

Trivium Charter School Adventure

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

Trisha Vais, Executive Director

Principal, Trivium Charter School Adventure

About Our 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.

Contact

Trivium Charter School Adventure
1305 N H St. A/332
Lompoc, CA 93436

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Superintendent	Doug Brown
E-mail Address	dbrown@blochmanusd.org
Web Site	http://blochmanusd.org

School Contact Information (School Year 2018—19)	
School Name	Trivium Charter School Adventure
Street	1305 N H St. A/332
City, State, Zip	Lompoc, Ca, 93436
Phone Number	805-291-1303
Principal	Trisha Vais, Executive Director
E-mail Address	tvais@triviumcharter.org
Web Site	http://triviumcharter.org/
County-District-School (CDS) Code	42691120137877

Last updated: 2/1/2019

School Description and Mission Statement (School Year 2018—19)

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.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
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Grade Level	Number of Students
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*Last updated: 2/1/2019***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	100.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.0 %
English Learners	0.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

A. Conditions of Learning

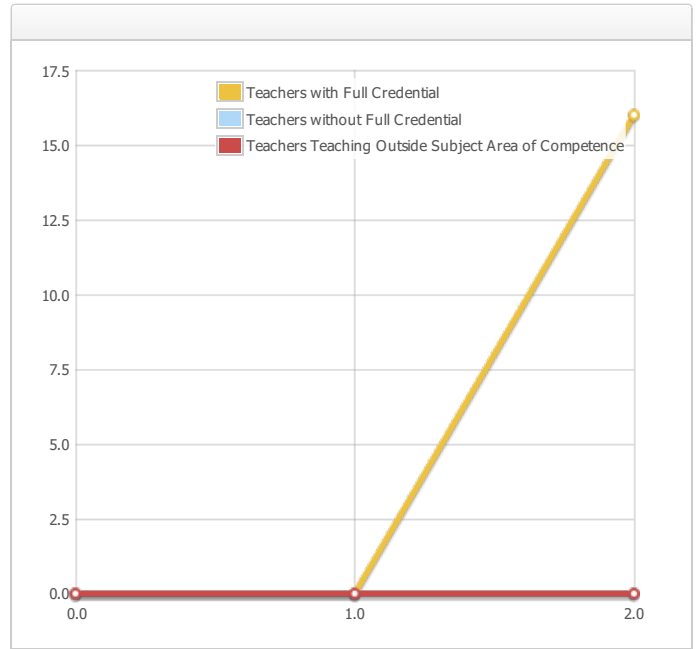
State Priority: Basic

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

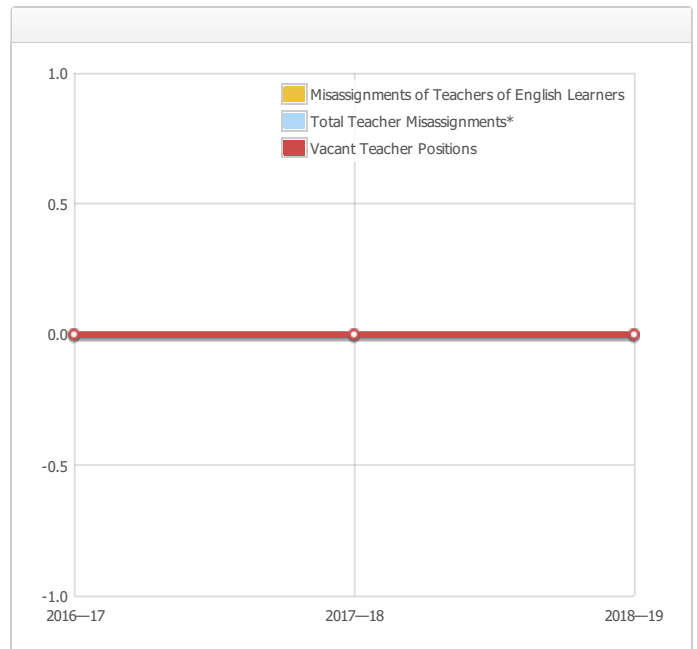
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	0	0	16	49
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to Trivium Teacher created standards-based materials as well as paper-based or online materials from FuelEd, Pearson's Grad Point, Pearson's Reading Street, EPS' Explode the Code, Moving Beyond the Page, Wordly Wise, Vocabulary Spelling City, Scholastic's Storia, Drops in the Bucket, McRuffy Language Arts, Reading Eggs, First Language Lessons, Growing with Grammar, Shurley English, Time4Learning, Soaring with Spelling, Mead Handwriting, Zane-Bloser Handwriting, Handwriting without Tears, Evan-Moor Handwriting, Winning with Writing, Lightning Literature, Vocabulary, and Vocabulary from Classical Roots	Yes	0.0 %
Mathematics	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to Trivium Teacher created standards-based materials as well as paper-based or online materials from Carnegie Learning with Mathia, Fuel-Ed, Pearson's Grad Point, Pearson's Envision Math, Math U See, Saxon Math, Primary Mathematics, Time4Learning, Math Mammoth, Aleks Math, MathSeeds, Teaching Textbooks, Thinkwell Math, Drops in the Bucket, Houghton Mifflin Harcourt's On Core Math, or community college offerings.	Yes	0.0 %
Science	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to: Trivium teacher created standards-based materials, Pearson's Grad Point, Fuel-Ed, Time4learning, or community college offerings.	Yes	0.0 %
History-Social Science	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to: Trivium teacher created standards-based materials, Pearson's GradPoint, Fuel-Ed, TCI, Time4learning, or community college offerings.	Yes	0.0 %
Foreign Language	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to Rosetta Stone or community college offerings.	Yes	0.0 %
Health	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to Rosetta Stone or community college offerings.	Yes	0.0 %
Visual and Performing Arts	All students are provided access to their own set of state-aligned materials. Offerings may include but are not limited to: Trivium teacher created standards-based materials, e-dynamic, FuelEd or community college offerings.	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: 2/1/2019

