

**BOARD OF TRUSTEES AGENDA**

**Tuesday, February 8, 2022**

**Library**

**5:00 p.m. – Closed Session; 5:30 p.m. – Regular Session**

**IMPORTANT NOTICE REGARDING PUBLIC PARTICIPATION**

- If you wish to participate in this public meeting through a Zoom webinar, please register in advance at the following address:

[https://us06web.zoom.us/join/9tZ1vd--pqDwrHtA\\_i6t34ACDEBm9vBaU\\_zlU](https://us06web.zoom.us/join/9tZ1vd--pqDwrHtA_i6t34ACDEBm9vBaU_zlU)

After registering, you will receive a confirmation email containing information about joining the meeting.

- If you do not have internet access, please call 805-937-1148 ext. 113 to arrange for participation via telephone.

*Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date.*

**Governing Board Members**

Shannon Clay, President

Kelly Salas-Ernst, Clerk

Thomas Gibbons, Trustee

Daniella Pearce, Trustee

Jeania Reasner, Trustee

**I. Closed Session**

**A. Certificated and Classified Personnel Actions**

- i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.**

**II. Convene in Open Session**

**III. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**

**A. Welcome Guests**

**B. Announce Closed Session Action**

**C. Reports**

- i. Charter School Reports
  - a. Family Partnership Charter School
  - b. Trivium Charter School
  - c. Trivium Charter School: Adventure
  - d. Trivium Charter School: Voyage
- ii. Teacher Reports
- iii. Principal's Report

**IV. ITEMS SCHEDULED FOR INFORMATION**

- A. Facilities use – none.
- B. Form 700 filing deadline is April 1, 2022. Please log on to eDisclosure at <https://www.southtechhosting.com/SantaBarbaraCounty/eDisclosure> to complete your form.
- C. Santa Barbara County Education Office First Interim Financial Report Analysis and Recommendations
- D. School Accountability Plans
  - i. Family Partnership Charter School
  - ii. Trivium Charter School
  - iii. Trivium Charter School: Adventure
  - iv. Trivium Charter School: Voyage

**V. ITEMS SCHEDULED FOR DISCUSSION**

- A. Local Control and Accountability Plan (LCAP) Mid-Year Review
  - i. Supplement to the Annual Update to the LCAP
  - ii. LCAP Actions and Services Mid-Year report
  - iii. Updated Budget Overview for Parents
- B. Local Control and Accountability Plan
- C. Facilities
  - i. General maintenance

**VI. CONSENT AGENDA ITEMS**

- A. Approval of Minutes
  - i. Minutes of January 11, 2022 Regular Meeting

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**B. Approval of Monthly Warrants – January 2022**

i. Payroll	\$ 170,332.98
ii. Commercial Warrants	\$ 171,422.35
iii. Revolving Fund	\$ 0.00
<b>TOTAL</b>	<b>\$ 341,755.33</b>

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**C. Approval of the 2021/2022 charter school P-1 attendance reports:**

- i. Trivium Charter School
- ii. Trivium Charter School: Adventure
- iii. Trivium Charter School: Voyage

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the 2021/2022 charter school P-1 attendance reports as presented.**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**D. Approval of the 2020/2021 Family Partnership audit report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the 2020/2021 Family Partnership audit report as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**VII. ITEMS SCHEDULED FOR ACTION**

**A. Approval of Benjamin Foxen Elementary School's January 2022 attendance report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the January 2022 attendance report as presented.**

**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**B. Approval of the fourth quarter 2021 Williams Report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the fourth quarter 2021 Williams Report as presented:**

**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**C. Approval of Blochman Union School District's 2020/2021 School Accountability Report Card.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2020/2021 School Accountability Report Card as presented:**

**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**D. Approval of Blochman Union School District's Revised Reopening Plan.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Blochman Union School District's Revised Reopening Plan as presented:**

**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**E. Approval of the contract with Moss, Levy & Hartzheim, LLP to provide audit services for the 2021/2022 fiscal year.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with Moss, Levy & Hartzheim, LLP as presented:**



**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**F. Approval of the 2021/2022 Consolidated Application.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the 2021/2022 Consolidated Application as presented:**

**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**G. Approval of Resolution 2022-02-08 to designate authority for the disposition of assets**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve Resolution 2022-02-08 to designate authority for the disposition of assets as presented:**

**MOVED:**  
**VOTE:**  
**Shannon Clay:**  
**Daniella Pearce:**  
**Thomas Gibbons:**

**SECOND:**  
  
**Jeania Reasner:**  
**Kelly Salas-Ernst:**

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**VIII. PUBLIC COMMENTS**

**PUBLIC COMMENTS ARE WELCOME**

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

**IX. MISCELLANEOUS AGENDA ITEMS**

**A. Items Proposed for Future Action or Discussion**

**B. Blochman Union School District Board Member Items**

**C. Items not on the Agenda**

**D. Next Scheduled Board Meeting: March 8, 2022; closed session at 5:00 p.m.; open session at 5:30 p.m., Library**

**X. Adjourn**

**TIME:** \_\_\_\_\_

**MOVED:**

**VOTE:**

**Shannon Clay:**

**Daniella Pearce:**

**Thomas Gibbons:**

**SECOND:**

**Jeania Reasner:**

**Kelly Salas-Ernst:**

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IV – C





# Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307  
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org


Susan C. Salcido, Superintendent of Schools

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January 14, 2022

SBAS-9481

TO: Blochman Union School District

FROM: Bill Ridgeway, Assistant Superintendent   
Administrative Services

SUBJECT: **First Interim Financial Report Analysis and Recommendations**

As required by Education Code Section 42131, our office has reviewed your district's interim report that was due to our office on Dec. 15.

We have notified the State Department of Education and the State Controller that your district has filed a positive certification with our office. Based on our analysis of the financial information submitted by the Superintendent, we concur with your district's certification. Our comments or technical corrections, if any, have been sent to your district's business office.

If you have any questions, please feel free to contact your district financial advisor or Denice Cora at ext. 5237.

ad

attachments

c Denice Cora, Administrator  
Nicole Evenson, District Financial Advisor  
Dr. Susan Salcido, County Superintendent of Schools



# Santa Barbara County Education Office

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Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

January 14, 2022

SBAS-9477

TO: Doug Brown, Superintendent  
Blochman Union School District

FROM: Denice Cora, Administrator *DC*  
Nicole Evenson, District Financial Advisor *NE*

SUBJECT: **First Interim Report Analysis and Recommendations**

In accordance with the provisions of Education Code Section 42131, our office has completed a review of the district's First Interim Report. Based on the multiyear projections and assumptions provided by the district, with data current as of Oct. 31, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years, while maintaining the required minimum level Reserve for Economic Uncertainties (REU). **We therefore concur with the district's positive certification.**

This letter discusses the areas of comment noted by the Santa Barbara County Education Office in its review of the First Interim Report and any corresponding supplemental information provided by the district. The specific comments are reflected in the following sections.

## Financial Overview

In the current year, the Local Control Funding Formula (LCFF) received an augmented Cost of Living (COLA) adjustment of 5.07% and an increase to the concentration grant component of the LCFF (from 50% to 65% of the adjusted base grant). Districts also received significant one-time state and federal funding to support the return of students to full time, in-person instruction. California's economic outlook continues to be positive with state General Fund revenues growing at historic rates amid the ongoing coronavirus pandemic. Looking ahead, this record revenue growth will result in increased funding for K-12 and community college districts under Proposition 98 through increased COLA funding. Conversely, districts experiencing declining enrollment will begin to see their LCFF funding negatively affected next year with the expiration of the hold harmless provision. This provision guaranteed that districts with declining enrollment would continue to receive the same level of attendance funding in both 2020-21 and 2021-22.

The district has received one-time federal and state funding to promote student learning and address health and safety concerns during the pandemic. We ask that the district continue to carefully monitor the use of these funds to ensure compliance with federal and state law and remain diligent to utilize these sources within the timeframes allowed to prevent loss of funding.

Due to purposeful budgeting and planning, the district has healthy reserves that will be able to mitigate the projected loss of revenue in 2022-23. However, reserves are a one-time funding source and continued use will begin to deplete the reserve balance. We ask that the district remain adaptable and flexible in providing educational services while also continuing to focus on fiscal solvency, cash liquidity, and maintaining its reserve for economic uncertainty.

### **General Fund (Fund 01)**

#### General Fund - unrestricted reserve

The district is projecting an operating surplus in its unrestricted funds of approximately \$205,000, exclusive of contributions and interfund transfers. In addition, the district is projecting approximately \$21,000 in contributions to categorical programs to cover encroachment (that is, deficits in the district's restricted or categorical programs).

The net effect of these transactions is an increase in unrestricted reserves of approximately \$184,000. This increase, when added to the beginning balance of approximately \$3,023,000, results in a projected unrestricted ending balance of approximately \$3,207,000.

#### General Fund - restricted reserve

With regard to its restricted funds, the district is projecting an operating surplus of approximately \$76,000. Additionally, the district is projecting to make a contribution of approximately \$21,000 from the unrestricted General Fund (see above).

The net effect of these transactions is an increase in restricted reserves of approximately \$97,000. This increase, when added to the beginning balance of approximately \$145,000, results in a projected restricted ending balance of approximately \$242,000.

### **Multiyear projections**

The district has seen a decline in enrollment and corresponding attendance mainly as a result of the pandemic. Due to restrictions related to the coronavirus, the district is currently unable to offer Home-to-School transportation, which has caused interdistrict attendance loss. While the district saw a slight increase in enrollment of four students over 2020-21, overall enrollment has decreased 31 students since 2019-20. The district indicates it will be reviewing its transportation program and hopes to reinstate the service if feasible. Future deficits may be mitigated if Home-to-School transportation is reinstated and enrollment increases.

The expiration of the attendance hold harmless provision results in a loss of LCFF revenue of approximately \$303,000 in 2022-23. Enrollment and attendance projections are held flat in the subsequent years, resulting in LCFF revenue increases in those years as a result of projected COLA. While unrestricted revenue will increase in 2023-24, projected expenditures will outpace revenue growth, resulting in deficit spending. The district projects an unrestricted deficit of \$209,000 in 2022-23 and \$405,000 in 2023-24. Unrestricted reserves will decrease from \$2,557,000, or 87.91%, in 2021-22, to \$2,347,000, or 85.52%, in 2022-23, to \$1,942,000, or 69.10%, in 2023-24.

The district has been fiscally prudent and maintained strong reserves over a number of years. We encourage the district to continue reviewing and revising its budget frequently and consider

taking action to reduce its projected future years' deficit spending. Expenditure reductions made now will have a compounding beneficial effect over the multiyear period thereby reducing the need for cuts in future years.

### **Cash**

Based on the cashflow analysis submitted with its First Interim Report, the district is projecting that the General Fund will maintain a positive cash balance in each month of the current fiscal year. Due to the rapidly changing fiscal environment, the district should monitor and analyze cash flow, revising its projections as necessary during the year to ensure cash solvency. Should any updated cash flow projections indicate a shortfall that cannot be covered through local means (i.e., interfund borrowing), we ask that the district notify our office immediately.

### **Conclusion**

Thank you for providing documentation, particularly the board-approved multiyear projections, that supports the district's positive certification. The multiyear projections were helpful in our analysis of the First Interim Report and in verifying the district's fiscal condition.

We are aware that the information provided reflects the district's financial position and assumptions at a point in time and that further adjustments will be made during the year as additional data becomes available. We hope that these comments will be helpful to the district administration and governing board as you plan for the remainder of this year and further develop your multiyear projections.

We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

c      Nancy Shafer, Interim Business Manager  
         Bill Ridgeway, Assistant Superintendent  
         Dr. Susan Salcido, County Superintendent of Schools



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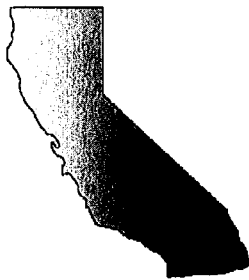
# Family Partnership Charter School

## 2021 School Accountability Report Card

# FAMILY PARTNERSHIP CHARTER SCHOOL

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Family Partnership Charter School
<b>Street</b>	1157 E. Clark Avenue, Suite H
<b>City, State, Zip</b>	Santa Maria, CA 93455
<b>Phone Number</b>	(805) 348-3333
<b>Principal</b>	Stephanie Eggert
<b>Email Address</b>	stephanie.eggert@fpcharter.org
<b>School Website</b>	www.fpcharter.org
<b>County-District-School (CDS) Code</b>	42 69112 0111773

## 2021-22 District Contact Information

<b>District Name</b>	Blochman Union School District
<b>Phone Number</b>	(805) 937-1148
<b>Superintendent</b>	Doug Brown
<b>Email Address</b>	dbrown@blochmanusd.org
<b>District Website Address</b>	www.sbceoportal.org/blochman/

## 2021-22 School Overview

Family Partnership Charter School (FPCS) opened in Solvang, during the summer of 2006, a group of education innovators led by Tom Goodman, were persuaded to write a charter petition for a new independent study charter school. Together they worked with experienced charter school administrative assistant, Suzanne Clark, to plan, organize and develop a school dedicated to providing a learning environment in which students and their teachers could develop the kind of one on one relationships that promote deeper learning and motivated students. The school is authorized by the Blochman Union School District and provides services in Santa Barbara and San Luis Obispo counties. FPCS serves students and families in grades K-12 who are seeking alternative, personalized educational programs.

FPCS is a public school and follows the same State Laws as a traditional public school. However, public charter schools are structured differently than traditional public schools. The primary goal of our charter school is to maximize individualized learning opportunities for students to guarantee our students can master the necessary skills to succeed. FPCS allows for wide differences in student learning styles, abilities, and interests. Unlike a traditional public school, in partnership with parents FPCS personalizes the learning environment to meet the unique needs of each student.

FPCS programs offer non-classroom based instruction through learning centers that focus on personalized learning through blended in-person and independent study programs with K-5 centers providing Montessori Teachings. Through all programs, a partnership between the school, teacher, family, and student is built to support student learning. FPCS is a WASC Accredited, direct-funded, blended/independent study charter school. FPCS serves students that reside in Santa Barbara and San Luis Obispo Counties. FPCS remains committed to their purposeful Mission, Vision, and Motto.

**MISSION:** Provide a personalized and nurturing learning environment to inspire lifelong learners.

**VISION:** Creating innovators with skills to thrive in the 21st century.

**MOTTO:** Bringing the best together for student success.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	32
Grade 2	37
Grade 3	34
Grade 4	30
Grade 5	29
Grade 6	20
Grade 7	46
Grade 8	35
Grade 9	28
Grade 10	56
Grade 11	44
Grade 12	57
Total Enrollment	481

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.4
Male	45.6
American Indian or Alaska Native	0%
Asian	1%
Black or African American	1%
Filipino	0.4%
Hispanic or Latino	27.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.9%
White	62%
English Learners	3.5%
Foster Youth	0.0%
Homeless	0.8%
Migrant	0.0%
Socioeconomically Disadvantaged	33.1%
Students with Disabilities	8.9%

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	22

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

#### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13%
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		May/June 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 ELA.	Yes	0
<b>Mathematics</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP). Math in Focus (Singapore) CCSS aligned textbooks were purchased for K-8th Math. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 math.	Yes	0
<b>Science</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP). Amplify NGSS aligned instructional material and student workbooks were purchased for 6-8 Science. Edgenuity NGSS aligned courseware licenses were purchased for 9-12 science.	Yes	0
<b>History-Social Science</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP). Edgenuity CCSS aligned courseware licenses were purchased for 9-12 social studies.	Yes	0
<b>Foreign Language</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP).	No	0
<b>Health</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP).	No	0
<b>Visual and Performing Arts</b>	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental	No	0

	curriculum may be provided by school or parent in support of student's individual learning plan (ILP).		
<b>Science Laboratory Equipment</b> (grades 9-12)	All students in state approved A-G science courses are provided access to online laboratory material. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP).	Yes	0

## School Facility Conditions and Planned Improvements

Family Partnership Charter School leases space for each of its Learning Centers from a variety of management groups including local school districts, private landowners, community organizations, and property management companies. Each Learning Centers has been selected for its appropriateness for the students, families, community and instructional methods that it serves. Projected improvements planned for 2021-22 include grounds clean-up, plumbing upkeep, fencing, a walkway and gate installation for safe drop-off and pick-up at various centers for ongoing safety and facility upkeep.

All learning centers are clean and in good repair. Inspection by a representative from the schools' sponsor and the insurance carrier is conducted to identify areas of concern and no serious facility issues were noted. FPCS has sufficient student curricular materials and teachers appropriately assigned. No Williams/Valenzuela Act complaints have been submitted and a report is presented to the Governing Board each quarter.

Year and month of the most recent FIT report

10/31/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			At the Santa Maria learning center we plan to install an attic fan to control an upstairs classroom afternoon's temperature which rises into 90 degrees many days.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Installed screen doors at the Santa Maria learning center to keep cats from entering the classrooms.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			One learning center required plumbing repairs in restrooms and kitchen areas.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Removal logs/stumps plus a new walkway and gate installation at the Santa Maria learning center. A new pathway was created for students to enter/exit school due to a new preschool opening at the center.

