

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

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. 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 Atascadero, Arroyo Grande, Santa Maria, Lompoc and Santa Barbara for supporting our students and programs as we continue to thrive.

Sincerely,

Founder and Director,

Trisha Vais

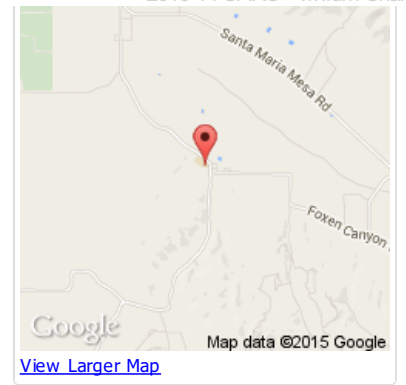
Contact



Santa Maria, CA
93454-9145

Phone: 805-291-1303

E-mail: tvais@triviumcharter.org



About This School

Contact Information - Most Recent Year

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

District	
District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Web Site	
Superintendent First Name	Doug
Superintendent Last Name	Brown
E-mail Address	dbrown@sbceo.org

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

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 the traditional classroom 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 true hybrid approach to learning. Our students receive a personalized educational plan tailored to their individual pace at home while enjoying group interactions in our academic setting at school. 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 the hybrid 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 classroom days.

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. Students 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 after school enrichment and tutoring as well as a third day option for additional electives, tutoring, support and credit classes for our junior high and high school students.

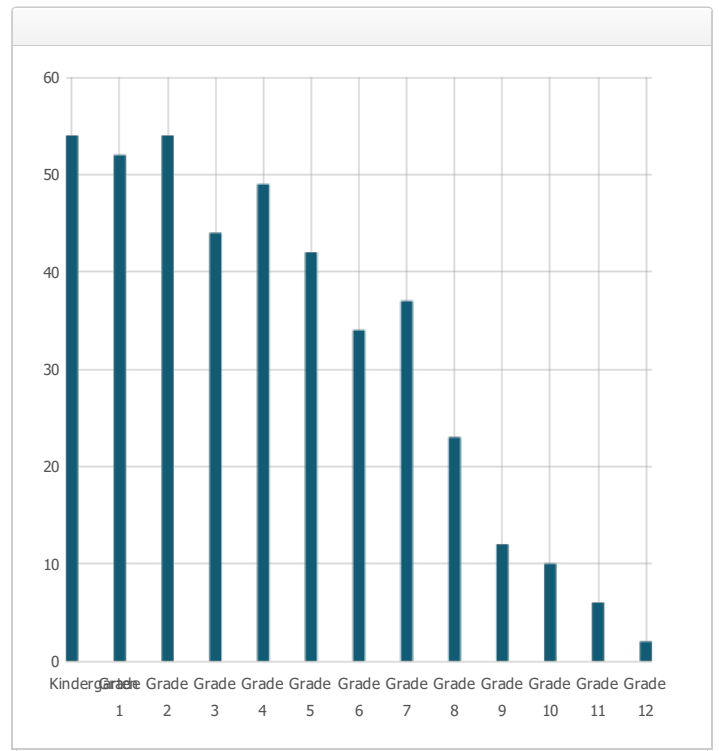
A typical week at home for Trivium students includes language arts and math. Language arts, depending on the student's level, consist of writing and writing mechanics (spelling, grammar, vocabulary, handwriting) and reading (phonics, reading comprehension/literacy analysis). There may be occasional ACE 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: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

