschooling with the classroom experience. With the assistance of the Home School Specialist and their General Education teacher, Trivium parents have a plethora of home school curriculum choices available to select from and can plan appropriate coursework given their child's unique strengths. Each family has multiple resources and modes of curriculum delivery options available that include online, software dependent, traditional textbooks, workbooks and project-based curriculum. Every student has a full complement of curricula materials and may write in and keep any item designed to be consumable.	Yes	0.0
Science	Science instruction is taught during the on-site learning center days. A Scope and Sequence is developed by the teachers for each year of our rotation. Trivium follows a four year science rotation: Biology, Earth/Astronomy, Chemistry and Physics. All students have access to science supplies and resources.	Yes	0.0
History-Social Science	History instruction is taught during the on-site learning center days. A Scope and Sequence is developed by the teachers for each year of our rotation. Trivium follows a four year history rotation: Ancients, Medieval, Early Modern and Modern Times. All students have access to history supplies and resources.	Yes	0.0
Foreign Language	Trivium provides elective courses for students in many languages.		0.0
Health	Trivium has elective courses available based on student and family interest.	Yes	0.0
Visual and Performing Arts	Students participate in Visual and Performing Arts during the learning center days. The content in Visual and Performing arts supports the content being taught in both history and science. The rotation each year keeps the content delivery ever-changing and engaging to students. All students have access to supplies and resources.		0.0
Science Laboratory Equipment (grades 9-12)	Trivium has science equipment available so students can participate in our many hands-on activities and experiments. These items include but are not limited to safety goggles, microscopes, beakers, pipettes, flasks, heating plates and various storage containers. All students have access to the resources and equipment for science.	Yes	0.0



## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,347	\$830	\$4,513	N/A
District	N/A	N/A	\$8,423	\$51,824
Percent Difference – School Site and District	N/A	N/A	36.00%	16.00%
State	N/A	N/A	\$5,455	\$57,071
Percent Difference – School Site and State	N/A	N/A	0.02%	23.00%

Note: Cells shaded in black or with N/A values do not require data.

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

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/9/2014*

### Types of Services Funded (Fiscal Year 2012-13)

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.

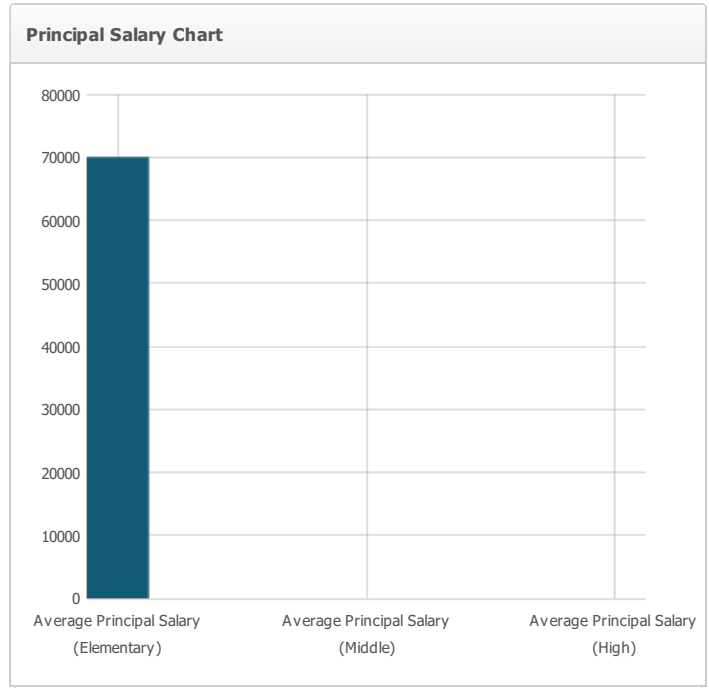
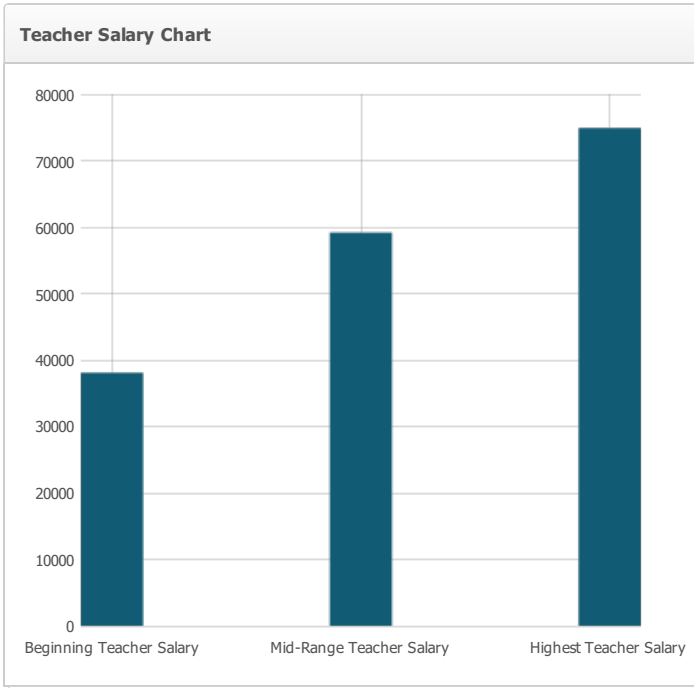
*Last updated: 1/9/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,076	\$38,719
Mid-Range Teacher Salary	\$59,170	\$55,637
Highest Teacher Salary	\$74,892	\$70,797
Average Principal Salary (Elementary)	\$70,000	\$90,284
Average Principal Salary (Middle)	\$0	\$94,675