**Overall Facility Rate**

Exemplary

Good

Fair

Poor

X

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Scantron Student Groups	Scantron Total Enrollment	Scantron Number Tested	Scantron Percent Tested	Scantron Percent Not Tested	Scantron Percent At or Above Grade Level
All Students	247	227	92	8	61%
Female	125	120	96	4	63%
Male	122	107	88	12	59%
American Indian or Alaska Native	8	6	75	25	*
Asian	5	5	100	0	*

<b>Black or African American</b>	5	4	80	20	*
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	31	29	94	6	38%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	*
<b>Two or More Races</b>	28	23	82	18	96%
<b>White</b>	186	174	94	6	*
<b>English Learners</b>	10	7	70	30	*
<b>Foster Youth</b>	0	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	73	59	81	19	59%
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	28	23	82	18	87%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Scantron Student Groups</b>	<b>Scantron Total Enrollment</b>	<b>Scantron Number Tested</b>	<b>Scantron Percent Tested</b>	<b>Scantron Percent Not Tested</b>	<b>Scantron Percent At or Above Grade Level</b>
<b>All Students</b>	247	228	92	8	61%
<b>Female</b>	125	121	97	3	58%
<b>Male</b>	122	107	88	12	64%
<b>American Indian or Alaska Native</b>	8	6	75	25	*
<b>Asian</b>	5	5	100	0	*
<b>Black or African American</b>	5	5	100	0	*
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	31	29	94	6	69%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	0%
<b>Two or More Races</b>	26	23	88	12	83%
<b>White</b>	186	174	94	6	63%
<b>English Learners</b>	10	7	70	0	*
<b>Foster Youth</b>	0	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	73	61	84	16	82%
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	28	24	86	14	75%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	N/T	N/A	NT	N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 Career Technical Education Programs

FPCS continues to increase Career Technical Education courses and pathways for its high school students. Three pathways have been established within the Edgenuity courseware and provide students with online curriculum and training in the areas of Patient Care, Biotechnology, and Information, Communication, and Technology. Additional career technical education programs, courses, and experiences are being explored at local colleges and institutions in order to increase the students' access to career exploration and preparation opportunities. FPCS will continue to build pathways and programming that not only enhance the career pathways at the school, but that also provide students with a foundation for and a connection to the career technical education programs at other high schools, colleges, and institutions. In addition, the school will proceed with establishing a CTE Advisory Committee to help guide the programs and opportunities that are made available to the students.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	7
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	11.5

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

FPCS is a non-classroom based charter school that offers a variety of educational models designed to support the individual learning needs of each student while ensuring the acquisition of the skills necessary for success in the 21st century. Family input and participation are at the core of each educational model and require families and teachers to work closely together on activities such as the creation of a student learning plan, providing support to the student during the learning process, monitoring student progress, identification of needs, with implementation of interventions or enrichment opportunities for the student. The collaboration and communication between the teachers and families are vital not only to the success of the student, but also to ensure that families have the information and resources that they need to remain active and effective in their child(ren)'s education.

Families are also provided with several opportunities to engage in the decision-making process throughout the year on programs and student progress. Family meetings with school leadership are conducted regularly in both small and large group settings to address school components such as the allocation of resources, additional learning opportunities for students, instructional resources and material, and the evaluation of the school's progress toward goals and outcomes. In addition, the family involvement opportunities range in the level of commitment required in order to increase participation and the amount of feedback received from parents. Formal parent committees such as the FPCS Advisory Committee (FAC) and the Science Fair Committee are established annually, while individual meetings focused on a specific topics are also conducted for families who have particular areas of interest or concern. Due to school closures and safety guidelines, some events and activities were cancelled. Whenever possible a virtual option was created. Stakeholders are also invited and encouraged to complete surveys to give input on school climate and another about instruction and FPCS programs.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.9	1.5	1.7	2.6	2.1		9	8.8	
Graduation Rate	94.2	89.7	94.9	94.7	89.6		84.5	86.3	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	54	94.5
Female		29	54
Male		25	46
American Indian or Alaska Native		0	
Asian		0	
Black or African American		0	
Filipino		0	
Hispanic or Latino		19	
Native Hawaiian or Pacific Islander		1	
Two or More Races		3	
White		1	
English Learners		23	
Foster Youth		0	
Homeless		0	
Socioeconomically Disadvantaged		1	
Students Receiving Migrant Education Services		0	
Students with Disabilities		6	



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481		9	1.8
Female	261		5	1.9
Male	220		4	1.8
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	141	140	2	1.4
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	37	35	0	0
White	315	312	7	2.2
English Learners	*	*	*	*
Foster Youth	*	*	*	*
Homeless	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	*	*	*	*

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	.2	0	.1	1.6	3.5	.2
Expulsions	0	0	0	0	0.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	.5	3.5
Expulsions	0	0	.1

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2021-22 School Safety Plan

FPCS complies with all applicable state and federal laws. Each Learning Center is unique in location and facilities. Their specific Disaster Plans are reviewed with staff on an annual basis and includes instructions for evacuation procedures, evacuation posters, family emergency notifications, and contact logs related to students and staff present at a time a disaster may occur. FPCS has updated and adopted policies related to health, safety and risk management issues including but not limited to:

- A requirement that all enrolling student and staff provide records documenting medical needs or food allergies.
- A roster of students with emergency contact information updated monthly in center safety binder.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Training and notification of child abuse reporting protocols that conform to current law.
- A set of student-related policies that cover, the administration of medication to students while at school, that address food allergies/special dietary needs, an allergy action plan, and suicide prevention. In addition, an individual health care plan have been adopted.
- A policy that the school will be housed in facilities that comply with State Fire Marshal standards and adhere to Title 24 of the Uniform Building code.
- Policy stating that the school functions as a drug, alcohol and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Educational Code Section 44237, 45122.1, and 45125.1.
- FPCS requires initial and ongoing tuberculosis screenings of employees.

These policies are incorporated as appropriate into the school's student and staff handbooks. The protocols are reviewed on an ongoing basis, revised and adopted by the Governing Board as required by changes to law or statute. The school requires staff to be certified in first aid and CPR, as well as a variety of protocols which include but are not limited to: sexual harassment, blood born pathogens, and mandated reporting. Families understand that FPCS complies with all applicable laws concerning immunizations, health and safety, child abuse reporting, and all related issues for both employees and students.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	0	2	0
1	12	0	2	0
2	13	0	2	0
3	12	0	2	0
4	13	0	2	0
5	12	0	2	0
6	10	3	0	0
Other	0	0	0	0

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	0	2	0
1	12	0	2	0
2	13	0	2	0
3	12	0	2	0
4	13	0	2	0
5	12	0	2	0
6	11	3	0	0

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	17	3	8	

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	3	0	0
Mathematics	13	3	0	0
Science	13	3	0	0
Social Science	13	3	0	0

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	3	0	0
Mathematics	14	3	0	0
Science	14	3	0	0
Social Science	14	3	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	18	3	0
Mathematics	13	16	2	0
Science	18	10	0	0
Social Science	23	17	4	0

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.0
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,073.28	787.36	\$7,285.92	\$66,406.65
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

FPCS provides students with supplemental services to address their specific learning needs. Instructional assistants in the K-8 classrooms work with small groups and individual students to support their skill development and differentiate instruction. Tutors in grades 6-12 provide one-on-one direct instruction and guidance to students in the areas of reading, English language development, and math. Both instructional assistants and tutors are assigned to students based on their individual progress with the intensity and frequency of services are determined through progress monitoring.

FPCS also uses educational technology/programs to support students in the classroom and remote learning environments as an independent study charter school. Programs such as Reading Plus, Read Naturally, Lexia Core 5 are used to address and build skills in phonics and reading. Services related to specific, unique student needs are provided to students both in-person and through teletherapy. Services include speech, occupational therapy, and mental health services.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

## Professional Development

FPCS is committed to providing teachers with ongoing professional development in their individual areas of professional interest and growth, as well as in areas that have been collectively identified by the teachers. The professional development process begins prior to the start of the school year, with an alignment of professional development opportunities and resources to the FPCS goals and student learning outcomes. In collaboration with an administrator, teachers identify the specific strategies and activities that they will obtain from each professional development (i.e. training, workshop, resource, coaching, etc.) and the impact on the students' skills and behaviors that is expected as a result of the implementation of those strategies and activities. Throughout the school year, teachers and administrators continue to work closely together to monitor the implementation and the effectiveness of the strategies and activities obtained from the professional development opportunities and to also determine ways in which impactful practices can be shared with other teachers.

FPCS also utilizes collaborative teacher teams to provide teachers with additional opportunities to reflect on instructional practices and strategies for improving student learning. Professional Learning Communities (PLC) of teachers meet regularly to further explore the Common Core State Standards (CCSS) and to evaluate individual student progress. During these meetings, grade-level teacher groups review instructional plans and coursework in order to develop a common articulation of each standard and to establish an example of acceptable evidence of learning for each standard. The deeper understanding of the CCSS and evidence of learning gained from the PLC, enables teachers to better evaluate the progress of each student and to provide immediate and appropriate interventions and support to those students who need it.

Classroom assessments and Scantron benchmark tests are used to monitor student progress throughout the school year and to inform instructional practices and professional development areas of focus. In addition, CAASPP assessments measure student performance at the end of each school year and the information obtained about student groups (i.e. whole school, grade/class, subgroups, etc.) is used to evaluate the equity and effectiveness of the teaching strategies and instructional support provided during the current school year and plan professional development areas of focus for the following school year. This school year, the decision was made to switch the local benchmark to iReady which is used nationally and has the largest database of comparable data. iReady is also listed as an approved benchmark assessment according to AB1505. Staff received PD to administer the first benchmark with the second in spring to create baseline data for the LCAP. The FPCS professional development calendar includes 5 All-Staff Professional Development Days, monthly half-day PLC Meetings, monthly half-day Committee Meetings, and at least one day of off-site professional development for each teacher.

This table displays the number of school days dedicated to staff development and continuous improvement.



## Professional Development

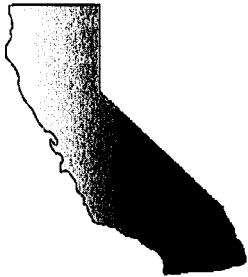
Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22

# Blochman Union School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Blochman Union School District
Phone Number	(805) 937-1148
Superintendent	Doug Brown
Email Address	dbrown@blochmanusd.org
District Website Address	www.sbceoportal.org/blochman/

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.





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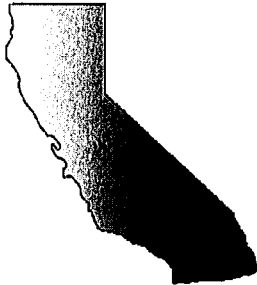


# Trivium Charter School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Trivium Charter School
<b>Street</b>	1305 North H Street A/332
<b>City, State, Zip</b>	Lompoc
<b>Phone Number</b>	(805) 291-9110
<b>Principal</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>School Website</b>	www.triviumcharter.org
<b>County-District-School (CDS) Code</b>	42 69112 0124255

## 2021-22 District Contact Information

<b>District Name</b>	Trivium Charter School
<b>Phone Number</b>	(805) 291-1303
<b>Superintendent</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>District Website Address</b>	www.triviumcharter.org

## 2021-22 School Overview

CS offers project-based learning in a classroom environment combined with a customized, self-paced, home-study setting with a Classical Education focus. California credentialed teachers collaborate with parents/guardians to develop and deliver an educational program based on each student's unique and changing needs. Trivium Charter follows a four-year, Classical Education model using history and science as the central theme for the classroom days. Students are able to proceed at their own appropriate pace while also having the option to join group classes online or in-person for a more traditional classroom experience. Students may receive instruction for their home-study courses through our virtual Connect Program with synchronous classes taught by credentialed teachers, asynchronous online curriculum, traditional textbook curricula, college classes, or a customized approach blending various elements.

The vast majority of students attend learning center classes two days a week (these are considered "ACE" days- or "A Classical Experience"), where the best of Classical Methodologies and Project-Based Learning are blended. In response to the pandemic, we have now introduced a fully virtual program "ACE-D" (ACE-Distance), where the on-campus class content taught by our credentialed teachers is now offered virtually, twice a week- so those students who want to remain at home are able to access the well-developed lesson plans previously only available to those in person. A smaller number of students enroll in our Full Independent Study Program "ACE-R" (ACE-Remote), in which they do not attend in-person or synchronous online classes with our credentialed teachers, but progress through approved curricula and access the "ACE" content for history and science.

Students learn to apply their math and language arts skills within the context of history and science during the ACE days whether they join online or in-person. Our students study poetry, short stories, and literature from the year's assigned time period as a cross-curricular aspect to enhance their understanding. Practical math units are also embedded within history and science, supporting cross-disciplinary connections. All components of the learning program are outlined for each student in their Personalized Learning Plan (PLP). Students and their families work with their teachers and members of the Trivium curriculum team to choose, direct, and implement appropriate personalized curriculum for each student. Each year Trivium has a theme, which enables students to form connections across disciplines and a deeper understanding of the time period. This themed approach cycles every 4 years allowing students to revisit a given time period at greater depth as they mature in content understanding.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	29
Grade 2	29
Grade 3	30
Grade 4	34
Grade 5	25
Grade 6	15
Grade 7	31
Grade 8	22
Grade 9	23
Grade 10	19
Grade 11	11
Grade 12	13
Total Enrollment	326

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.5
Asian	0.3
Black or African American	1.2
Filipino	0.9
Hispanic or Latino	24.5
Two or More Races	5.2
White	65
English Learners	0.6
Socioeconomically Disadvantaged	29.4
Students with Disabilities	10.7



## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	28

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; 0.5 FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

#### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Trivium students have their own instructional materials.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	various grade level, standards aligned instructional materials	Yes	0
<b>Mathematics</b>	various grade level, standards aligned instructional materials	Yes	0
<b>Science</b>	various grade level, standards aligned instructional materials	Yes	0
<b>History-Social Science</b>	various grade level, standards aligned instructional materials	Yes	0
<b>Foreign Language</b>	various grade level, standards aligned instructional materials	Yes	0
<b>Health</b>	various grade level, standards aligned instructional materials	Yes	0
<b>Visual and Performing Arts</b>	various grade level, standards aligned instructional materials	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	various grade level, standards aligned instructional materials	Yes	0

## School Facility Conditions and Planned Improvements

Trivium is a non-classroom-based school that rents facilities.

Year and month of the most recent FIT report

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b>	X			

## School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains

**Safety:**

X

Fire Safety, Hazardous Materials

**Structural:**

X

Structural Damage, Roofs

**External:**

X

Playground/School Grounds, Windows/

Doors/Gates/Fences

## Overall Facility Rate

Exemplary

Good

Fair

Poor

X

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Male	98	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	38	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	NT	NT	NT	NT
White	103	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Male	98	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	38	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	NT	NT	NT	NT
White	103	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Former Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	155	150	97	3	49
Female	59	56	95	5	57
Male	96	94	98	2	44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0

Black or African American	2	2	100	0	50
Filipino	3	2	67	33	100
Hispanic or Latino	38	35	92	8	46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	58
White	100	99	99	1	47
English Learners	1	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	46	45	98	2	38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90	10	22

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	155	151	97	3	31
Female	59	57	97	3	25
Male	96	94	98	2	35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	2	2	100	0	0
Filipino	3	2	67	33	100
Hispanic or Latino	38	37	97	3	22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	25
White	100	98	98	2	36
English Learners	1	1	100	0	100
Foster Youth	0	0	0	0	0
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	46	46	100	0	33
Students Receiving Migrant Education Services	0	0	0	0	0



<b>Students with Disabilities</b>	20	18	90	10	22
*At or above the grade-level standard in the context of the local assessment administered.					

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	56	NT	NT	NT	NT
<b>Female</b>	33	NT	NT		
<b>Male</b>	23	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	41	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

We offer CTE classes through online providers but do not have any full pathways. Currently, the dual enrollment option at community colleges is a more popular option for our students.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	35
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	4

## R. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, parent-run talks about independent study, and feedback after independent study checks. Before school begins each year, parents are invited to attend orientations on campus and virtually. They are able to meet with their student's teacher, pick up curriculum, sign paperwork, get familiar with the center, and ask questions as needed. Throughout the year, each teacher provides their families with a weekly agenda that communicates important school news, due dates, and detailed information about what their students will be learning in the upcoming week. Parent Coffees are held at each center by Trivium staff to support parents in their efforts, review recent research, and share personal experiences. Parents are not only supported by the Trivium staff, but also find Parent Coffees a valuable time where they are able to support one another and share ideas to enhance their experience. Since March of 2020, most in-person activities and meetings, outside of in-person classroom attendance, have been curtailed due to the COVID Pandemic. Trivium will resume all in-person activities as State and County regulations allow.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0	0	0	0	0	0	9.0	8.9	9.4
Graduation Rate	100	100	100	100	100	100	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	14	100
Female	11	11	100
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00

White	11	11	100
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	329	4	1.2
Female	152	146	0	0.0
Male	186	183	4	2.2
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	4	4	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	79	79	2	2.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	1	5.9
White	226	217	1	0.5
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	100	96	2	2.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	2	5.3

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	0.00	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.00	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.0	0.0
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.0	0.0

## 2021-22 School Safety Plan

All guests of Trivium's Learning Centers must sign in to the guest register which is located in each center's administration office. Emergency training is provided to all employees annually, including fire, earthquake, lock-down, and violent intruder protocols. Included in that training is a segment on being aware of, and how to engage, "strangers" who may be on or near the campus. Further, emergency drills are performed at each center, putting into practice each center's emergency plan, individually covering fire, earthquake, lock-down, and violent intruder protocols. As well, Trivium subscribes to the ParentSquare emergency alert system, "Smart Alert." This system allows employees and parents to be quickly and efficiently notified in case of a general emergency affecting any Trivium Learning Center. The aforementioned emergency procedures are posted in every Trivium office and classroom. Emergency supplies are located in each classroom inclusive of water, food bars, a flashlight, and toilet necessities. Trivium has developed a Comprehensive School Safety Plan in accordance with California Education Code 32281. This plan is updated annually and is available for viewing at each Learning Center office.

Upkeep and cleanliness of each Learning Center is generally maintained by Trivium Learning Center support staff. At the end of student lunch recess, predesignated classes are responsible for clean-up, which helps instill pride and ownership for the involved students. At the conclusion of each ACE day, support staff and teachers sweep, empty the trash and recycle, and clean the restrooms. Also, before every ACE Day, a safety inspection is conducted. This safety inspection includes the following: checking for tripping hazards, inspecting playground equipment, and ensuring all ingress and egress points are free of obstructions. Should an issue be discovered, an emergency work order is submitted, facilitating a rapid repair of the problem.

Regarding internet safety, our school utilizes Meraki Security Appliance at all five Centers, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program named Securly, which is round-the-clock auditing, shielding, and cloud-based web filtering for every student device. In addition, teachers constantly monitor student internet activity physically and by utilizing Securly's Classroom Management feature. Furthermore, students are forbidden to access personal electronic devices without a staff member's permission. All of our school's staff members hold current First Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before beginning employment.

## D. Other SARC Information

## Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	16	11		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	18	10		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	18	11		

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	27		
Mathematics	2	52		
Science	1	3		
Social Science	3	22		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	27		
Mathematics	2	36		
Science	4	16		
Social Science	2	11		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	21		
Mathematics	2	30		
Science	5	13		
Social Science	4	18		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	141



## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,433.69	2288.29	8145.40	59,187.67
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

## Professional Development

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

This table displays the number of school days dedicated to staff development and continuous improvement.