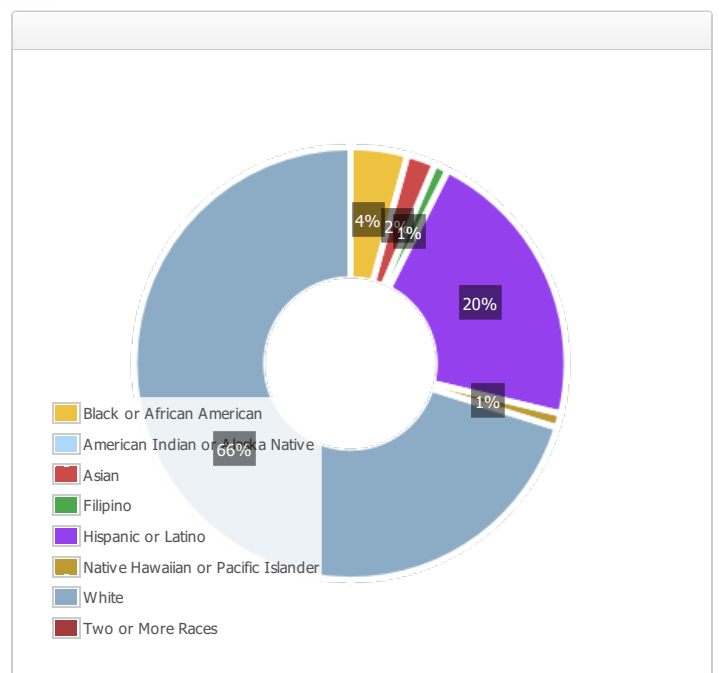
Grade Level	Number of Students
Kindergarten	54
Grade 1	52
Grade 2	54
Grade 3	44
Grade 4	49
Grade 5	42
Grade 6	34
Grade 7	37
Grade 8	23
Grade 9	12
Grade 10	10
Grade 11	6
Grade 12	2
Total Enrollment	419



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.0
Asian	2.4
Filipino	1.4
Hispanic or Latino	20.0
Native Hawaiian or Pacific Islander	1.0
White	66.8
Two or More Races	0.0
Socioeconomically Disadvantaged	32.9
English Learners	0.0
Students with Disabilities	7.6



Last updated: 1/30/2015

A. Conditions of Learning

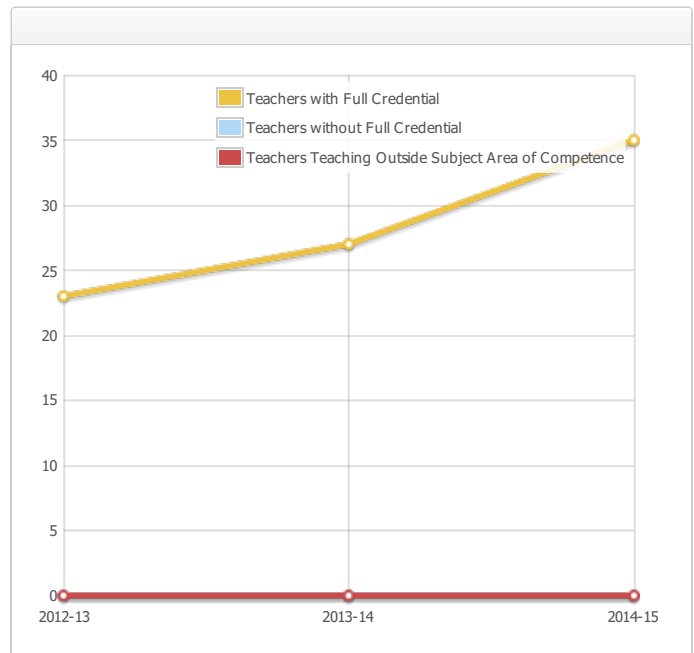
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

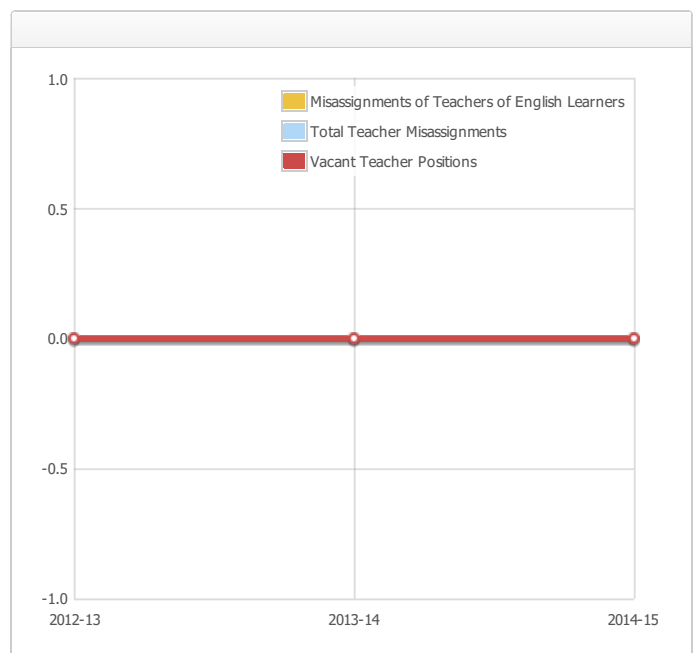
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	23	27	35	9
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	56	44
All Schools in District	73	27
High-Poverty Schools in District	85	15
Low-Poverty Schools in District	56	44