Average Principal Salary (High)	\$00	\$85,183
Superintendent Salary	\$00	\$104,272
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/9/2014

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

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

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

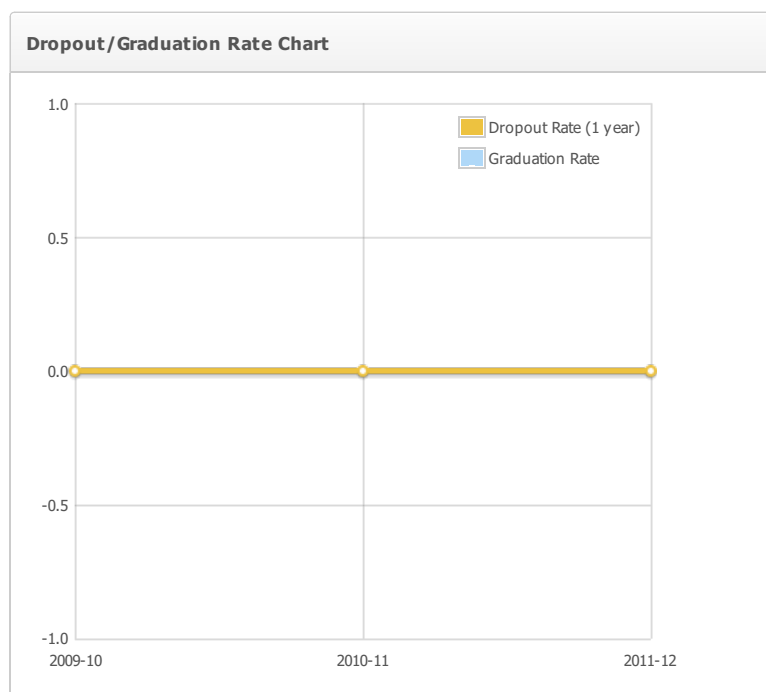
Eligibility for admission to the California State University (CSU) is determined by three factors:

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.0	0.0	0.0	7.4	8.1	12.4	16.6	14.7	13.1
Graduation Rate				64.9	71.4	67.2	74.72	77.14	78.73



Last updated: 1/9/2014



## Completion of High School Graduation Requirements

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

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

*Last updated: 1/9/2014*

## Career Technical Education Programs (School Year 2012-13)

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.

*Last updated: 1/9/2014*

## Career Technical Education Participation (School Year 2012-13)

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: 1/9/2014*

## Courses for University of California and/or California State University Admission

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

*Last updated: 1/9/2014*

## Advanced Placement Courses (School Year 2012-13)

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

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/9/2014*

# Instructional Planning and Scheduling