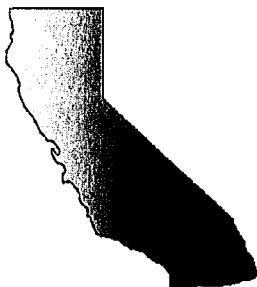
Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

## Trivium Charter School

### 2020-21 Local Accountability Report Card (LARC) Addendum

#### Local Accountability Report Card (LARC) Addendum

##### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Trivium Charter School
<b>Phone Number</b>	(805) 291-1303
<b>Superintendent</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>District Website Address</b>	www.triviumcharter.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT		NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

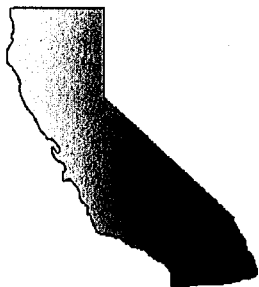


# Trivium Charter School Adventure

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Trivium Charter School Adventure
<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
<b>Email Address</b>	tvais@triviumcharter.org
<b>School Website</b>	www.triviumcharter.org
<b>County-District-School (CDS) Code</b>	42 69112 0137877

## 2021-22 District Contact Information

<b>District Name</b>	Trivium Charter School Adventure
<b>Phone Number</b>	805-291-9110
<b>Superintendent</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>District Website Address</b>	www.triviumcharter.org

## 2021-22 School Overview

CSA offers project-based learning in a classroom environment combined with a customized, self-paced, home-study setting with a Classical Education focus. California credentialed teachers collaborate with parents/guardians to develop and deliver an educational program based on each student's unique and changing needs. Trivium Charter follows a four-year, Classical Education model using history and science as the central theme for the classroom days. Students are able to proceed at their own appropriate pace while also having the option to join group classes online or in-person for a more traditional classroom experience. Students may receive instruction for their home-study courses through our virtual Connect Program with synchronous classes taught by credentialed teachers, asynchronous online curriculum, traditional textbook curricula, college classes, or a customized approach blending various elements.

The vast majority of students attend learning center classes two days a week (these are considered "ACE" days- or "A Classical Experience"), where the best of Classical Methodologies and Project-Based Learning are blended. In response to the pandemic, we have now introduced a fully virtual program "ACE-D" (ACE-Distance), where the on-campus class content taught by our credentialed teachers is now offered virtually, twice a week- so those students who want to remain at home are able to access the well-developed lesson plans previously only available to those in person. A smaller number of students enroll in our Full Independent Study Program "ACE-R" (ACE-Remote), in which they do not attend in-person or synchronous online classes with our credentialed teachers, but progress through approved curricula and access the "ACE" content for history and science.

Students learn to apply their math and language arts skills within the context of history and science during the ACE days whether they join online or in-person. Our students study poetry, short stories, and literature from the year's assigned time period as a cross-curricular aspect to enhance their understanding. Practical math units are also embedded within history and science, supporting cross-disciplinary connections. All components of the learning program are outlined for each student in their Personalized Learning Plan (PLP). Students and their families work with their teachers and members of the Trivium curriculum team to choose, direct, and implement appropriate personalized curriculum for each student. Each year Trivium has a theme, which enables students to form connections across disciplines and a deeper understanding of the time period. This themed approach cycles every 4 years allowing students to revisit a given time period at greater depth as they mature in content understanding.



## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	27
Grade 2	18
Grade 3	16
Grade 4	19
Grade 5	21
Grade 6	19
Grade 7	21
Grade 8	21
Grade 9	11
Grade 10	5
Grade 11	8
Grade 12	12
Total Enrollment	221

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
Black or African American	2.3
Filipino	0.9
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	14.5
White	56.1
English Learners	0.5
Homeless	0.5
Socioeconomically Disadvantaged	22.6
Students with Disabilities	12.2

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	22

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; ≥ FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

#### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Trivium students have their own instructional materials.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Various, standards-aligned instructional materials	Yes	0
<b>Mathematics</b>	Various, standards-aligned instructional materials	Yes	0
<b>Science</b>	Various, standards-aligned instructional materials	Yes	0
<b>History-Social Science</b>	Various, standards-aligned instructional materials	Yes	0
<b>Foreign Language</b>	Various, standards-aligned instructional materials	Yes	0
<b>Health</b>	Various, standards-aligned instructional materials	Yes	0
<b>Visual and Performing Arts</b>	Various, standards-aligned instructional materials	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Various, standards-aligned instructional materials	Yes	0

## School Facility Conditions and Planned Improvements

Trivium is a non-classroom-based school and rents facilities.

Year and month of the most recent FIT report

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b>	X			

## School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains

**Safety:**

X

Fire Safety, Hazardous Materials

**Structural:**

X

Structural Damage, Roofs

**External:**

X

Playground/School Grounds, Windows/

Doors/Gates/Fences

## Overall Facility Rate

Exemplary

Good

Fair

Poor

X

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	NT	NT	NT	NT
Female	58	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	19	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	66	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	NT	NT	NT	NT
Female	58	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	19	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	66	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	112	104	93	7	46
Female	54	48	89	11	54
Male	58	56	97	3	39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0



Black or African American	2	2	100	0	50
Filipino	1	1	100	0	0
Hispanic or Latino	18	17	94	6	35
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	16	15	94	6	47
White	74	68	92	8	50
English Learners	1	1	100	0	0
Foster Youth	0	0	0	0	0
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	20	19	95	5	32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	93	7	54

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	112	106	95	5	34
Female	54	49	91	9	41
Male	58	57	98	2	28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	2	2	100	0	0
Filipino	1	1	100	0	0
Hispanic or Latino	18	17	94	6	35
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	16	15	94	6	20
White	74	70	95	5	39
English Learners	1	1	100	0	0
Foster Youth	0	0	0	0	0
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	20	19	95	5	21
Students Receiving Migrant Education Services	0	0	0	0	0

<b>Students with Disabilities</b>	14	13	93	7	38
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	48	NT	NT	NT	NT
<b>Female</b>	28	NT	NT	NT	NT
<b>Male</b>	20	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	33	NT	NT	NT	NT
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

### 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

### Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	47
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, parent-run talks about independent study, and feedback after independent study checks. Before school begins each year, parents are invited to attend orientations on campus and virtually. They are able to meet with their student's teacher, pick up curriculum, sign paperwork, get familiar with the center, and ask questions as needed. Throughout the year, each teacher provides their families with a weekly agenda that communicates important school news, due dates, and detailed information about what their students will be learning in the upcoming week. Parent Coffees are held at each center by Trivium staff to support parents in their efforts, review recent research, and share personal experiences. Parents are not only supported by the Trivium staff, but also find Parent Coffees a valuable time where they are able to support one another and share ideas to enhance their experience. Since March of 2020, most in-person activities and meetings, outside of in-person classroom attendance, have been curtailed due to the COVID Pandemic. Trivium will resume all in-person activities as State and County regulations allow.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	0.0	0.0	0.0	0.0	0.0	0.0	9.0	8.9	9.4
<b>Graduation Rate</b>	100	100	100	100	100	100	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	12	12	100
<b>Female</b>	11	11	100
<b>Male</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Hispanic or Latino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--

Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	236	222	9	4.1
Female	124	115	5	4.3
Male	112	107	4	3.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	5	5	0	0.0
Chilean	3	3	0	0.0
Hispanic or Latino	48	44	3	6.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	28	1	3.6
White	148	141	5	3.5
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	56	51	7	13.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	31	2	6.5

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	0	0	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

All guests of Trivium's Learning Centers must sign in to the guest register which is located in each center's administration office. Emergency training is provided to all employees annually, including fire, earthquake, lock-down, and violent intruder protocols. Included in that training is a segment on being aware of, and how to engage, "strangers" who may be on or near the campus. Further, emergency drills are performed at each center, putting into practice each center's emergency plan, individually covering fire, earthquake, lock-down, and violent intruder protocols. As well, Trivium subscribes to the ParentSquare emergency alert system, "Smart Alert." This system allows employees and parents to be quickly and efficiently notified in case of a general emergency affecting any Trivium Learning Center. The aforementioned emergency procedures are posted in every Trivium office and classroom. Emergency supplies are located in each classroom inclusive of water, food bars, a flashlight, and toilet necessities. Trivium has developed a Comprehensive School Safety Plan in accordance with California Education Code 32281. This plan is updated annually and is available for viewing at each Learning Center office.

Upkeep and cleanliness of each Learning Center is generally maintained by Trivium Learning Center support staff. At the end of student lunch recess, predesignated classes are responsible for clean-up, which helps instill pride and ownership for the involved students. At the conclusion of each ACE day, support staff and teachers sweep, empty the trash and recycle, and clean the restrooms. Also, before every ACE Day, a safety inspection is conducted. This safety inspection includes the following: checking for tripping hazards, inspecting playground equipment, and ensuring all ingress and egress points are free of obstructions. Should an issue be discovered, an emergency work order is submitted, facilitating a rapid repair of the problem.

Regarding internet safety, our school utilizes Meraki Security Appliance at all five Centers, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program named Securly, which is round-the-clock auditing, shielding, and cloud-based web filtering for every student device. In addition, teachers constantly monitor student internet activity physically and by utilizing Securly's Classroom Management feature. Furthermore, students are forbidden to access personal electronic devices without a staff member's permission. All of our school's staff members hold current First Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before

## 2021-22 School Safety Plan

beginning employment.

### D. Other SARC Information

### Information Required in the SARC

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

#### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	16	11		

#### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	17	11		



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	17	11		

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	15		
Mathematics	2	34		
Science	1	5		
Social Science	3	14		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	14		
Mathematics	2	17		
Science	4	10		
Social Science	1	7		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	14		
Mathematics	2	20		
Science	3	15		
Social Science	2	17		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	138

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	.67

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,259.75	1542.82	8716.93	59187.67
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

Trivium provides an array of online and in-person classes, tutoring, study halls, aide support, project-based learning, self-paced learning, special education support, advanced student support, and a wide selection of curricula to meet individual student levels and preferred delivery of instruction.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

This table displays the number of school days dedicated to staff development and continuous improvement.

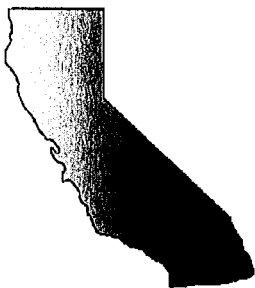
Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	25	25

# Trivium Charter School Adventure

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Trivium Charter School Adventure
<b>Phone Number</b>	805-291-9110
<b>Superintendent</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>District Website Address</b>	www.triviumcharter.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT		NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	112	104	93	7	46
Female	54	48	89	11	54
Male	58	56	97	3	39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0

<b>Black or African American</b>	2	2	100	0	50
<b>Filipino</b>	1	1	100	0	0
<b>Hispanic or Latino</b>	18	17	94	6	35
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	16	15	94	6	47
<b>White</b>	74	68	92	8	50
<b>English Learners</b>	1	1	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	20	19	95	5	32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	93	7	54

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	112	106	95	5	34
<b>Female</b>	54	49	91	9	41
<b>Male</b>	58	57	98	2	28
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	2	2	100	0	0
<b>Filipino</b>	1	1	100	0	0
<b>Hispanic or Latino</b>	18	17	94	6	35
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	16	15	94	6	20
<b>White</b>	74	70	95	5	39
<b>English Learners</b>	1	1	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	20	19	95	5	21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0



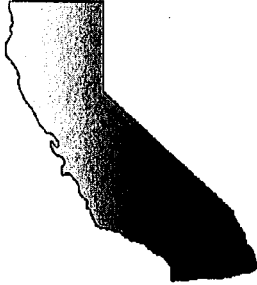
<b>Students with Disabilities</b>	14	13	93	7	38
*At or above the grade-level standard in the context of the local assessment administered.					

# Trivium Charter School, Voyage

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Trivium Charter School, Voyage
<b>Street</b>	1305 North H Street A/332
<b>City, State, Zip</b>	Lompoc
<b>Phone Number</b>	8052911303
<b>Principal</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>School Website</b>	www.triviumcharter.org
<b>County-District-School (CDS) Code</b>	42 69112 0137885

## 2021-22 District Contact Information

<b>District Name</b>	Trivium Charter School: Voyage
<b>Phone Number</b>	805-291-9110
<b>Superintendent</b>	Trisha Vais
<b>Email Address</b>	tvais@triviumcharter.org
<b>District Website Address</b>	www.triviumcharter.org

## 2021-22 School Overview

CS offers project-based learning in a classroom environment combined with a customized, self-paced, home-study setting with a Classical Education focus. California credentialed teachers collaborate with parents/guardians to develop and deliver an educational program based on each student's unique and changing needs. Trivium Charter follows a four-year, Classical Education model using history and science as the central theme for the classroom days. Students are able to proceed at their own appropriate pace while also having the option to join group classes online or in-person for a more traditional classroom experience. Students may receive instruction for their home-study courses through our virtual Connect Program with synchronous classes taught by credentialed teachers, asynchronous online curriculum, traditional textbook curricula, college classes, or a customized approach blending various elements.

The vast majority of students attend learning center classes two days a week (these are considered "ACE" days- or "A Classical Experience"), where the best of Classical Methodologies and Project-Based Learning are blended. In response to the pandemic, we have now introduced a fully virtual program "ACE-D" (ACE-Distance), where the on-campus class content taught by our credentialed teachers is now offered virtually, twice a week- so those students who want to remain at home are able to access the well-developed lesson plans previously only available to those in person. A smaller number of students enroll in our Full Independent Study Program "ACE-R" (ACE-Remote), in which they do not attend in-person or synchronous online classes with our credentialed teachers, but progress through approved curricula and access the "ACE" content for history and science.

Students learn to apply their math and language arts skills within the context of history and science during the ACE days whether they join online or in-person. Our students study poetry, short stories, and literature from the year's assigned time period as a cross-curricular aspect to enhance their understanding. Practical math units are also embedded within history and science, supporting cross-disciplinary connections. All components of the learning program are outlined for each student in their Personalized Learning Plan (PLP). Students and their families work with their teachers and members of the Trivium curriculum team to choose, direct, and implement appropriate personalized curriculum for each student. Each year Trivium has a theme, which enables students to form connections across disciplines and a deeper understanding of the time period. This themed approach cycles every 4 years allowing students to revisit a given time period at greater depth as they mature in content understanding.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	24
Grade 2	32
Grade 3	23
Grade 4	29
Grade 5	22
Grade 6	21
Grade 7	22
Grade 8	26
Grade 9	12
Grade 10	18
Grade 11	17
Grade 12	11
Total Enrollment	289

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	47.8
American Indian or Alaska Native	0.3
Asian	2.1
Black or African American	0.3
Filipino	0.7
Hispanic or Latino	13.5
Two or More Races	5.5
White	74.4
English Learners	0.7
Homeless	0.7
Socioeconomically Disadvantaged	20.8
Students with Disabilities	12.1

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; 3 FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

#### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Trivium students have their own instructional materials.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>Mathematics</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>Science</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>History-Social Science</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>Foreign Language</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>Health</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>Visual and Performing Arts</b>	Various, standards aligned instructional materials are used to meet student needs.	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Various, standards aligned instructional materials are used to meet student needs.	Yes	0

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b>	X
Restrooms, Sinks/ Fountains	
<b>Safety:</b>	X
Fire Safety, Hazardous Materials	
<b>Structural:</b>	X
Structural Damage, Roofs	
<b>External:</b>	X
Playground/School Grounds, Windows/ Doors/Gates/Fences	

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	NT	NT	NT	NT
Female	76	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	97	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	NT	NT	NT	NT
Female	76	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	97	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	135	132	98	2	55
Female	75	74	99	1	58
Male	60	58	97	3	50
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	100

<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	21	100	0	43
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	10	9	90	10	89
<b>White</b>	101	99	98	2	53
<b>English Learners</b>	1	1	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	100
<b>Military</b>	n/a	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	27	27	100	0	41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	18	95	5	28

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	135	132	98	2	42
<b>Female</b>	75	74	99	1	46
<b>Male</b>	60	58	97	3	38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	3	3	100	0	67
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	21	100	0	29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	10	9	90	10	67
<b>White</b>	101	99	98	2	42
<b>English Learners</b>	1	1	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	100
<b>Military</b>	n/a	n/a	n/a	n/a	n/a
<b>Socioeconomically Disadvantaged</b>	27	27	100	0	19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	19	18	95	5	17
*At or above the grade-level standard in the context of the local assessment administered.					

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	NT	NT	NT	NT
<b>Female</b>	32	NT	NT	NT	NT
<b>Male</b>	20	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	36	NT	NT	NT	NT
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

### 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

### Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	31
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, parent-run talks about independent study, and feedback after independent study checks. Before school begins each year, parents are invited to attend orientations on campus and virtually. They are able to meet with their student's teacher, pick up curriculum, sign paperwork, get familiar with the center, and ask questions as needed. Throughout the year, each teacher provides their families with a weekly agenda that communicates important school news, due dates, and detailed information about what their students will be learning in the upcoming week. Parent Coffees are held at each center by Trivium staff to support parents in their efforts, review recent research, and share personal experiences. Parents are not only supported by the Trivium staff, but also find Parent Coffees a valuable time where they are able to support one another and share ideas to enhance their experience. Since March of 2020, most in-person activities and meetings, outside of in-person classroom attendance, have been curtailed due to the COVID Pandemic. Trivium will resume all in-person activities as State and County regulations allow.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate		--	27.3	2.6	2.1	8.5	9.0	8.9	9.4
Graduation Rate		--	72.7	94.7	89.6	90.4	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	8	72.7
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--

White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	293	9	3.1
Female	155	152	4	2.6
Male	143	139	4	2.9
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	45	44	3	6.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	18	18	3	16.7
White	224	218	3	1.4
English Learners	3	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	61	61	6	9.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	39	3	7.7

## C. Engagement

### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	0.14	0.19	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.13	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

All guests of Trivium's Learning Centers must sign in to the guest register which is located in each center's administration office. Emergency training is provided to all employees annually, including fire, earthquake, lock-down, and violent intruder protocols. Included in that training is a segment on being aware of, and how to engage, "strangers" who may be on or near the campus. Further, emergency drills are performed at each center, putting into practice each center's emergency plan, individually covering fire, earthquake, lock-down, and violent intruder protocols. As well, Trivium subscribes to the ParentSquare emergency alert system, "Smart Alert." This system allows employees and parents to be quickly and efficiently notified in case of a general emergency affecting any Trivium Learning Center. The aforementioned emergency procedures are posted in every Trivium office and classroom. Emergency supplies are located in each classroom inclusive of water, food bars, a flashlight, and toilet necessities. Trivium has developed a Comprehensive School Safety Plan in accordance with California Education Code 32281. This plan is updated annually and is available for viewing at each Learning Center office.