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: 1/30/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We use a wide variety of curriculum in order to create a personalized learning path for each student. The offerings include the Explode the Code series (including online access), BOB books, Sing, Spell, Read and Write, Reading Street, Growing with Grammar, Soaring with Spelling, Winning with Writing, Spelling Workout, Vocabu-It, Wrody Wise, Vocabulary from Classical Roots, Reading Comprehension, Daily Traits of Writing, Saxon Language Arts, Time4Learning, Fuel Ed., Grad Point, Cyber High, Time 4 Learning and teacher created materials.	Yes	0.0
Mathematics	We use a wide variety of curriculum in order to create a personalized learning path for each student. The offerings include: Saxon math, Math U See, Envision math, Singapore math, Teaching Textbooks, Aleks, Time4Learning, Right Start, Fuel Ed., Grad Point, Cyber High and teacher created materials.	Yes	0.0
Science	We use a wide variety of curriculum in order to create a personalized learning path for each student which includes: Teacher created materials, Cyber High, Time4Learning, Grad Point and Fuel Ed.	Yes	0.0
History-Social Science	We use a wide variety of curriculum in order to create a personalized learning path for each student which includes: Teacher created materials, Cyber High, Time4Learning, Grad Point, Fuel Ed and TCI.	Yes	0.0
Foreign Language	Middlebury Interactive Languages	Yes	0.0
Health	We use Cyber High, Time4Learning and Grad Point.	Yes	0.0
Visual and Performing Arts	We use teacher created materials.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Microscopes and slides, safety goggles, petri dishes, beakers, flasks and balance scales	Yes	0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Trivium Charter School currently rents and operates five facilities encompassing five campuses located in Northern Santa Barbara County and 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: 1/30/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56	56	56	50	54	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/30/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Students at the School	56
Male	56
Female	56
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	
White	58
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/30/2015

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%
History-Social Science	N/A	61%	61%	27%	28%	36%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide		3	3
Similar Schools		1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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			7
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: 1/30/2015

Career Technical Education Programs (School Year 2013-14)

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: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

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: 1/30/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	5.7
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