School Facility Conditions and Planned Improvements

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

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

As a personalized learning program, Trivium provides numerous opportunities for parent involvement. First and foremost, parents partner with Trivium staff to guide and foster their child's education. At our learning centers, parents are warmly greeted and received by the learning center coordinator who is available to answer questions and support family needs. Additionally, parents are always welcome to visit or to volunteer in their child's classroom. Monthly center meetings provide parents an opportunity to have questions and suggestions addressed as well as to participate in planning center events (e.g. Book exchanges, fundraisers). Our parent community is also supported through a series of parent coffees at each center where parents have an opportunity to share ideas, learn about different educational resources (e.g. speaker series, parent panels, and topical discussions) and foster fellowship. Through our school communication system, parents are able to receive email and/or text alerts from Trivium staff. Parents are also able to post questions to their child's teacher and to communicate and share ideas with other parents in the Trivium community (e.g. local educational and field-trip opportunities). Parents are surveyed twice a year on all aspects of the school and school community. An in-person roundtable discussion with the executive director is also held at each center. Parent feedback is discussed at a staff meeting and options are discussed to implement needed changes based on parent feedback. Parents are also invited to participate on Trivium's Governing Council.

State Priority: Pupil Engagement

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

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

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

School Safety Plan (School Year 2018—19)

Trivium Charter School Safety Plan Summary.

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

Last updated: 8/6/2018

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

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

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

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

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

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

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

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

Intruder Response: Confidential plan in place.

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

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

Medical Emergency- Resuscitation Orders

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

Last updated: 2/1/2019

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.

Professional Development

Trivium Charter provides ongoing professional development and continuous growth opportunities for all certificated and classified staff members in order to best serve Trivium students. Professional staff development opportunities are delivered during selected staff meetings throughout the year (see below for the number of staff development days for the current and preceding two academic years) and may be designed for all staff (e.g. five meetings throughout the year), all certificated staff (e.g. four meetings throughout the year) or specific groups or teams. Trivium implements a Professional Learning Communities (PLCs) Model in which teachers are assigned to a specific grade or subject groups. These communities focus on student learning objectives, assessing and analyzing student data and how best to support Trivium students. PLCs are provided a minimum of 2 hours twice a month scheduled time for specific collaboration. Six times throughout the year PLCs participate in targeted PLC professional development. Since 2013-2014 Trivium's Instructional Coach works 1:1 with teachers to support individual growth and development in order to best serve Trivium's learners. Additionally, our Leadership Team routinely collaborates with and surveys all staff to determine staff needs/desires for additional training. Trivium encourages all staff to participate in personal and small group staff development opportunities as well as providing opportunities to attend local, regional and/or national conferences so that every staff member may deepen their understanding of their role in supporting student learning and achievement. Below is the number of staff development days for the current school year - 15 days

Last updated: 2/1/2019