Upkeep and cleanliness of each Learning Center is generally maintained by Trivium Learning Center support staff. At the end of student lunch recess, predesignated classes are responsible for clean-up, which helps instill pride and ownership for the involved students. At the conclusion of each ACE day, support staff and teachers sweep, empty the trash and recycle, and clean the restrooms. Also, before every ACE Day, a safety inspection is conducted. This safety inspection includes the following: checking for tripping hazards, inspecting playground equipment, and ensuring all ingress and egress points are free of obstructions. Should an issue be discovered, an emergency work order is submitted, facilitating a rapid repair of the problem.

Regarding internet safety, our school utilizes Meraki Security Appliance at all five Centers, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program named Securly, which is round-the-clock auditing, shielding, and cloud-based web filtering for every student device. In addition, teachers constantly monitor student internet activity physically and by utilizing Securly's Classroom Management feature. Furthermore, students are forbidden to access personal electronic devices without a staff member's permission. All of our school's staff members hold current First Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before beginning employment.

## D. Other SARC Information

## Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	15	10		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	16	10		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	18	10		

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	13		
Mathematics	2	41		
Science	1	3		
Social Science	3	12		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	2	24		
Science	3	15		
Social Science	1	8		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	20		
Mathematics	2	32		
Science	4	13		
Social Science	4	18		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	88

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	.67

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9988.55	1470.74	8517.81	59,187.67
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

## Professional Development

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

This table displays the number of school days dedicated to staff development and continuous improvement.

## Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25



V - A





## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blochman Union School District	Doug Brown Superintendent	dbrown@blochmanusd.org 805-937-1148

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The district engaged its educational partners during an all staff meeting on November 5, 2021 and during a properly noticed public board meeting on November 9, 2021. District representatives discussed the funding that was provided through the Budget Act of 2021 and the use of those funds. The use of funds provided by the Budget Act of 2021 are not funds that would typically be included in our LCAP. However, the following is a list of funds received and the use of those funds:

1. ESSER II - \$56,069 - Purchase air purifiers; personal protective equipment and disinfecting supplies; provide mental health support for students and families
2. ESSER III - \$126,013 - Implemented a summer reading program and extended school day program; will purchase touchless drinking fountains
3. Learning Loss Mitigation - GEER - \$10,580 - Purchased computers and instructional supplies to help support distance learning
4. Expanded Learning Opportunities, ESSER I, II, and III - \$62,093 - Instructional aide support; mental health support for students and families
5. Expanded Learning Opportunities, GEER I - \$5,136 - Mental health support for students and families
6. Learning Loss Mitigation CR - \$108,139 - Purchase computers and instructional supplies to help support distance learning; provide COVID testing for employees; repurpose classified employees to new roles made necessary by the pandemic; provide extra maintenance support
7. Learning Loss Mitigation GF - \$18,458 - Purchase computer and instructional supplies to help support distance learning
8. In Person Instruction Grant - \$82,379 - Salaries for teachers who returned to in person teaching prior to the full school reopening
9. Expanded Learning Opportunities - state - \$84,793 - Instructional aide support; benchmark testing

Future educational partner engagement opportunities will take place on a monthly basis from January through April of 2022. This will be facilitated through staff meetings, School Site Council meetings, LCAP meetings, and properly noticed public board meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

When the 2021/2022 LCAP was originally prepared, we projected that our unduplicated pupil percentage would be slightly higher than actual which would have generated a concentration grant amount of \$3,793. However, actual numbers reported in CALPADS left us with no concentration grant for 2021/2022.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district engaged its educational partners during an all staff meeting on November 5, 2021 and during a properly noticed public board meeting on November 9, 2021. District representatives discussed the one-time federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Below is a list of the federal funds received and the usage of those funds:

1. ESSER II - \$56,069 - Purchase air purifiers; personal protective equipment and disinfecting supplies; provide mental health support for students and families
2. ESSER III - \$126,013 - Implemented a summer reading program and extended school day program; will purchase touchless drinking

fountains

3. Learning Loss Mitigation - GEER - \$10,580 - Purchased computers and instructional supplies to help support distance learning
4. Expanded Learning Opportunities, ESSER I, II, and III - \$62,093 - Instructional aide support; mental health support for students and families
5. Expanded Learning Opportunities, GEER I - \$5,136 - Mental health support for students and families
6. Learning Loss Mitigation CR - \$108,139 - Purchase computers and instructional supplies to help support distance learning; provide COVID testing for employees; repurpose classified employees to new roles made necessary by the pandemic; provide extra maintenance support

Educational partners were engaged during the development of the Expanded Learning Opportunities Grant Plan. Please see page 2 of the plan for a description of the engagement process. The plan can be found on the Blochman website at the following address:  
[https://www.blochmanusd.org/wp-content/uploads/Flyers/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_BIUUSD-20210331-Board-App.pdf?\\_t=1620840268](https://www.blochmanusd.org/wp-content/uploads/Flyers/2021_Expanded_Learning_Opportunities_Grant_Plan_BIUUSD-20210331-Board-App.pdf?_t=1620840268)

Educational partners were also engaged during the development of the ESSER III Expenditure Plan. Please see page 3 of the plan for a description of the engagement process. The plan can be found on the Blochman website at the following address:  
[https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021\\_ESSER\\_III\\_Expenditure\\_Plan\\_Blochman\\_Union\\_Elementary\\_School\\_District\\_20210922%20Board%20Approved%2010.12.2021.pdf?t=1634144357](https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021_ESSER_III_Expenditure_Plan_Blochman_Union_Elementary_School_District_20210922%20Board%20Approved%2010.12.2021.pdf?t=1634144357)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district's ESSER III Expenditure Plan shows how interventions are addressing student needs on page 6 of the plan. The plan can be found on the Blochman website at the following web address:  
[https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021\\_ESSER\\_III\\_Expenditure\\_Plan\\_Blochman\\_Union\\_Elementary\\_School\\_District\\_20210922%20Board%20Approved%2010.12.2021.pdf?t=1634144357](https://www.blochmanusd.org/wp-content/uploads/District/Business%20Services/ESSER/2021_ESSER_III_Expenditure_Plan_Blochman_Union_Elementary_School_District_20210922%20Board%20Approved%2010.12.2021.pdf?t=1634144357)

Below is a description of the actions and services the district has or will provide with the ESSER III funds.

The district hosted a summer reading program, called Camp Read A Lot, for students in grades K – 3 who were identified as needing additional reading intervention. Students were identified for intervention using evidence-based benchmark testing from the I-Ready program. We did face some challenges getting students to commit to coming to school over the summer. Students were re-tested in the fall using the I-Ready program. The district just started using the I-Ready program in the spring of 2021 and we were unaware that testing that crosses grade years does not provide comparable data so we do not have any metrics to demonstrate student achievement in this program.

The district has implemented an extended day program for any student identified as needing intervention in any subject. Students will be

identified for the extended day program based on teacher recommendations and using evidence-based benchmark testing from the I-Ready program. Student progress will be measured using I-Ready benchmark testing once each trimester and intervention strategies will be adjusted, as necessary. Evidence-based interventions used will include personalized I-Ready lessons for students, Project Read and Seeing Stars for more individualized reading and math support. It is too early to tell if this program will be successful in improving student achievement. However, the program is well attended and our current staff has been willing to extend their hours to assist with the program.

Due to the pandemic, we need to remove our current drinking fountains and replace them with touchless drinking water refill stations. Also, in order to keep the water refill stations from clogging with sediments, we need to replace some of our water pipes. We are still working out the details of this project. However, the age of our building could pose some challenges.

The district has set aside funds to implement and maintain a COVID-19 testing program. This program will allow students and staff to remain, to the greatest extent possible, on campus for in-person learning. This will also help parents feel more comfortable that their children are in a safe environment. So far, we have been successful in avoiding any COVID-19 outbreaks. We have had some students needing to quarantine and move to independent study. This is difficult for the student, their parents, and the teacher.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The district is using the funding received for the 2021/2022 school year to implement the goals of our Safe Return to In-person Instruction Plan, our Continuity of Services Plan, and our ESSER III Expenditure Plan to ensure that our students and staff have a safe environment to participate in in-person instruction. This, in turn, aligns with our LCAP goals of improving student achievement in math (LCAP Goal 1), science (LCAP Goal 2), English language arts (LCAP Goal 5), and improve achieve for our English language learners (LCAP Goal 3). We are also using our fiscal resources to improve engagement with our education partners (LCAP Goal 4).

The Safe Return to In-Person Instruction Plan, the Continuity of Services Plan, and our ESSER III plan can all be found on the districts' home page located at [www.blochmanusd.org](http://www.blochmanusd.org).

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blochman Union School District	Doug C Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

### Goal 1

Improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

### Rationale

2019 Dashboard analysis shows that our students need to make improvements in math. Our overall Dashboard color is Orange for all student groups and overall student scores declined by 5.2 points from the prior year. Our socioeconomically disadvantaged student group scored the lowest with an Orange status while our Hispanic and White subgroups earned a Yellow status. An analysis of 2020/2021 local data also indicates students need additional assistance with math. This goal addresses the following state priorities:

- 4 - Pupil achievement (pupil outcomes)
- 8 - Other pupil outcomes (pupil outcomes)



## Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>4. Pupil Achievement</p> <p>a. Dashboard – CAASPP assessment for math</p> <p>8. Other pupil outcomes</p> <p>a. All teachers will be granted professional development opportunities in math.</p>	<p>4a - 18/19 Dashboard for math-Orange status; 31.5 points below standard; declined by 5.2 points.</p> <p>4a - 18/19 Dashboard for math - English learner students are 15.5 points below standard; increased 30.7 points.</p> <p>8a - Teachers annually receive one professional development opportunity in math.</p>	<p>Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the California School Dashboard data was not published in 2020 and will not be published in 2021. Our local measurement tools include the I-Ready assessment program and report card data. However, we will not have a second data point for comparison until early March of 2022. We will report our student progress in math during the normal LCAP annual update cycle at the end of the 2021/2022 school year.</p> <p>All teachers have been provided with professional training opportunities in math. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of Mathematics program. This program provides individual self-paced courses, access to digital journals, and</p>	<p>4a - Green status on the California School Dashboard for all students, including English learners, in math with no subgroups two or more levels below the status for all students.</p> <p>8a - Teachers will annually receive at least one professional development opportunity in math.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			access to an online support community. Later in the 2021/2022 school year, teachers will receive training in how to successfully use the I-Ready program to track student progress in math.	

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Teacher for combination class reduction</b> In order to improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	Ongoing	Yes	LCFF \$85,208 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$85,208.00	\$42,604.00
1.2	<b>.5 FTE Intervention teacher and instructional assistants</b> In order to improve student achievement, we will provide a .5 FTE intervention teacher and two full-time instructional assistants for intervention.  A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their	Ongoing	Yes	LCFF \$141,712 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$141,712.00	\$70,856.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting.</p> <p>Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p>						
1.3	<p><b>Teacher training and professional development</b></p> <p>We will continue to provide training and professional</p>	Ongoing	No	LCFF \$0 Other State \$0 Local \$0	LCFF \$1,000 Other State \$0 Local \$0	\$1,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	development opportunities to our teachers to help them improve their ability to deliver high quality instruction in math.			Federal \$0	Federal \$0		

## Goal 2

Improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores.

### Rationale

Analysis of the California Science Test (CAST) results for 2018-2019 show that overall 34.15% of our students met or exceeded the standard for science, 56.10% of our students nearly met the standard, and 9.76% of our students did not meet the standard. Our goal is to improve student test scores on the CAST for all students. This goal addresses the following state priorities:

4 - Pupil achievement (pupil outcomes)

### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	The metric for priority 4 will be student performance on the CAST.	Test results from the 2018-2019 CAST show that overall 34.15% of our students met or exceeded the state standard in science.	Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the CAST testing results were not available in 2020 and will not be available in 2021. Our local measurement tools rely on report card data. However, we will not have a second data	Test results from the CAST will show that overall 40% of our students met or exceeded the state standard in science.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>point for comparison until early March of 2022. We will report our student progress in math during the normal LCAP annual update cycle at the end of the 2021/2022 school year.</p> <p>Teachers received professional development from the publishers of the science curriculum as part of the new curriculum adoption. The cost of this training was included in the cost of the curriculum and was not invoiced separately.</p>	

#### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Adopt new standards aligned science course materials Teachers have been piloting standards aligned science course material during 2019/2020 and 2020/2021. However, they are not pleased with the current materials and are looking at other options. The goal is to make a final course material adoption for the 2021/2022 school year.	2021/2022	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$30,000 Local \$0 Federal \$0	\$30,000.00	\$28,865.81
2.2	Teacher training and professional development	Ongoing	No	LCFF \$0 Other State \$0	LCFF \$1,000 Other State \$0	\$1,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	We will provide training and professional development opportunities to our teachers to help them effectively utilize the new science curriculum.			Local \$0 Federal \$0	Local \$0 Federal \$0		

### Goal 3

Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students

### Rationale

Improving English language skills for ELL students will help us achieve our other academic goals relating to math and science. Students who have a good grasp of the English language will perform better in all academic areas. English Learners will receive the same services that are available to all students, with an emphasis on access to intervention services. Additionally, teachers will utilize the core and supplemental ELD materials incorporated in the core textbooks.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>1. Dashboard - percent of students making progress towards English language proficiency</p> <p>2. Data Quest - number of students classified as at-risk or long-term English learners.</p>	<p>1. 18/19 Dashboard - 45.5% of students are making progress towards English language proficiency.</p> <p>2. 19/20 Data Quest - 21% of ELL students are classified as at-risk; no students were classified as long- English learners.</p>	<p>Goal 3 is to improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students. The metrics for this goal are as follows:</p> <p>1. Dashboard - percent of students making progress towards English language proficiency</p> <p>2. Data Quest - number of students classified as at-risk or long-term English learners.</p> <p>Due to the pandemic, Dashboard metrics are not</p>	<p>1. 55% of ELL students will be making progress toward English language proficiency.</p> <p>2. ELL student reclassification rate (RFEP) will ensure that no students are classified as at-risk or long-term English learners. .</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			available for 2020 or 2021. A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased from three students in 2019/2020 to six students in 2020/2021. Part of this increase is due to a change in our student population. Also, some of the students classified in the long-term English learner category should be reclassified by the end of this school year.	

#### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	ELPAC Coordinators The district has two bi-lingual ELPAC coordinators to assist in making sure ELL students receive the support they need to reach reclassification as soon as possible. Having ELPAC coordinators is an effective use of funds because it allows us to appropriately track and reclassify our ELL students.	Ongoing	No	LCFF \$1,325 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$1,325.00	\$662.50
3.2	ELD on-line programs Teachers will utilize the following programs to help ELL students improve their English/Language Arts skills: Mind Play, Words	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Their Way, Read Naturally, Project Read, Primary Phonics, Step Up to Writing, Explode the Code, and Barton Reading. Mind Play is a research-based program designed specifically to aid ELL students improve their ELA skills. We already own these programs so there is no additional cost.						

## Goal 4

Improve school engagement including parent involvement, pupil engagement, and school climate.

## Rationale

We believe it is important for students to feel safe and welcome at school and for parents to feel they have opportunities to be involved in their children's education. It is also important for students to understand the importance of attending school on a regular basis so that no instructional opportunities are missed. This goal addresses the following state priorities regarding engagement:

- 1 - Basic
- 2 - Implementation of state standards
- 3 - Parent involvement
- 5 - Pupil engagement
- 6 - School climate
- 7 - Course access

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1. Basic - Dashboard (local)	1 - Met	1 - Met	Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The pandemic has made it difficult	1 - Met
2. Implementation of the state standards - Dashboard (local)	2 - Met	2 - Met		2 - Met
	3 - Met	3 - Met		3 - Met
	5a - Student attendance rate was 97.54% (20/21)			



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	3. Parental involvement - Dashboard (local)  5. Pupil Engagement a. Local data - student attendance rate b. Dashboard - chronic absenteeism rates c. Local data - middle school drop out rate  6. School Climate a. Dashboard - suspension rate b. DataQuest - expulsion rate c. Dashboard (local)  7. Course access - Dashboard (local)	5b - Chronic absenteeism rate was .45% (19/20) 5c - Middle school drop out rate was 0% (19/20)  6a - Suspension rate was 0.5% (18/19) 6b - Expulsion rate was 0% (19/20) 6c - Met  7 - Met	for us to provide on-site parent participation opportunities as we have in the past. We have also had to suspend the student attendance incentives. The school psychologist is available to assist parents and students. We are using the SARB program as necessary.  The metrics for this goal are as follows:  1. Basic - Dashboard (local) – metric is met for the current year.  2. Implementation of the state standards - Dashboard (local) – metric is met for the current year.  3. Parental involvement - Dashboard (local) – metric is met to the greatest extent possible due to the pandemic.  5. Pupil Engagement a. Local data - student attendance rate – The current 2021/2022 attendance rate is 93.91% which is a decrease from the 2020/2021 attendance rate. However, the high attendance rate in 2020/2021 is an anomaly due to the pandemic. Many of our students participated in distance	5a - Attendance rate will be 95% or greater 5b - Chronic absenteeism rate will be less than 3% 5c - Middle school drop out rate will be 0%  6a - Suspension rate will be .5% 6b - Expulsion rate will be 0% 6c - Met  7 - Met

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>learning until March of 2021 which made it easier for many students to attend school. Once the pandemic ends, we anticipate our attendance rate will return to normal levels.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be.</p> <p>c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate. CALPADS data shows that three students received in-house suspensions during 2020/2021. This is an increase of one in-house suspension from 2019/2020.</p> <p>b. DataQuest - expulsion rate – CALPADS data shows there were no expulsions in 2019/2020 or 2020-2021.</p> <p>c. Dashboard (local) – metric is met for the current year.</p>	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			7. Course access - Dashboard (local) – metric is met for the current	

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>Parent participation opportunities</b> We will provide opportunities for all parents, including parents of unduplicated pupils and parents of students with exceptional needs, to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0
4.2	<b>Student attendance incentives</b> We will provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$1,500 Other State \$0 Local \$0 Federal \$0	\$1,500.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month, a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.						
4.3	<b>SARB intervention</b> Telephone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6 absences. SARB letters will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00    \$0	
4.4	<b>School Psychologist</b>	Ongoing	No	LCFF \$59,836	LCFF \$0	\$59,836.00	\$29,918.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	We will provide a .5 FTE school psychologist, maintain contact with parents, and continue to use our current curriculum for our character program.			Other State \$0 Local \$0 Federal \$0	Other State \$0 Local \$0 Federal \$0		