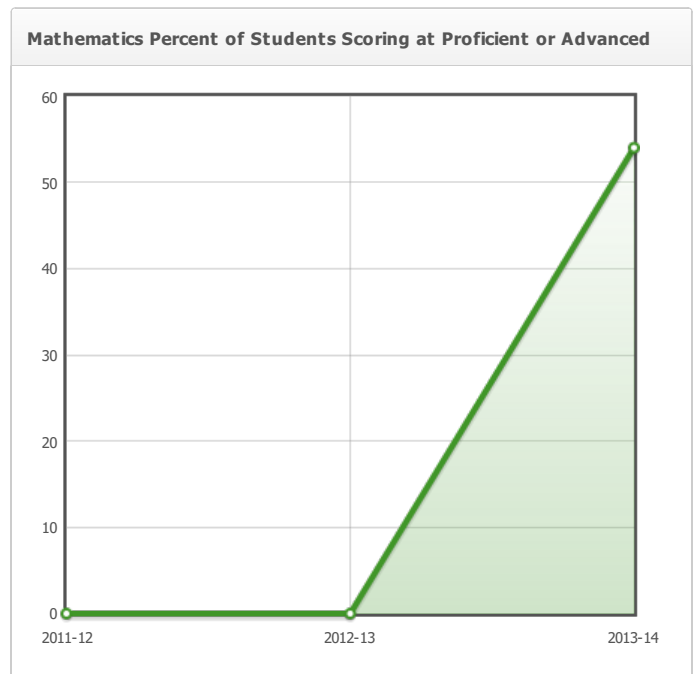
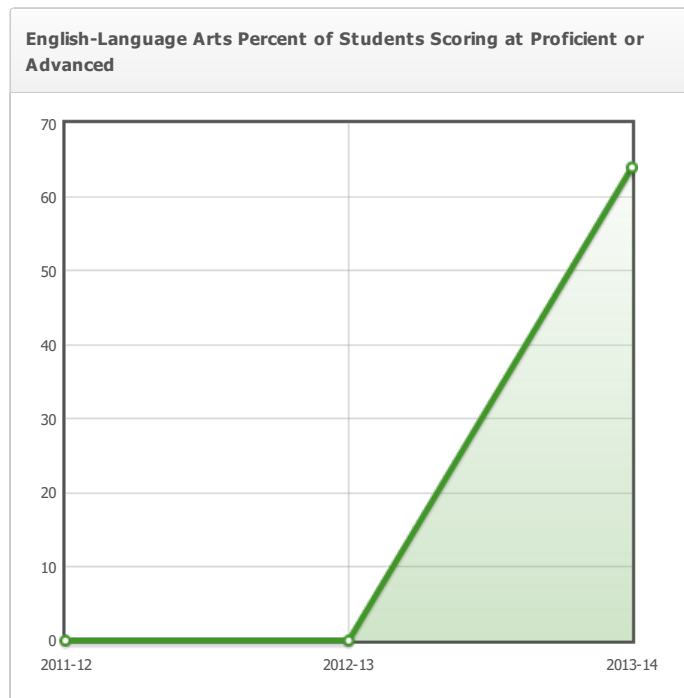
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	64%	57%	64%	56%	56%	57%	56%
Mathematics	N/A	N/A	54%	41%	48%	42%	58%	60%	62%

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: 1/30/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	44%	33%	23%	58%	29%	13%
All Students at the School	36%	27%	36%	46%	46%	8%
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: 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: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.2%	18.2%	18.2%
7	20.6%	14.7%	14.7%
9	41.7%	8.3%	N/A

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: 1/30/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Children's love of learning and a student's enthusiasm for learning begins in the home. Parent involvement is crucial in our hybrid model 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 five 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.

State Priority: Pupil Engagement

Last updated: 1/30/2015

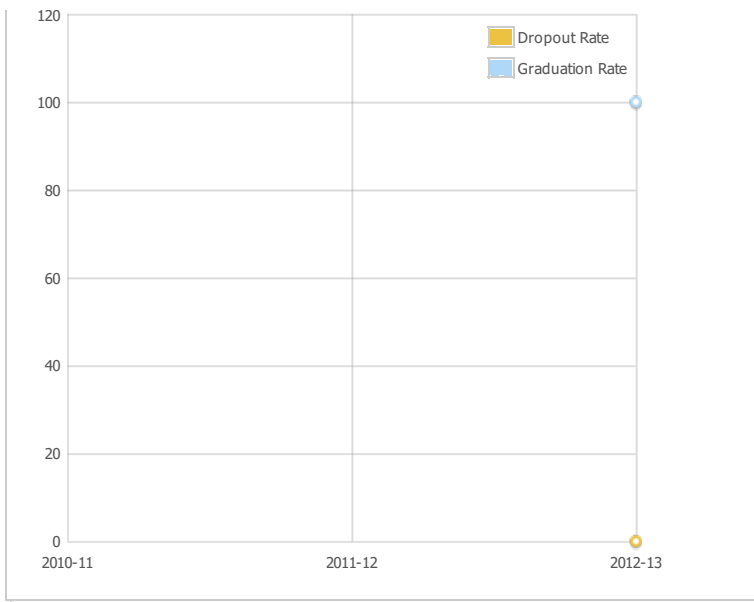
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate			0.0				14.7	13.1	11.4
Graduation Rate			100				77.14	78.87	80.44

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



Last updated: 1/30/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	100	76	84
Black or African American		66	75
American Indian or Alaska Native			77
Asian			92
Filipino			92
Hispanic or Latino	100	62	80
Native Hawaiian or Pacific Islander			84
White		85	90
Two or More Races			89
Socioeconomically Disadvantaged		73	82
English Learners		33	53
Students with Disabilities		40	60