## Goal 5

Improve student outcomes on state test scores for English/Language Arts by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

### Rationale

2019 Dashboard analysis shows that overall our students are performing well in English/Language Arts (ELA). While all student groups improved their test scores over the prior year, our Hispanic and socioeconomically disadvantaged students are performing slightly below the state standard. Our overall Dashboard color is Green for all student groups and overall student scores increased by 11.1 points from the prior year. Our white subgroup scored 38.5 points above the standard. Our Hispanic subgroup scored 8.6 points below the standard. Our socioeconomically disadvantaged student group scored 8.9 points below the standard. An analysis of 2020/2021 local data also indicates that all student groups are performing well in ELA. This goal addresses the following state priorities:

- 4 - Pupil achievement (pupil outcomes)
- 8 - Other pupil outcomes (pupil outcomes)

### Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>4. Pupil Achievement</p> <p>a. Dashboard – CAASPP assessment for ELA</p> <p>8. Other pupil outcomes</p> <p>a. All teachers will be granted professional development opportunities in ELA.</p>	<p>4a - 18/19 Dashboard for ELA- Green status; 13.2 points above the standard; increased 11.1 points.</p> <p>4a - 18/19 Dashboard for ELA - English learner students are 7.6 points below standard; increased 25.4 points.</p> <p>8a - Teachers annually receive one professional development opportunity in ELA.</p>	<p>Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the California School Dashboard data was not published in 2020 and will not be published in 2021. Our local measurement tools include the I-Ready assessment program and report card data. However, we will not have a second data point for comparison until early March of 2022. We will report our student progress in ELA during the normal LCAP annual update</p>	<p>4a - Green status on the California School Dashboard for all students, including English learners, in ELA with no subgroups two or more levels below the status for all students.</p> <p>8a - Teachers will annually receive at least one professional development opportunity in ELA.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>cycle at the end of the 2021/2022 school year.</p> <p>All teachers have been provided with professional training opportunities in ELA. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Later in the 2021/2022 school year, teachers will receive training in how to successfully use the I-Ready program to track student progress in ELA.</p>	

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	<p><b>Teacher training and professional development</b></p> <p>We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction in ELA.</p>	on-going	No	<p>LCFF \$0</p> <p>Other State \$0</p> <p>Local \$0</p> <p>Federal \$0</p>	<p>LCFF \$1,000</p> <p>Other State \$0</p> <p>Local \$0</p> <p>Federal \$0</p>	\$1,000.00	\$0
5.2					LCFF		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blochman Union School District

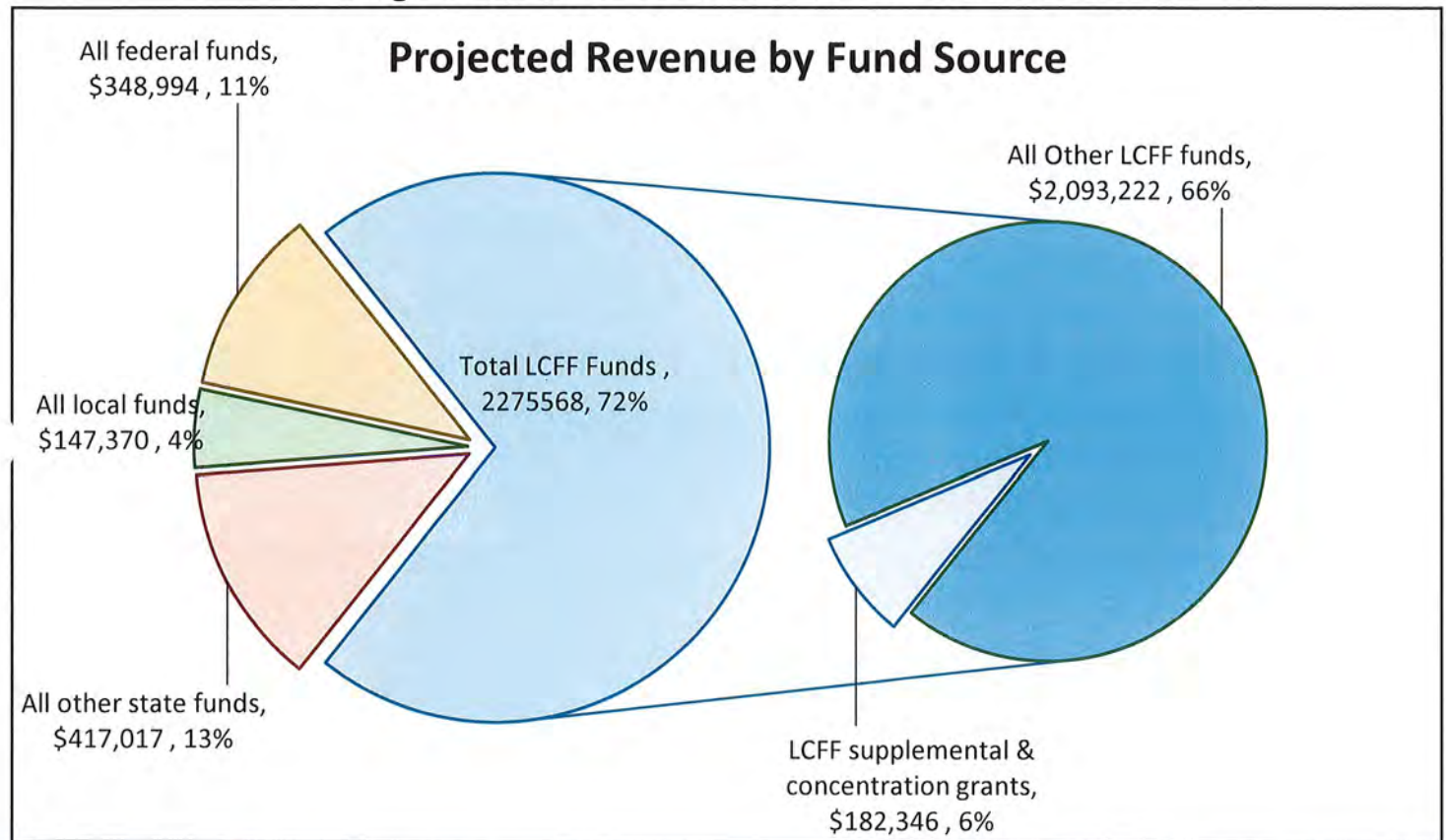
CDS Code: 42691120000000

School Year: 2021 – 22

LEA contact information: Doug Brown, 805-937-1148, [dbrown@blochmanusd.org](mailto:dbrown@blochmanusd.org)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

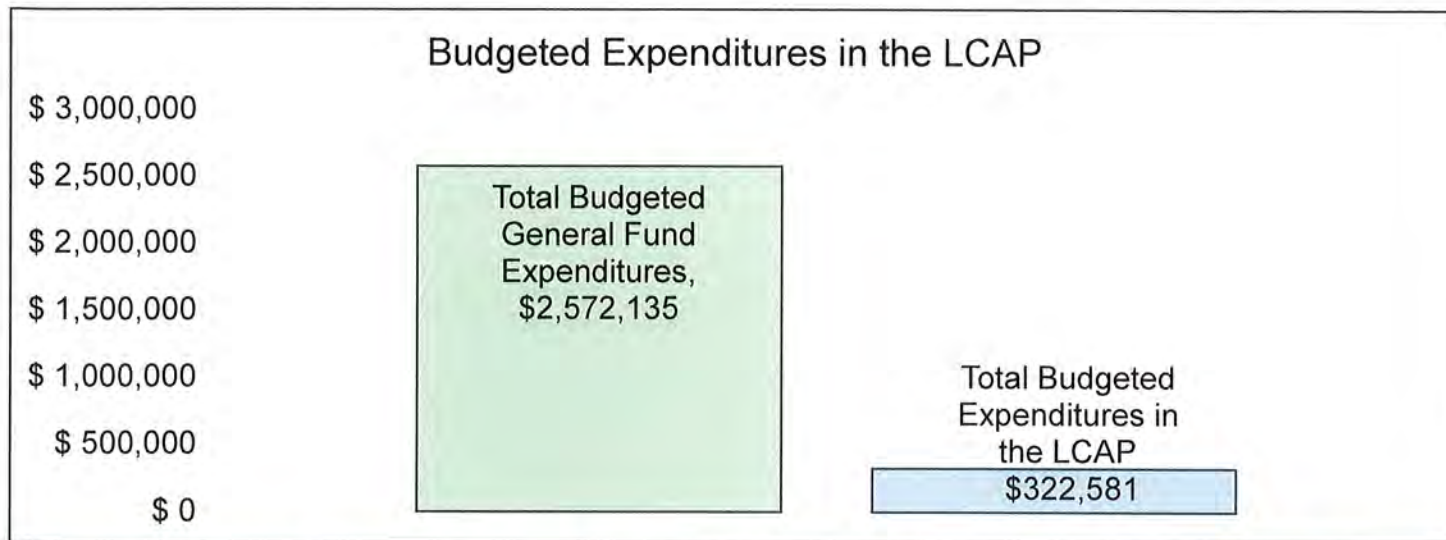


This chart shows the total general purpose revenue Blochman Union School District expects to receive in the coming year from all sources.

The total revenue projected for Blochman Union School District is \$3,188,949.12, of which \$2,275,568.00 is Local Control Funding Formula (LCFF), \$417,017.48 is other state funds, \$147,370.00 is local funds, and \$348,993.64 is federal funds. Of the \$2,275,568.00 in LCFF Funds, \$182,346.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Blochman Union School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Blochman Union School District plans to spend \$2,572,135.00 for the 2021 – 22 school year. Of that amount, \$322,581.00 is tied to actions/services in the LCAP and \$2,249,554.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other programs in the general fund budget include transportation, Special Education, teaching and support staff, school administration, student textbooks and supplies, costs of keeping the facilities open, and information technology support.

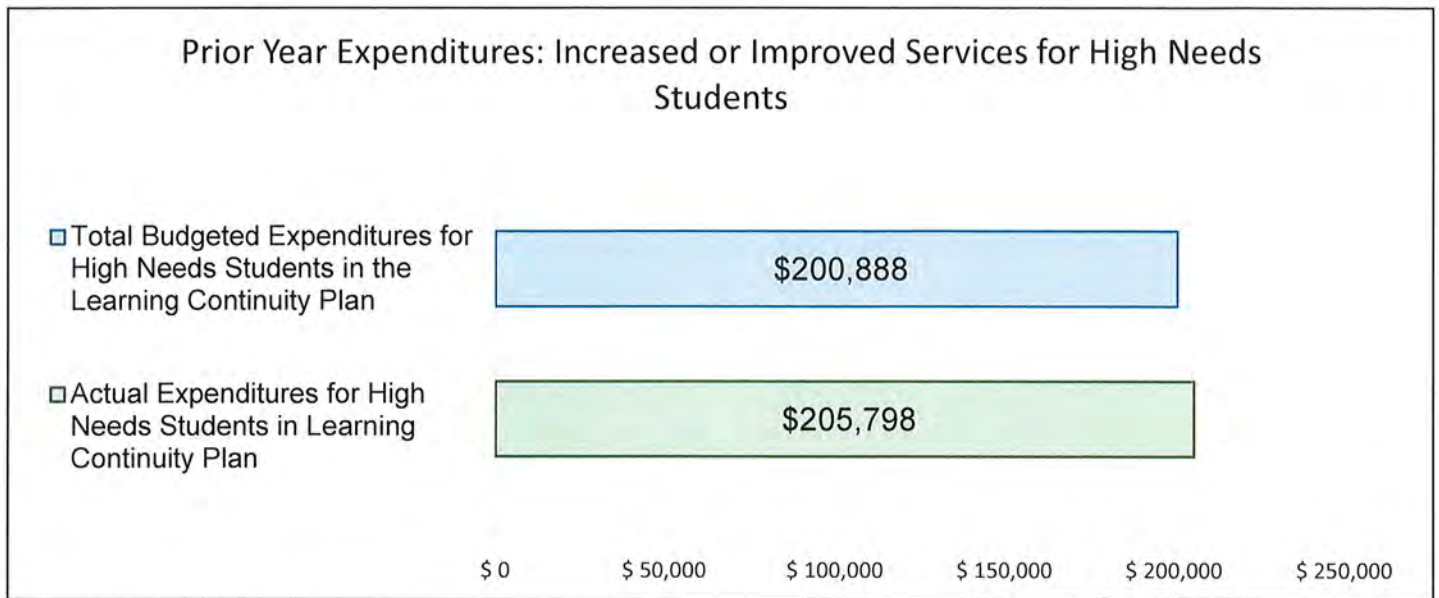
### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Blochman Union School District is projecting it will receive \$182,346.00 based on the enrollment of foster youth, English learner, and low-income students. Blochman Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blochman Union School District plans to spend \$226,920.00 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Blochman Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Blochman Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Blochman Union School District's Learning Continuity Plan budgeted \$200,888.00 for planned actions to increase or improve services for high needs students. Blochman Union School District actually spent \$205,798.00 for actions to increase or improve services for high needs students in 2020 – 21.



VI – A – i



**MINUTES OF THE BOARD OF TRUSTEES  
BLOCHMAN UNION SCHOOL DISTRICT  
JANUARY 11, 2022**

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on January 11, 2022. Closed session was held at 5:00 p.m. and open session at 5:30 p.m.

Members present: Shannon Clay, Thomas Gibbons, Daniella Pearce, and Jeania Reasner. Absent: Kelly Salas-Ernst.

- I. PUBLIC SESSION:** Mrs. Clay called the meeting to order and led the flag salute at 5:35 p.m. and then welcomed guests. She noted no one attended via Zoom. There were no closed session actions to report.

**II. Reports**

**A. Charter School Reports**

- i. Family Partnership Charter School** – Stephanie Eggert reported that current enrollment is 409. They just returned from winter break. They are continuing to work on their WASC accreditation. They received free COVID test kits from the county.
- ii. Trivium Charter Schools** – none.
- iii. Teacher Reports** – none.
- iv. Superintendent/Principal's Report** – Doug Brown reported that current enrollment is 176 students. Basketball season has begun. The boys had their first practice this week. The first game is Monday, January 24. Sara Canongo is coaching the girls team and Mr. Gordillo is coaching the boys team. The Robotics Team has expanded their season. They will be meeting one day per week beginning January 18 until April 12. Donna Beal is the team coach. COVID statistics: 69.3% of county residents, ages 5 and older, are vaccinated; 73% of staff is vaccinated; the case rate is 187.78 per 100,000 and was last reported at 12.6 per 100,000 (per 7 days); we have had 27 students and 4 staff members test positive. We also received free COVID testing kits from the county for students.

**II. ITEMS SCHEDULED FOR INFORMATION**

- A. Facilities use – Jeania Reasner; 10 tables; 12/12/2021**
- B. Golden State Water Company Notice of Intent to Abandon Pipeline Easement and Tank Easement** – Mr. Gibbons requested that Mr. Brown send a letter to GSWC requesting that they keep the tanks intact and that the tanks revert to the school.
- C. Family Partnership Charter School Educator Effectiveness Block Grant**

### **III. ITEMS SCHEDULED FOR DISCUSSION**

**A. LCAP Goals** – Mr. Brown reviewed the LCAP goals and gave the board and community members the opportunity to comment on them. He noted that there is definitely some learning loss caused by the pandemic, especially in the lower grades. He noted that the school climate is good and that students are well behaved.

- i. Improve math, science, and English language arts test scores**
- ii. Improve our English Language Learner reclassification rate**
- iii. Improve school engagement and climate**

**B. Facilities**

- i. General maintenance** – Mr. Brown noted that we are working on the bid for the drinking fountains. The project will happen over the summer.

### **IV. CONSENT AGENDA ITEMS**

**A. Approval of Minutes**

- i. Minutes of December 14, 2021 Regular Meeting**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

<b>MOVED:</b>	Thomas Gibbons	<b>SECOND:</b>	Jeania Reasner
<b>VOTE:</b>			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Absent
Thomas Gibbons:	Aye		

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**B. Approval of Monthly Warrants – December, 2021**

- |                                |                      |
|--------------------------------|----------------------|
| <b>i. Payroll</b>              | <b>\$ 185,366.96</b> |
| <b>ii. Commercial Warrants</b> | <b>\$ 177,410.29</b> |
| <b>iii. Revolving Fund</b>     | <b>\$ 0.00</b>       |
| <b>TOTAL</b>                   | <b>\$ 362,777.25</b> |

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

<b>MOVED:</b>	Thomas Gibbons	<b>SECOND:</b>	Daniella Pearce
<b>VOTE:</b>			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Absent
Thomas Gibbons:	Aye		

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**C. Approval of the following Trivium Charter School reports:**

- i. Trivium Charter School 2021/2022 First Interim report**
- ii. Trivium Charter School: Adventure 2021/2022 First Interim report**
- iii. Trivium Charter School: Voyage 2021/2022 First Interim report**
- iv. Trivium Charter School 2020/2021 Audit Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Trivium Charter School reports as presented:**

<b>MOVED:</b>	<b>Jeania Reasner</b>	<b>SECOND:</b>	<b>Thomas Gibbons</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Abstain</b>	<b>Kelly Salas-Ernst:</b>	<b>Absent</b>
<b>Thomas Gibbons:</b>	<b>Aye</b>		

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**D. Approval of Family Partnership Charter School's reports:**

- i. Family Partnership Charter School 2021/2022 First Interim report**
- ii. Family Partnership Charter School 2021/2022 P-1 Attendance report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Family Partnership Charter School's reports as presented:**

<b>MOVED:</b>	<b>Daniella Pearce</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Absent</b>
<b>Thomas Gibbons:</b>	<b>Aye</b>		

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**V. ITEMS SCHEDULED FOR ACTION**

**A. Approval of December 2021 Benjamin Foxen Elementary Attendance Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the attendance report as presented:**

<b>MOVED:</b>	<b>Thomas Gibbons</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Absent</b>
<b>Thomas Gibbons:</b>	<b>Aye</b>		

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**B. Approval of Blochman Union School District's 2021/2022 P-1 Attendance Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve Blochman Union School District's 2021/21022 P-1 Attendance Report as presented:**

<b>MOVED:</b>	<b>Thomas Gibbons</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Absent</b>
<b>Thomas Gibbons:</b>	<b>Aye</b>		

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C. Approval of the following revised board policies and administrative regulations: BP 0420.42; BP 1312.3; AR 1312.3; E 1312.3 (1); AR 3515.6; AR 4217.3; AR 5125; AR 5145.3; BP 5148.2; AR 5148.2; AR 6112; BP 6112; BP 6143; AR 6143; BP 6170.1; BB 9320 (note BP and AR 6158 were not revised at this time).

\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the revised board policies and administrative regulations as presented:

MOVED:	Daniella Pearce	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Absent
Thomas Gibbons:	Aye		

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D. Approval of donations:

- i. \$405.55; various parents to Blochman Union School District
- ii. \$40.00; various parents to Blochman ASB

\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the donations as presented:

MOVED:	Jeania Reasner	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Absent
Thomas Gibbons:	Aye		

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VI. **PUBLIC COMMENTS** - Joelle Uvalle distributed two articles and asked the board for their consideration. She distributed the following articles:

- A. Wells, S.D., ODMS: Oxygen Deprivation Mask Syndrome now sweeping across the globe, NaturalNews.com, December 8, 2021, <https://www.naturalnews.com/2021-12-08-oxygen-deprivation-mask-syndrome-sweeping-the-globe.html>
- B. Cassie B., Shocker: COVID-19 vaccines have killed nearly twice as many children as the virus itself, December 15, 2021, <https://www.vaccines.news/2021-12-15-covid-vaccines-killed-more-children-than-coronavirus.html>

VII. **MISCELLANEOUS AGENDA ITEMS**

- A. Items Proposed for Future Action or Discussion - none
- B. Blochman Union School District Board Member Items - none
- C. Items not on the Agenda - none
- D. Next Scheduled Board Meeting: February 8, 2022; closed session at 5:00 p.m.; open session at 5:30 p.m., Library

VIII. **Adjourn**



**TIME: 6:10 p.m.**

<b>MOVED:</b>	<b>Daniella Pearce</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Absent</b>
<b>Thomas Gibbons:</b>	<b>Aye</b>		

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VI – B



Pay Date 01/31/2022

EARNINGS by Earnings Code		Income	Adjustments	TAXES		Employee	Employer	Total	Subject Grosses
Regular		126,934.52		Federal Withholding		9,064.70		9,064.70	112,254.74
				State Withholding		3,039.22		3,039.22	112,254.74
				Social Security		2,291.90	2,291.90	4,583.80	36,965.99
				Medicare		1,792.69	1,792.69	3,585.38	123,633.43
				SUI			618.18	618.18	123,633.43
				Workers' Comp			864.21	864.21	123,633.43
<b>TOTAL</b>		<b>126,934.52</b>		<b>SUBTOTAL</b>		<b>16,188.51</b>	<b>5,566.98</b>	<b>21,755.49</b>	

EARNINGS by Group		Income	Adjustments	REDUCTIONS		Employee	Employer	Total	Subject Grosses
Base Pay		124,769.88		PERS		379.68	1,242.64	1,622.32	5,424.00
Miscellaneous		1,415.83		PERS / 62		2,595.92	8,495.99	11,091.91	37,084.20
Stipends		748.81		STRS / 60		7,208.44	11,899.18	19,107.62	70,326.16
				STRS / 62		1,194.65	1,980.74	3,175.39	11,706.50
				Benefits		3,052.73	609.85	3,662.58	
				Misc		248.36		248.36	
<b>TOTAL</b>		<b>126,934.52</b>		<b>SUBTOTAL</b>		<b>14,679.78</b>	<b>24,228.40</b>	<b>38,908.18</b>	

EARNINGS		Person Type	Female Employees	DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Certificated	14	88,431.94	8	Benefits		1,202.98	13,603.08	13,603.08	
	16	38,502.58	11	Misc		7,835.80		1,202.98	9.00
				Summer Savings		369.61		7,835.80	54,106.62
				Taxes				369.61	33,601.15
<b>TOTAL</b>		<b>126,934.52</b>	<b>19</b>	<b>SUBTOTAL</b>		<b>9,408.39</b>	<b>13,603.08</b>	<b>23,011.47</b>	
				<b>TOTALS</b>		<b>40,276.68</b>	<b>43,398.46</b>	<b>83,675.14</b>	

## Vendor Summary for Pay Date 01/31/2022

Vendor Checks	1,451.34	4
Vendor Liabilities	82,223.80	25
	<b>83,675.14</b>	<b>29</b>

## BALANCING DATA

Gross Earnings	126,934.52	86,657.84	Net Pay	29
District Liability	43,398.46	40,276.68	Deductions	1
	<b>170,332.98</b>	<b>170,332.98</b>		

## NET

Direct Deposits	86,477.29	29
Checks	180.55	1
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
<b>TOTAL</b>	<b>86,657.84</b>	<b>30</b>

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 1/1/2022, Ending Pay Date = 1/31/2022)

ESCAPE ONLINE

## Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-677354	01/10/2022	ALD TELECOM	01-5910		16.47
01-677355	01/10/2022	Cal-Coast Machinery	01-4300		103.78
01-677356	01/10/2022	California Dept. Of Education	13-4710		162.45
01-677357	01/10/2022	Demco Inc.	01-4300		70.37
01-677358	01/10/2022	Frontier Communications	01-5910		1,267.04
01-677359	01/10/2022	HOME DEPOT CREDIT SERVICES	01-4300		443.08
01-677360	01/10/2022	Jordanos Food Service Division	13-4300	756.36	
			13-4710	936.73	1,693.09
01-677361	01/10/2022	Mission Linen Supply Inc.	13-4300		615.58
01-677362	01/10/2022	Nancy B Shafer, CPA	01-5800		7,870.00
01-677363	01/10/2022	O'Connor Pest Control	01-5800		75.00
01-677364	01/10/2022	Procare Janitorial Supply	01-4300		1,182.47
01-677365	01/10/2022	Sisc III Insurance	67-5450		18,197.40
01-677366	01/10/2022	So California Pizza Co	13-4710		619.65
01-677367	01/10/2022	SoCalGas	01-5510		609.19
01-677368	01/10/2022	TSA CONSULTING GROUP	01-5800		50.00
01-677369	01/10/2022	Verizon Wireless	01-5910		202.80
01-678245	01/14/2022	Capistran, Ernesto A	13-4300		5.32
01-678246	01/14/2022	805 Dairy Distributing LLC	13-4710		367.50
01-678247	01/14/2022	Amazon Capital Services	01-4300		423.41
01-678248	01/14/2022	Coast Networx, Inc.	01-4300		50.00
01-678249	01/14/2022	Culligan San Paso	01-5800		132.50
01-678250	01/14/2022	Farm Supply Company	01-4300		146.06
01-678251	01/14/2022	Golden State Water Company	01-5530		213.37
01-678252	01/14/2022	LogMeIn Communications Inc.	01-5910		416.97
01-678253	01/14/2022	Pacific Gas & Electric	01-5520		17.25
01-678254	01/14/2022	Smart & Final	13-4300	70.18	
			13-4710	27.94	98.12
01-678255	01/14/2022	Staples Business Credit	01-4300		287.78
01-678256	01/14/2022	XEROX FINANCIAL SERVICES	01-5630		604.44
01-679097	01/24/2022	805 Dairy Distributing LLC	13-4710		280.00
01-679098	01/24/2022	Department Of Justice	01-5800		32.00
01-679099	01/24/2022	Frontier Communications	01-5910		2,034.48
01-679100	01/24/2022	Industrial Medical Group	01-5800		20.00
01-679101	01/24/2022	Mission Linen Supply Inc.	01-4300		113.61
01-679102	01/24/2022	Pacific Gas & Electric	01-5520		161.09
01-679103	01/24/2022	Ready Refresh by Nestle	01-4300		227.44
01-679104	01/24/2022	Smart & Final	13-4300	188.73	
			13-4710	111.70	300.43
01-679105	01/24/2022	So California Pizza Co	13-4710		305.80
01-679106	01/24/2022	Trudy Shank	01-4300		28.54
01-679107	01/24/2022	US Bank Corporate Payments	01-4300	587.52	
			01-5800	521.11	
			01-8699	300.00	
			13-4300	33.35	
			13-4400	3,331.76	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 2

**Checks Dated 01/01/2022 through 01/31/2022**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-679107	01/24/2022	US Bank Corporate Payments	13-4710	184.32	
			14-6200	166.07	5,124.13
01-679108	01/24/2022	Verizon Wireless	01-5910		202.80
01-679109	01/24/2022	WM CORPORATE SERVICES, INC.	01-5570		489.28
01-679986	01/31/2022	Dekorte, Holly J	01-4300		43.63
01-679987	01/31/2022	805 Dairy Distributing LLC	13-4710		157.50
01-679988	01/31/2022	ALD TELECOM	01-5910		15.84
01-679989	01/31/2022	Amazon Capital Services	01-4300		182.48
01-679990	01/31/2022	FAMILY PARTNERSHIP CHARTER	01-8096		34,338.00
01-679991	01/31/2022	Frontier Communications	01-5910		1,100.00
01-679992	01/31/2022	HOME DEPOT CREDIT SERVICES	01-4300		2,535.92
01-679993	01/31/2022	IXL Learning	01-4300		2,201.00
01-679994	01/31/2022	McGraw-Hill School Education	01-4100		10,787.10
01-679995	01/31/2022	Mission Linen Supply Inc.	01-4300		93.62
01-679996	01/31/2022	O'Connor Pest Control	01-5800		75.00
01-679997	01/31/2022	Smart & Final	13-4300	102.16	
			13-4710	96.28	198.44
01-679998	01/31/2022	SoCalGas	01-5510		1,153.55
01-679999	01/31/2022	Staples Business Credit	01-4300		272.13
01-680000	01/31/2022	Staples Credit Plan	01-4300		5.39
01-680001	01/31/2022	Trivium Charter School	01-8096		72,681.00
01-680002	01/31/2022	VITA PERSONA	01-4300	344.31	
			Unpaid Tax	23.25-	321.06
<b>Total Number of Checks</b>			<b>58</b>		<b>171,422.35</b>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	45	144,728.82
13	Cafeteria Spec Rev Fund	13	8,353.31
14	Deferred Maintenance Fund	1	166.07
67	Self-Insurance Fund 1	1	18,197.40
<b>Total Number of Checks</b>		<b>58</b>	<b>171,445.60</b>
<b>Less Unpaid Tax Liability</b>			<b>23.25-</b>
<b>Net (Check Amount)</b>			<b>171,422.35</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 2

BLOCHMAN REVOLVING FUND  
Expenses by Vendor Detail  
January 2022

Type	Date	Num	Memo	Account	Clr	Split	Amount	Balance
TOTAL								
								0.00



VI – C

# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2021-22 P-1, Reporting Period: 2021-22 P-1

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter](#) / [Attendance Charter School](#)

## Attendance Charter School

### Record Information



#### Entity Information

County: Santa Barbara  
School: Trivium Charter  
CDS Code: 42 69112 0124255  
Charter Number: 1319  
Data ID: 9C1ECCDF

#### Details

Last Saved By: [trishavais](#)  
Last Saved Date: 1/7/2022 5:27:05 PM  
Last Validation By: [trishavais](#)  
Last Validation Date: 1/7/2022 5:27:49 PM

#### Validation Information

Number of Records: 6  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

#### Certification Information

Charter School - District Oversight: [trishavais](#) - 1/11/2022 10:22:30 AM  
School District: [dbrown1](#) - 1/11/2022 10:26:12 AM  
County Office of Education: None



Charter Status

Data ID:		9C1ECDDF	
Does this charter school operate multiple instructional tracks? YES (Multitrack)	A-1a	<input type="checkbox"/>	
Does this charter school operate multiple instructional tracks? NO (Single Track)	A-1b	<input checked="" type="checkbox"/>	
Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.			
Track A	A-2	<input type="checkbox"/>	
Track B	A-2a	<input type="checkbox"/>	
Track C	A-2b	<input type="checkbox"/>	
Track D	A-2c	<input type="checkbox"/>	
Track E	A-2d	<input type="checkbox"/>	
	A-2e	<input type="checkbox"/>	
Is this charter school in its first year of operation? YES	A-3a	<input type="checkbox"/>	
If Yes, move on to Line A-4			
Is this charter school in its first year of operation? NO	A-3b	<input checked="" type="checkbox"/>	
If No, move on to Line A-5.			
Date (mm/dd/yyyy) Instruction Commenced	A-4	<input type="text"/>	
Single Track/Track A	A-4a	<input type="text"/>	
Track B	A-4b	<input type="text"/>	
Track C	A-4c	<input type="text"/>	
Track D	A-4d	<input type="text"/>	
Track E	A-4e	<input type="text"/>	
Did the charter school cease operation or instruction during the current fiscal year? YES	A-5a	<input type="checkbox"/>	
If Yes, move on to Line A-6			

Did the charter school cease operation or instruction during the current fiscal year? NO  
If No, move on to Line A-7



A-5b

Date (mm/dd/yyyy) Operation or Instruction Ceased

A-6

Single Track/Track A

A-6a

Track B

A-6b

Track C

A-6c

Track D

A-6d

Track E

A-6e

Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.

A-7

Single Track/Track A

A-7a

Track B

A-7b

Track C

A-7c

Track D

A-7d

Track E

A-7e

Indicate the Type of Instruction

A-8

Classroom-based

☐

A-8a

Nonclassroom-based

☒

A-8b

Combination

☐

A-8c

# ADA

## Reported ADA

Single track charter schools report all ADA in the Single TRK/TRKA record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

## Instructional Track

### Classroom-based ADA

Regular Classroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]

Classroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)

Classroom-based ADA Totals for Track (Sum of B-1 through B-4)

### Nonclassroom-based ADA

Regular Nonclassroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]

Nonclassroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA

	Single TRK/TRK	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
B-1	0	0	0	0	0	0
B-2	0	0	0	0	0	0
B-3	0	0	0	0	0	0
B-4	0	0	0	0	0	0
B-5	0	0	0	0	0	0
C-1	121.29	90.92	45.1	52.22	309.53	
C-2	0	0	0	0	0	0
C-3	0	0	0	0	0	0

Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions Nonclassroom-based ADA (Divisor 175)  
Nonclassroom-based ADA Totals for Track (Sum of C-1  
through C-4)

C-4	0	0	0	0	0
C-5	121.29	90.92	45.1	52.22	309.53

#### ADA Totals for Track

Total Regular ADA (B-1 + C-1)  
Total Extended Year Special Education [EC 56345(b)(3)]  
ADA (Divisor 175) (B-2 + C-2)

D-1	121.29	90.92	45.1	52.22	309.53
D-2	0	0	0	0	0

Total Special Education - Nonpublic, Nonsectarian  
Schools [EC 56366(a)(7)] and/or Nonpublic,  
Nonsectarian Schools - Licensed Children Institutions  
ADA (B-3 + C-3)

D-3	0	0	0	0	0
-----	---	---	---	---	---

Total Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions (Divisor 175) ADA (B-4 + C-4)

D-4	0	0	0	0	0
D-5	121.29	90.92	45.1	52.22	309.53

ADA Totals for Track (Sum of D-1 through D-4)

#### Other ADA

ADA for Students in Transitional Kindergarten pursuant  
to EC 46300 included in Line D-5 ( TK/K-3 Column, First  
Year ADA Only)

E-1	4.91	0	0	0	4.91
-----	------	---	---	---	------

Nonclassroom-based ADA not eligible for funding  
pursuant to EC 47612.5(b) and 51745.6 and not  
included in C-5

E-2	0	0	0	0	0
-----	---	---	---	---	---

Course Based Independent Study ADA, pursuant to EC  
51749.5, included in C-5

E-3	0	0	0	0	0
-----	---	---	---	---	---

Course Based Independent Study ADA not eligible for  
funding, pursuant to EC 47612.5(b) and 51745.6,  
included in E-2

E-4	0	0	0	0	0
-----	---	---	---	---	---

Countywide charters approved pursuant to EC Section 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must complete the ADA Allocation Tab to report ADA by school district of residence for calculation of in-lieu of property taxes.

Enter data for the first record, save, and click Add New to select county and school district of residence for the second and each subsequent record.