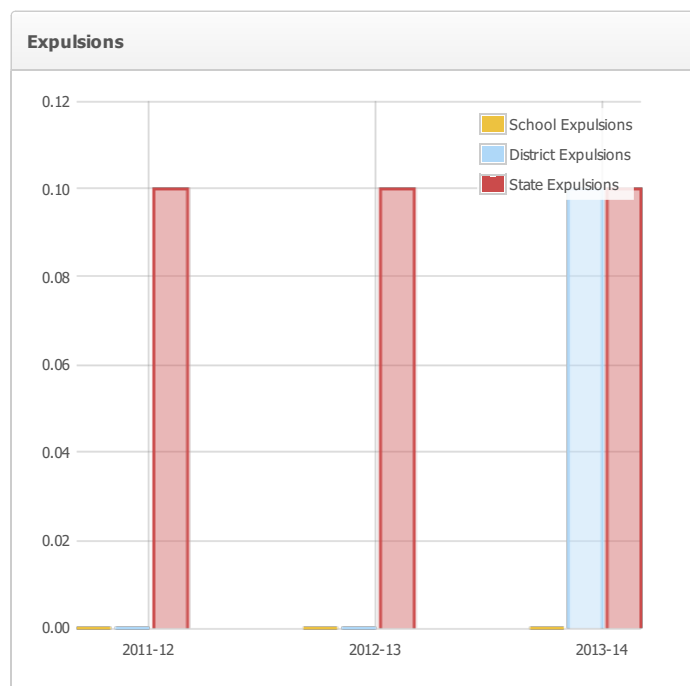
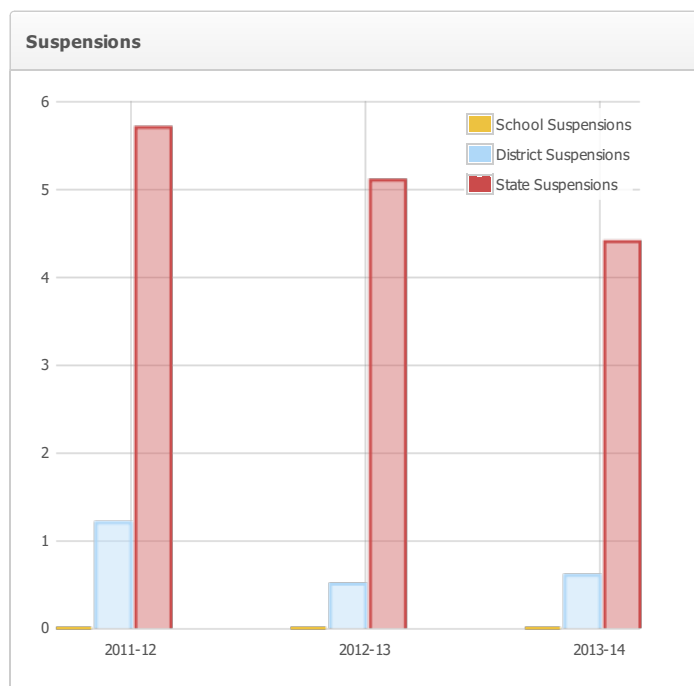
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	1.20	0.50	0.60	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10	0.10



Last updated: 1/30/2015

School Safety Plan - Most Recent Year

2013-2014 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: 1/30/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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			8.0	7		
1	12.0	1	0	0	7.0	7			4.0	14		
2	13.0	2	1	0	7.0	5	1		8.0	7		
3	20.5	2	0	0	7.0	5	1		5.0	9		
4	16.0	1	0	0	7.0	5			6.0	10		
5	21.3	2	1	0	6.0	5			9.0	5		
6	19.0	1	0	0	7.0	5			4.0	11		
Other												

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

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	2.0	10			2.0	26		
Mathematics	1.6	5	0	0	4.0	7			4.0	9		
Science	8.0	1	0	0	4.0	6			4.0	9		
Social Science	4.0	2	0	0	3.0	14			3.0	13		

* 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: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	50.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	0.0	N/A

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

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

Last updated: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3,613	\$00	\$3,613	N/A
District	N/A	N/A	\$9,646	\$54,460
Percent Difference – School Site and District	N/A	N/A	65.00%	13.00%
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	22.00%	28.00%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