District of Residence

## Regular Classroom-based ADA

Special Education - Nonpublic, Nonsectarian Schools  
[EC 56366(a)(7)] and/or Nonpublic, Nonsectarian  
Schools - Licensed Childrens Institutions Classroom-  
based ADA

Classroom-based ADA Totals for District of Residence  
(Sum of F-1 through F-4)

## Regular Nonclassroom-based ADA

Special Education - Nonpublic, Nonsectarian Schools  
[EC 56366(a)(7)] and/or Nonpublic, Nonsectarian  
Schools - Licensed Childrens Institutions  
Nonclassroom-based ADA

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
F-1	0	0	0	0	
F-2	0	0	0	0	
F-3	0	0	0	0	
F-4	0	0	0	0	
F-5					
G-1	0	0	0	0	
G-2	0	0	0	0	
G-3	0	0	0	0	

Extended Year Special Education - Nonpublic,  
 Nonsectarian Schools [EC 56366(a)(7)] and/or  
 Nonpublic, Nonsectarian Schools - Licensed Childrens  
 Institutions Nonclassroom-based ADA (Divisor 175)  
 Nonclassroom-based ADA Totals for District of  
 Residence (Sum of G-1 through G-4)

G-4	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**ADA Totals for District of Residence**

Total Regular ADA (F-1 + G-1)  
 Total Extended Year Special Education [EC 56345(b)(3)]  
 ADA (Divisor 175) (F-2 + G-2)  
 Total Special Education - Nonpublic, Nonsectarian  
 Schools [EC 56366(a)(7)] and/or Nonpublic,  
 Nonsectarian Schools - Licensed Childrens Institutions  
 ADA (F-3 + G-3)  
 Total Extended Year Special Education - Nonpublic,  
 Nonsectarian Schools [EC 56366(a)(7)] and/or  
 Nonpublic, Nonsectarian Schools - Licensed Childrens  
 Institutions (Divisor 175) ADA (F-4 + G-4)  
 ADA Totals for District of Residence (Sum of H-1  
 through H-4)

H-1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
H-2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
H-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
H-4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
H-5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Summary

## Summary of Reported ADA for All Tracks

Classroom-based ADA Totals for All Tracks (Sum of all records B-5)

Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
I-1	0	0	0	0	0
I-2	121.29	90.92	45.1	52.22	309.53

## ADA Totals for All Tracks

Total Regular ADA (Sum of All Records D-1)

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)

Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)

ADA Totals for All Tracks (Sum of J-1 through J-4)

## Summary of Reported ADA for All Districts of Residence

Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters

Classroom-based ADA Totals for All Districts (sum of all records F-5)

Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)

K-1	0	0	0	0	0
K-2	0	0	0	0	0

## ADA Totals for All Districts of Residence

Total Regular ADA (sum of all records H-1)

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)

L-1	0	0	0	0	0
L-2	0	0	0	0	0
L-3	0	0	0	0	0

Total Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions (Divisor 175) ADA (Sum of All Records H-4)

L-4

0	0	0	0	0
---	---	---	---	---

ADA Totals for All Districts (Sum of L-1 through L-4)

L-5

0	0	0	0	0
---	---	---	---	---



# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2021-22 P-1, Reporting Period: 2021-22 P-1

Home / Data Entry / Charter School / Trivium Charter / Charter School Physical Location

## Charter School Physical Location

### Record Information



#### Entity Information

County: Santa Barbara  
School: Trivium Charter  
CDS Code: 42 69112 0124255  
Charter Number: 1319  
Data ID: 342F8E36

#### Details

Last Saved By: trishavais  
Last Saved Date: 1/11/2022 10:57:31 AM  
Last Validation By: trishavais  
Last Validation Date: 1/11/2022 10:58:08 AM

#### Validation Information

Number of Records: 5  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

#### Certification Information

Charter School - District Oversight: trishavais - 1/11/2022 11:00:05 AM  
School District: dbrown1 - 1/11/2022 1:31:03 PM  
County Office of Education: None

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	San Luis Obispo
School District	Atascadero Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data. Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara

School District

Santa Maria-Bonita

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	Santa Barbara
School District	Santa Maria Joint Union High

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

School District

San Luis Obispo

Lucia Mar Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data. Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara

School District

Blochman Union Elementary

# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2021-22 P-1, Reporting Period: 2021-22 P-1

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Adventure](#) / [Attendance Charter School](#)

## Attendance Charter School

### Record Information



#### Entity Information

County: Santa Barbara  
School: Trivium Charter School: Adventure  
CDS Code: 42 69112 0137877  
Charter Number: 1994  
Data ID: 4DB29339

#### Details

Last Saved By: [trishavais2](#)  
Last Saved Date: 1/7/2022 2:51:59 PM  
Last Validation By: [trishavais2](#)  
Last Validation Date: 1/7/2022 2:54:45 PM

#### Validation Information

Number of Records: 6  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

#### Certification Information

Charter School - District Oversight: [trishavais2](#) - 1/11/2022 10:17:31 AM  
School District: [dbrown1](#) - 1/11/2022 10:26:12 AM  
County Office of Education: None

Charter Status

Data ID:		4DB29339	
Does this charter school operate multiple instructional tracks? YES (Multitrack)	A-1a	<input type="checkbox"/>	
Does this charter school operate multiple instructional tracks? NO (Single Track)	A-1b	<input checked="" type="checkbox"/>	
Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.			
Track A	A-2	<input type="checkbox"/>	
Track B	A-2a	<input type="checkbox"/>	
Track C	A-2b	<input type="checkbox"/>	
Track D	A-2c	<input type="checkbox"/>	
Track E	A-2d	<input type="checkbox"/>	
	A-2e	<input type="checkbox"/>	
Is this charter school in its first year of operation?	A-3a	<input type="checkbox"/>	
YES			
If Yes, move on to Line A-4			
Is this charter school in its first year of operation?	A-3b	<input checked="" type="checkbox"/>	
NO			
If No, move on to Line A-5.			
Date (mm/dd/yyyy) Instruction Commenced	A-4	<input type="checkbox"/>	
Single Track/Track A	A-4a	<input type="checkbox"/>	
Track B	A-4b	<input type="checkbox"/>	
Track C	A-4c	<input type="checkbox"/>	
Track D	A-4d	<input type="checkbox"/>	
Track E	A-4e	<input type="checkbox"/>	
Did the charter school cease operation or instruction during the current fiscal year? YES	A-5a	<input type="checkbox"/>	
If Yes, move on to Line A-6			



Did the charter school cease operation or instruction during the current fiscal year? NO  
If No, move on to Line A-7



A-5b

Date (mm/dd/yyyy) Operation or Instruction Ceased

A-6

Single Track/Track A

A-6a

Track B

A-6b

Track C

A-6c

Track D

A-6d

Track E

A-6e

Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.

A-7

Single Track/Track A

A-7a

Track B

A-7b

Track C

A-7c

Track D

A-7d

Track E

A-7e

Indicate the Type of Instruction

A-8

Classroom-based

A-8a

Nonclassroom-based

A-8b

Combination

A-8c



# ADA

## Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

## Instructional Track

Single TRK/TRK

## Classroom-based ADA

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
B-1	0	0	0	0	0
B-2	0	0	0	0	0
B-3	0	0	0	0	0
B-4	0	0	0	0	0
B-5	0	0	0	0	0

B-1

Regular Classroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]

Classroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)

Classroom-based ADA Totals for Track (Sum of B-1 through B-4)

## Nonclassroom-based ADA

C-1	78.97	50.62	43.22	39.51	212.32
C-2	0	0	0	0	0
C-3	0	0	0	0	0

C-1

Regular Nonclassroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]

Nonclassroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA

Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions Nonclassroom-based ADA (Divisor 175)  
Nonclassroom-based ADA Totals for Track (Sum of C-1  
through C-4)

C-4	0	0	0	0	0
C-5	78.97	50.62	43.22	39.51	212.32

#### ADA Totals for Track

Total Regular ADA (B-1 + C-1)

D-1	78.97	50.62	43.22	39.51	212.32
-----	-------	-------	-------	-------	--------

Total Extended Year Special Education [EC 56345(b)(3)]  
ADA (Divisor 175) (B-2 + C-2)

D-2	0	0	0	0	0
-----	---	---	---	---	---

Total Special Education - Nonpublic, Nonsectarian  
Schools [EC 56366(a)(7)] and/or Nonpublic,  
Nonsectarian Schools - Licensed Children Institutions  
ADA (B-3 + C-3)

D-3	0	0	0	0	0
-----	---	---	---	---	---

Total Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions (Divisor 175) ADA (B-4 + C-4)

D-4	0	0	0	0	0
-----	---	---	---	---	---

ADA Totals for Track (Sum of D-1 through D-4)

D-5	78.97	50.62	43.22	39.51	212.32
-----	-------	-------	-------	-------	--------

#### Other ADA

ADA for Students in Transitional Kindergarten pursuant  
to EC 46300 included in Line D-5 ( TK/K-3 Column, First  
Year ADA Only)

E-1	1.91	0	0	0	1.91
-----	------	---	---	---	------

Nonclassroom-based ADA not eligible for funding  
pursuant to EC 47612.5(b) and 51745.6 and not  
included in C-5

E-2	0	0	0	0	0
-----	---	---	---	---	---

Course Based Independent Study ADA, pursuant to EC  
51749.5, included in C-5

E-3	0	0	0	0	0
-----	---	---	---	---	---

Course Based Independent Study ADA not eligible for  
funding, pursuant to EC 47612.5(b) and 51745.6,  
included in E-2

E-4	0	0	0	0	0
-----	---	---	---	---	---

## ADA Allocation

Countywide charters approved pursuant to EC Section 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must complete the ADA Allocation Tab to report ADA by school district of residence for calculation of in-lieu of property taxes.

### Reported ADA

Enter data for the first record, save, and click Add New to select county and school district of residence for the second and each subsequent record.

County of Residence

District of Residence

### Classroom-based ADA

Regular Classroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]  
Classroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)

Classroom-based ADA Totals for District of Residence (Sum of F-1 through F-4)

### Nonclassroom-based ADA

Regular Nonclassroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]  
Nonclassroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
F-1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-4	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-5	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions Nonclassroom-based ADA (Divisor 175)

G-4

Nonclassroom-based ADA Totals for District of  
Residence (Sum of G-1 through G-4)

G-5

**ADA Totals for District of Residence**

Total Regular ADA (F-1 + G-1)

H-1

Total Extended Year Special Education [EC 56345(b)(3)]  
ADA (Divisor 175) (F-2 + G-2)

H-2

Total Special Education - Nonpublic, Nonsectarian  
Schools [EC 56366(a)(7)] and/or Nonpublic,  
Nonsectarian Schools - Licensed Childrens Institutions  
ADA (F-3 + G-3)

H-3

Total Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions (Divisor 175) ADA (F-4 + G-4)

H-4

ADA Totals for District of Residence (Sum of H-1  
through H-4)

H-5

## Summary

### Summary of Reported ADA for All Tracks

Classroom-based ADA Totals for All Tracks (Sum of all records B-5)

Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
I-1	0	0	0	0	0
I-2	78.97	50.62	43.22	39.51	212.32

### ADA Totals for All Tracks

Total Regular ADA (Sum of All Records D-1)

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)

Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)

ADA Totals for All Tracks (Sum of J-1 through J-4)

J-1	78.97	50.62	43.22	39.51	212.32
J-2	0	0	0	0	0
J-3	0	0	0	0	0
J-4	0	0	0	0	0
J-5	78.97	50.62	43.22	39.51	212.32

### Summary of Reported ADA for All Districts of Residence

Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters

Classroom-based ADA Totals for All Districts (sum of all records F-5)

Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)

K-1	0	0	0	0	0
K-2	0	0	0	0	0

### ADA Totals for All Districts of Residence

Total Regular ADA (sum of all records H-1)

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)

L-1	0	0	0	0	0
L-2	0	0	0	0	0
L-3	0	0	0	0	0

[illegible]

L-5

# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2021-22 P-1, Reporting Period: 2021-22 P-1

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Adventure](#) / [Charter School Physical Location](#)

## Charter School Physical Location

### Record Information



#### Entity Information

County: Santa Barbara  
School: Trivium Charter School: Adventure  
CDS Code: 42 69112 0137877  
Charter Number: 1994  
Data ID: FECAE52F

#### Details

Last Saved By: [trishavais2](#)  
Last Saved Date: 1/11/2022 11:04:41 AM  
Last Validation By: [trishavais2](#)  
Last Validation Date: 1/11/2022 11:05:04 AM

#### Validation Information

Number of Records: 4  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

#### Certification Information

Charter School - District Oversight: [trishavais2](#) - 1/11/2022 11:06:24 AM  
School District: [dbrown1](#) - 1/11/2022 1:31:03 PM  
County Office of Education: None



Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	Santa Barbara
School District	Blochman Union Elementary

# Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara

School District

Lompoc Unified

# Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	San Luis Obispo
School District	Atascadero Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data. Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

School District

San Luis Obispo

Lucia Mar Unified

# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2021-22 P-1, Reporting Period: 2021-22 P-1

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Voyage](#) / [Attendance Charter School](#)

## Attendance Charter School

### Record Information



#### Entity Information

County: Santa Barbara  
School: Trivium Charter School: Voyage  
CDS Code: 42 69112 0137885  
Charter Number: 1995  
Data ID: 48D9A665

#### Details

Last Saved By: [trishavais3](#)  
Last Saved Date: 1/7/2022 1:35:24 PM  
Last Validation By: [trishavais3](#)  
Last Validation Date: 1/7/2022 2:08:51 PM

#### Validation Information

Number of Records: 7  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

#### Certification Information

Charter School - District Oversight: [trishavais3](#) - 1/11/2022 10:25:39 AM  
School District: [dbrown1](#) - 1/11/2022 10:26:12 AM  
County Office of Education: None

## Charter Status

Data ID:

Does this charter school operate multiple instructional tracks? YES (Multitrack) ☐

A-1a

Does this charter school operate multiple instructional tracks? NO (Single Track) ☒

A-1b

Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.

A-2

Track A ☐

A-2a

Track B ☐

A-2b

Track C ☐

A-2c

Track D ☐

A-2d

Track E ☐

A-2e

Is this charter school in its first year of operation?  
YES

If Yes, move on to Line A-4

A-3a ☐

Is this charter school in its first year of operation?  
NO

If No, move on to Line A-5.

A-3b ☒

Date (mm/dd/yyyy) Instruction Commenced

A-4

Single Track/Track A

A-4a

Track B

A-4b

Track C

A-4c

Track D

A-4d

Track E

A-4e

Did the charter school cease operation or instruction during the current fiscal year? YES  
If Yes, move on to Line A-6

A-5a ☐

Did the charter school cease operation or instruction during the current fiscal year? NO  
If No, move on to Line A-7



A-5b

Date (mm/dd/yyyy) Operation or Instruction Ceased

A-6

Single Track/Track A

A-6a

Track B

A-6b

Track C

A-6c

Track D

A-6d

Track E

A-6e

**Days of Operation.** Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.

A-7

Single Track/Track A

A-7a

Track B

A-7b

Track C

A-7c

Track D

A-7d

Track E

A-7e

**Indicate the Type of Instruction**

A-8

Classroom-based

☐

A-8a

Nonclassroom-based

☒

A-8b

Combination

☐

A-8c

# ADA

## Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

## Instructional Track

	Single TRK/TRK	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
<b>Classroom-based ADA</b>						
Regular Classroom-based ADA	B-1	0	0	0	0	0
Extended Year Special Education [EC 56345(b)(3)]						
Classroom-based ADA (Divisor 175)	B-2	0	0	0	0	0
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0	0	0	0	0
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	B-4	0	0	0	0	0
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0	0	0	0	0
<b>Nonclassroom-based ADA</b>						
Regular Nonclassroom-based ADA	C-1	123.48	71.45	40.9	58.42	294.25
Extended Year Special Education [EC 56345(b)(3)]						
Nonclassroom-based ADA (Divisor 175)	C-2	0	0	0	0	0
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions						
Nonclassroom-based ADA	C-3	0	0	0	0	0



Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions Nonclassroom-based ADA (Divisor 175)  
Nonclassroom-based ADA Totals for Track (Sum of C-1  
through C-4)

C-4	0	0	0	0	0
C-5	123.48	71.45	40.9	58.42	294.25

#### ADA Totals for Track

Total Regular ADA (B-1 + C-1)  
Total Extended Year Special Education [EC 56345(b)(3)]  
ADA (Divisor 175) (B-2 + C-2)  
Total Special Education - Nonpublic, Nonsectarian  
Schools [EC 56366(a)(7)] and/or Nonpublic,  
Nonsectarian Schools - Licensed Children Institutions  
ADA (B-3 + C-3)  
Total Extended Year Special Education - Nonpublic,  
Nonsectarian Schools [EC 56366(a)(7)] and/or  
Nonpublic, Nonsectarian Schools - Licensed Childrens  
Institutions (Divisor 175) ADA (B-4 + C-4)  
ADA Totals for Track (Sum of D-1 through D-4)

D-1	123.48	71.45	40.9	58.42	294.25
D-2	0	0	0	0	0
D-3	0	0	0	0	0
D-4	0	0	0	0	0
D-5	123.48	71.45	40.9	58.42	294.25

#### Other ADA

ADA for Students in Transitional Kindergarten pursuant  
to EC 46300 included in Line D-5 ( TK/K-3 Column, First  
Year ADA Only)  
Nonclassroom-based ADA not eligible for funding  
pursuant to EC 47612.5(b) and 51745.6 and not  
included in C-5  
Course Based Independent Study ADA, pursuant to EC  
51749.5, included in C-5  
Course Based Independent Study ADA not eligible for  
funding, pursuant to EC 47612.5(b) and 51745.6,  
included in E-2

E-1	3.84	0	0	0	3.84
E-2	0	0	0	0	0
E-3	0	0	0	0	0
E-4	0	0	0	0	0

## ADA Allocation

Countywide charters approved pursuant to EC Section 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must complete the ADA Allocation Tab to report ADA by school district of residence for calculation of in-lieu of property taxes.

### Reported ADA

Enter data for the first record, save, and click Add New to select county and school district of residence for the second and each subsequent record.

County of Residence

District of Residence

### Classroom-based ADA

Regular Classroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]

Classroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)

Classroom-based ADA Totals for District of Residence (Sum of F-1 through F-4)

### Nonclassroom-based ADA

Regular Nonclassroom-based ADA

Extended Year Special Education [EC 56345(b)(3)]

Nonclassroom-based ADA (Divisor 175)

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
F-1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-4	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
F-5	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
G-3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

## Summary

### Summary of Reported ADA for All Tracks

Classroom-based ADA Totals for All Tracks (Sum of all records B-5)

Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
I-1	0	0	0	0	0
I-2	123.48	71.45	40.9	58.42	294.25

### ADA Totals for All Tracks

Total Regular ADA (Sum of All Records D-1)

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)

Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)

ADA Totals for All Tracks (Sum of J-1 through J-4)

### Summary of Reported ADA for All Districts of Residence

Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters

Classroom-based ADA Totals for All Districts (sum of all records F-5)

Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)

K-1	0	0	0	0	0
K-2	0	0	0	0	0

### ADA Totals for All Districts of Residence

Total Regular ADA (sum of all records H-1)

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)

L-1	0	0	0	0	0
L-2	0	0	0	0	0
L-3	0	0	0	0	0

**L4**

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# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2021-22 P-1, Reporting Period: 2021-22 P-1

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Voyage](#) / [Charter School Physical Location](#)

## Charter School Physical Location

### Record Information



#### Entity Information

#### Details

County: Santa Barbara  
School: Trivium Charter School: Voyage  
CDS Code: 42 69112 0137885  
Charter Number: 1995  
Data ID: FD7E8B0D

Last Saved By: [trishava1s3](#)  
Last Saved Date: 1/11/2022 10:52:09 AM  
Last Validation By: [trishava1s3](#)  
Last Validation Date: 1/11/2022 10:55:28 AM

#### Validation Information

#### Certification Information

Number of Records: 5  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

Charter School - District Oversight: [trishava1s3](#) - 1/11/2022 10:57:28 AM  
School District: [dbrown1](#) - 1/11/2022 1:31:03 PM  
County Office of Education: None

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	Santa Barbara
School District	Blochman Union Elementary

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	Santa Barbara
School District	Santa Barbara Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data. Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

School District

San Luis Obispo

Atascadero Unified



Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	San Luis Obispo
School District	Lucia Mar Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County	Santa Barbara
School District	Hope Elementary



VI – D

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL  
CHARTER SCHOOL NUMBER 0763  
COUNTY OF SANTA BARBARA  
SANTA MARIA, CALIFORNIA**

Audit Report  
June 30, 2021 and 2020



**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
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June 30, 2021 and 2020

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## **FINANCIAL SECTION**

## INDEPENDENT AUDITORS' REPORT

To the Governing Council of  
Family Partnership Home Study Charter School

We have audited the accompanying financial statements of Family Partnership Home Study Charter School (a nonprofit organization) which comprise the statement of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the fiscal years then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2020-2021 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5 California Code of Regulations, Section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Family Partnership Home Study Charter School as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the fiscal years then ended in accordance with accounting principles generally accepted in the United States of America.