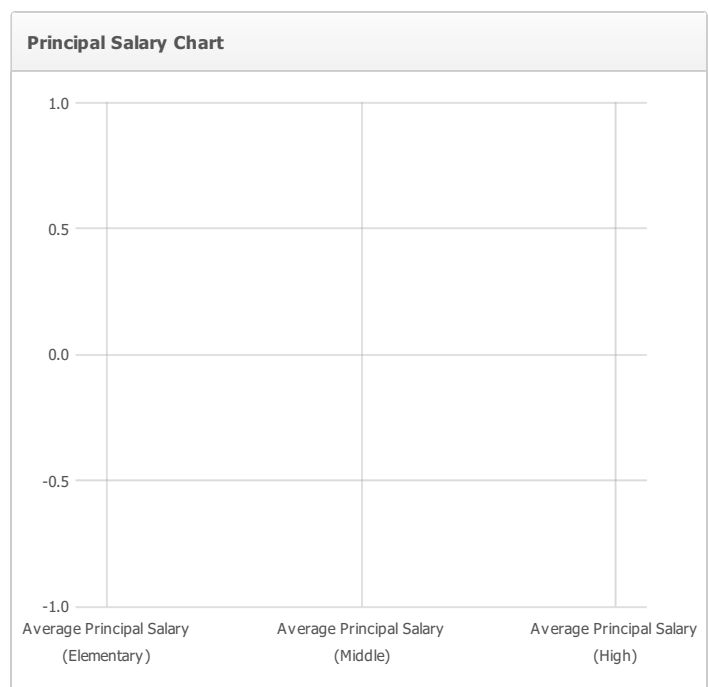
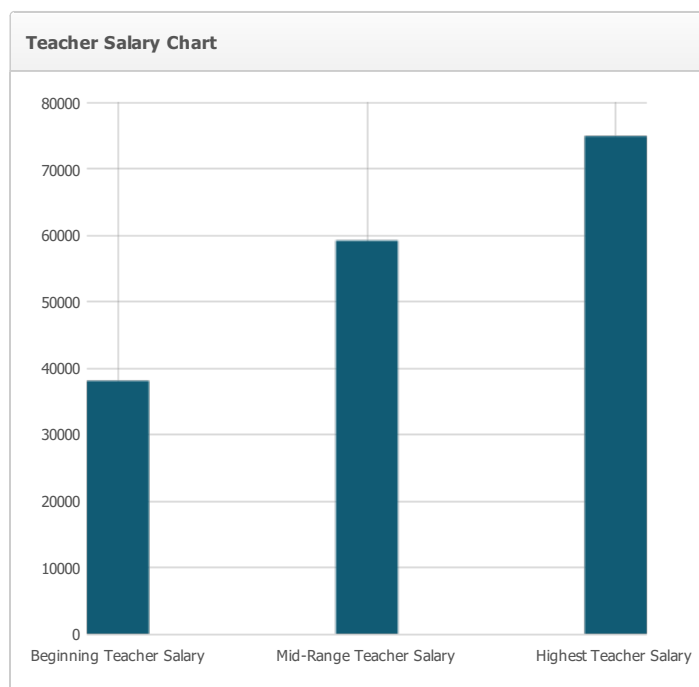
Trivium provides after-school supplemental educational services to support and assist with enrichment and remediation assistance after the regular learning center day. In addition, we provide a number of approaches to support at-risk or under performing students. When a student is not making adequate 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: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,076	\$38,970
Mid-Range Teacher Salary	\$59,170	\$56,096
Highest Teacher Salary	\$74,892	\$71,434
Average Principal Salary (Elementary)	\$00	\$91,570
Average Principal Salary (Middle)	\$00	\$97,460
Average Principal Salary (High)	\$00	\$99,544
Superintendent Salary	\$95,000	\$107,071
Percent of Budget for Teacher Salaries	33.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	1	0.2

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

*Where there are student course enrollments.

Last updated: 1/30/2015

Professional Development – Most Recent Three Years

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:

11/12 - 15 days

12/13- 15 days

13/14 - 15 days

14/15 - 15 days

Last updated: 1/30/2015