**Emphasis of Matter**

As more fully described in Note 10 to the financial statements, the District may be materially impacted by the outbreak of the novel coronavirus (COVID-19), which was declared a global pandemic by the World Health Organization in March 2020.

**Other Matters**

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information listed in the table of contents on pages 16-21 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated January 25, 2022, on our consideration of Family Partnership Home Study Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

*Moss, Remy & Hargheim LLP*

Santa Maria, California  
January 25, 2022



**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Statement of Financial Position  
June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
<b>Assets</b>			
Current assets			
Cash	\$ 1,517,447	\$ 52,741	\$ 1,570,188
Accounts receivable	312,959		312,959
Prepaid expenses and deposits	9,654		9,654
Total current assets	1,840,060	52,741	1,892,801
Fixed assets			
Fixed assets, at cost	12,796		12,796
Less: Accumulated depreciation	(12,796)		(12,796)
Net fixed assets			
Total assets	\$ 1,840,060	\$ 52,741	\$ 1,892,801
<b>Liabilities and net assets</b>			
Current liabilities			
Accounts payable	\$ 14,863	\$ -	\$ 14,863
Accrued oversight fee	103,633		103,633
Total current liabilities	118,496		118,496
Total liabilities	118,496		118,496
Net assets			
Without donor restrictions	1,721,564		1,721,564
With donor restrictions		52,741	52,741
Total net assets	1,721,564	52,741	1,774,305
Total liabilities and net assets	\$ 1,840,060	\$ 52,741	\$ 1,892,801

The accompanying notes are an integral part of these financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Statement of Financial Position  
June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
<b>Assets</b>			
Current assets			
Cash	\$ 775,250	\$ 52,741	\$ 827,991
Accounts receivable	610,043		610,043
Prepaid expenses and deposits	9,654		9,654
Total current assets	1,394,947	52,741	1,447,688
Fixed assets			
Fixed assets, at cost	12,796		12,796
Less: Accumulated depreciation	(12,796)		(12,796)
Net fixed assets			
Total assets	\$ 1,394,947	\$ 52,741	\$ 1,447,688
<b>Liabilities and net assets</b>			
Current liabilities			
Accounts payable	\$ 43,928	\$ -	\$ 43,928
Accrued oversight fee	87,709		87,709
Total current liabilities	131,637		131,637
Total liabilities	131,637		131,637
Net assets			
Without donor restrictions	1,263,310		1,263,310
With donor restrictions		52,741	52,741
Total net assets	1,263,310	52,741	1,316,051
Total liabilities and net assets	\$ 1,394,947	\$ 52,741	\$ 1,447,688

The accompanying notes are an integral part of these financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

## Statement of Activities

Fiscal Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues:			
LCFF sources	\$ 3,020,595	\$ -	\$ 3,020,595
Property taxes	585,099		585,099
Federal sources	46,763		46,763
State sources	432,579		432,579
Local sources	403,942		403,942
Interest	6,690		6,690
Total revenues	<u>4,495,668</u>		<u>4,495,668</u>
Expenses:			
Program services:			
Charter school	3,631,595		3,631,595
Support services:			
Management and general	<u>405,819</u>		<u>405,819</u>
Total expenses	<u>4,037,414</u>		<u>4,037,414</u>
Increase in net assets	458,254		458,254
Net assets at beginning of fiscal year	<u>1,263,310</u>	<u>52,741</u>	<u>1,316,051</u>
Net assets at end of fiscal year	<u>\$ 1,721,564</u>	<u>\$ 52,741</u>	<u>\$ 1,774,305</u>

The accompanying notes are an integral part of these financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Statement of Activities  
Fiscal Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues:			
LCFF sources	\$ 2,908,601	\$ -	\$ 2,908,601
Property taxes	420,133		420,133
Federal sources	60,527		60,527
State sources	533,823		533,823
Local sources	599,476		599,476
Interest	10,203		10,203
Total revenues	<u>4,532,763</u>		<u>4,532,763</u>
Expenses:			
Program services:			
Charter school	3,484,878		3,484,878
Support services:			
Management and general	<u>398,368</u>		<u>398,368</u>
Total expenses	<u>3,883,246</u>		<u>3,883,246</u>
Increase in net assets	649,517		649,517
Net assets at beginning of fiscal year	<u>613,793</u>	<u>52,741</u>	<u>666,534</u>
Net assets at end of fiscal year	<u>\$ 1,263,310</u>	<u>\$ 52,741</u>	<u>\$ 1,316,051</u>

The accompanying notes are an integral part of these financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
**Statements of Functional Expenses for Program and Support Services**  
**Fiscal Years Ended June 30, 2021 & June 30, 2020**

	2021			2020		
	Program Services	Support Services	Total Expenses	Program Services	Support Services	Total Expenses
	Charter School	Management and General		Charter School	Management and General	
Salaries and wages	\$ 1,987,803	\$ 245,683	\$ 2,233,486	\$ 1,924,857	\$ 237,904	\$ 2,162,761
Payroll taxes	49,786	6,153	55,939	49,303	6,094	55,397
Employee benefits	528,336	65,300	593,636	523,297	64,677	587,974
Workers' compensation	14,147	1,749	15,896	28,405	3,511	31,916
Total personnel costs	2,580,072	318,885	2,898,957	2,525,862	312,186	2,838,048
Books and reference materials	101,592		101,592	72,269		72,269
Materials and supplies	33,030	4,280	37,310	55,485	7,189	62,674
Equipment	21,170		21,170	10,411		10,411
Travel and conferences	26,911	2,990	29,901	33,394	3,710	37,104
Dues and memberships		14,332	14,332		18,051	18,051
Insurance	57,054	6,339	63,393	20,629	2,292	22,921
Operations and housekeeping	54,782	6,087	60,869	76,672	8,519	85,191
Rents	365,907	19,258	385,165	325,942	17,155	343,097
Oversight fee	103,633		103,633	108,287		108,287
Professional services	247,984	27,554	275,538	224,066	24,896	248,962
Telephone	39,460	4,384	43,844	31,861	3,540	35,401
Postage		1,710	1,710		830	830
Total expenses	\$ 3,631,595	\$ 405,819	\$ 4,037,414	\$ 3,484,878	\$ 398,368	\$ 3,883,246
Percent of total expenses	89.95%	10.05%	100.00%	89.74%	10.26%	100.00%

The accompanying notes are an integral part of these financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**Fiscal Year Ended June 30, 2021**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Cash flows from operating activities			
Net increase in net assets	\$ 458,254	\$ -	\$ 458,254
Adjustments to reconcile (increase) in net assets to net cash provided by operating activities:			
Changes in operating assets and liabilities:			
(Increase) decrease in:			
Accounts receivable	297,084		297,084
Increase (decrease) in:			
Accounts payable	(29,065)		(29,065)
Accrued oversight fee	15,924		15,924
Net cash provided by operating activities	<u>742,197</u>		<u>742,197</u>
Net increase in cash and equivalents	742,197		742,197
Cash and cash equivalents at beginning of fiscal year	<u>775,250</u>	<u>52,741</u>	<u>827,991</u>
Cash and cash equivalents at end of fiscal year	<u>\$ 1,517,447</u>	<u>\$ 52,741</u>	<u>\$ 1,570,188</u>
Supplementary cash flow disclosure:			
Cash paid for interest	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**Fiscal Year Ended June 30, 2020**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Cash flows from operating activities			
Increase in net assets	\$ 649,517	\$ -	\$ 649,517
Adjustments to reconcile increase in net assets to net cash provided by operating activities:			
Depreciation			
Changes in operating assets and liabilities:			
(Increase) decrease in:			
Accounts receivable	(491,249)		(491,249)
Increase (decrease) in:			
Accounts payable	28,784		28,784
Accrued oversight fee	(13,704)		(13,704)
Net cash provided by operating activities	<u>173,348</u>	<u></u>	<u>173,348</u>
 Net increase in cash and equivalents	 173,348		 173,348
 Cash and cash equivalents at beginning of fiscal year	 <u>601,902</u>	 <u>52,741</u>	 <u>654,643</u>
 Cash and cash equivalents at end of fiscal year	 <u>\$ 775,250</u>	 <u>\$ 52,741</u>	 <u>\$ 827,991</u>
 Supplementary cash flow disclosure:			
Cash paid for interest	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

## **FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Notes to the Financial Statements

Fiscal Year Ended June 30, 2021

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### **Note 1 - Significant Accounting Policies**

The following is a summary of significant accounting policies followed in the preparation of these financial statements. The policies conform to accounting principles generally accepted in the United States of America applicable to voluntary health and welfare organizations and have been consistently applied.

#### ***Nature of operations***

Family Partnership Home Study Charter School (FPCS), is a direct-funded independent study charter school, sponsored by the Blochman Union School District, and formed as a California nonprofit corporation. FPCS serves students in grades K-12 that reside in Santa Barbara and San Luis Obispo counties in the central coast area of California, using a personalized approach to learning. FPCS derives its revenue primarily through state, federal, and local government agencies.

#### ***Description of programs***

*Charter school program* - Offers non-classroom based instruction through learning centers that focus on personalized blended learning and independent study, Montessori methods. All programs involve building a partnership between the school, student, parent, and advisor to support student learning.

*Management and General* - Includes the functions necessary to maintain the Organization's support program; ensure an adequate working environment; provide coordination and articulation of the Organization's program strategy through the office of the executive director; secure proper administrative functioning of the board of directors; maintain competent legal services for the program administration of the Organization; and manage the financial and budgetary responsibilities of the Organization.

#### ***Basis of accounting***

The accompanying financial statements have been prepared on the accrual basis of accounting and, accordingly, reflect all significant receivables, payables, and other accruals.

#### ***Basis of presentation***

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor-imposed restrictions as follows:

Net assets without donor restrictions are net assets not subject to donor-imposed stipulations.

Net assets with donor restrictions are resources that are restricted by a donor for use for a particular purpose or in a future period. Some donor-imposed restrictions are temporary in nature, and the restriction will expire when the resources are used in accordance with the donor's instructions or when the stipulated time has passed. Other donor-imposed restrictions are perpetual in nature; the organization must continue to use the resources in accordance with the donor's instructions.

When a donor's restriction is satisfied, either by using the resources in the manner specified by the donor or by the passage of time, the expiration of the restriction is reported in the financial statements by reclassifying net assets from net assets with donor restrictions to net assets without donor restrictions. Net assets restricted for acquisition of buildings or equipment (or less commonly, the contribution of those assets directly) are reported as net assets with donor restrictions until the specified asset is placed in service by the organization, unless the donor provides more specific directions about the period of its use.

#### ***Use of estimates***

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America includes the use of estimates that affect the financial statements. Accordingly, actual results could differ from those estimates.

#### ***Functional allocation of expenses***

The costs of providing the various programs have been summarized on a functional basis in the statement of activities and the statement of functional expenses. Accordingly, certain management and general expenses have been allocated among the program and supporting services benefited.



## **FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Notes to the Financial Statements

Fiscal Year Ended June 30, 2021

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### **Note 1 - Significant Accounting Policies (continued)**

#### ***Tax status***

FPCS has been determined to be exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code. FPCS qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization other than a private foundation under Section 509(a)(2). With few exceptions, FPCS is no longer subject to U.S. federal and state income tax examinations by tax authorities for fiscal years before June 30, 2018 and 2017, respectively.

#### ***Cash***

All short-term investments with original maturities of three months or less are considered to be cash equivalents. FPCS maintains most of its cash in the Santa Barbara County Treasury. The County pools these funds with those of other schools in the County and invests the cash. These pooled funds are carried at fair value. Interest earned is deposited quarterly into participating funds. Any investment gains or losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq.

#### ***Accounts receivable and allowance for doubtful accounts***

Receivables are accounted for on the accrual basis and become past due after 30 days. No allowance for uncollectable accounts has been provided, as FPCS typically collects all outstanding amounts. Trade receivables are written off if all efforts at collection have failed and management determines that collection is unlikely.

#### ***Prepaid expenses and deposits***

Prepaid expenses consists primarily of consulting fees, insurance, and rent paid in the current fiscal year for the following fiscal year. Prepaid expenses are removed from the statements of financial position and charged to expense in the fiscal year in which they are incurred. Deposits consist of cash held by landlords for learning centers and office space that are refundable upon lease termination.

#### ***Fixed assets***

Purchases of fixed assets costing \$5,000 or more are capitalized. Donated fixed assets valued at \$5,000 or more are capitalized and recorded at fair value at the time of receipt. Expenditures for major renewals and betterments that extend the useful lives of property and equipment are capitalized. Expenditures for maintenance and repairs are charged to expense as incurred. The cost and accumulated depreciation of property sold or retired is removed from the related asset and accumulated depreciation accounts and any resulting gain or loss is recorded in the fiscal year of disposal. Depreciation is calculated utilizing the straight-line method over the estimated useful lives of the assets, which range from five to ten years for furniture, fixtures, software, and equipment.

#### ***Donations of property and equipment***

Donations of property and equipment (long-lived assets) that do not have donor-imposed stipulations about how long the property must be used are recorded as contributions without donor restrictions in the fiscal year received.

#### ***Accrued oversight fee***

An oversight fee calculated at three percent of FPCS' revenue is payable to Blochman Union School District each fiscal year for supervisory activities. Any unpaid oversight fee is accrued at fiscal year end.

#### ***Deferred revenue***

Cash received for federal and state special projects and programs are recognized as revenue to the extent that qualified expenses have been incurred. Deferred revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenses.

#### ***Revenue recognition***

Grants and contributions are recognized as revenue when received, or receivables if the amount to be received can be reasonably estimated and collection is reasonably assured, under the accrual method of accounting. All other revenues are recorded when earned.

## **FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Notes to the Financial Statements

Fiscal Year Ended June 30, 2021

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### **Note 1 - Significant Accounting Policies (continued)**

#### ***Contributed services***

FPCS records the fair value of contributed services in the financial statements if the services either (a) create or enhance a nonfinancial asset or (b) require specialized skills; are provided by persons possessing those skills; and would need to be purchased if they were not donated as required by ASC 958. Certain volunteers have donated significant amounts of time to FPCS' activities, that is not reflected in the accompanying financial statements because these services did not meet the above criteria.

#### ***Restricted and unrestricted revenue***

Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, donor restricted net assets are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

#### ***Advertising costs***

Advertising costs intended to solicit revenue in an exchange transaction are recorded as management and general expenses in the period incurred.

#### ***Reclassifications***

Certain amounts in the prior fiscal year financial statements have been reclassified to conform to the presentation in the current fiscal year financial statements.

#### ***Fair value measurements***

FASB ASC 820, Fair Value Measurements and Disclosures, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1. Inputs to the valuation methodology are unadjusted quoted prices for identical assets and liabilities in active markets that FPCS has the ability to access.

Level 2. Inputs to the valuation methodology include:

Quoted prices for similar assets or liabilities in active markets.

Quoted prices for identical or similar assets or liabilities in inactive markets.

Inputs other than quoted prices that are observable for the asset or liability.

Inputs that are derived principally or corroborated by observable market data by correlation or other means. If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3. Inputs to valuation methodology are unobservable and significant to the fair value measurement.

The fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

#### ***Future accounting pronouncements***

In February 2016, FASB issued ASU No. 2016-02, *Leases*. The guidance in this ASU supersedes the leasing guidance in Topic 840, *Leases*. Lessees are required to recognize lease assets and lease liabilities on the balance sheet for all leases with terms longer than twelve months. Leases will be classified as either financing or operating, with classifications affecting the pattern of expense recognition in the statement of operations and member's equity. This ASU will be effective for the School for the fiscal year ending June 30, 2023. The School is currently evaluating the effect that the provision of ASU 2016-02 will have on the financial statements.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Notes to the Financial Statements

Fiscal Year Ended June 30, 2021

**Note 2 - Liquidity and Availability**

Financial assets available for general expenditure, that is, without donor or other restriction limiting their use, within one year of June 30, 2021 are:

Financial Assets:	
Cash on hand and in banks	\$ 1,570,188
Accounts receivable	312,959
Less amounts with donor restrictions	(52,741)
Amounts available for expenditure within one year	<u>\$ 1,830,406</u>

The table above reflects the assets that FPCS will have available over the next twelve months that will be available for expenditure.

**Note 3 - Cash**

Cash is held in the Santa Barbara County Treasury and local bank accounts. Cash consisted of the following at June 30, 2021 and 2020:

	2021	2020
Santa Barbara County Treasury	\$ 1,217,976	\$ 803,980
Wells Fargo Bank	352,212	24,011
Total operating cash	<u>\$ 1,570,188</u>	<u>\$ 827,991</u>

FPCS had investments in the Santa Barbara County Investment Pool and these investments are measured under level 2.

Cash maintained in the Santa Barbara County Treasury is part of the common investment pool. FPCS is considered to be an involuntary participant in the external pool. Interest is deposited quarterly to the funds of participating entities. The County is restricted by Government Code Section 53635, pursuant to Section 53601, to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase of reverse repurchase agreements.

**Note 4 - Concentrations**

Concentrations of receivables and revenues at June 30, 2021 and 2020, and for the fiscal years then ended, consisted of the following:

	2021		2020	
Concentrations of receivables:	Amount	% of Total	Amount	% of Total
State receivables	\$ 239,270	76.45%	\$ 548,027	89.83%
Federal receivables	61,790	19.74%	60,527	9.92%
All other receivables	11,899	3.81%	1,489	0.25%
Total accounts receivable	<u>\$ 312,959</u>	<u>100.00%</u>	<u>\$ 610,043</u>	<u>100.00%</u>
Concentrations of revenues:	Amount	% of Total	Amount	% of Total
State revenues	\$ 3,453,174	76.81%	\$ 3,442,424	75.95%
Property taxes	585,099	13.01%	420,133	9.27%
Federal revenues	46,763	1.04%	60,527	1.34%
All other revenues	410,632	9.14%	609,679	13.44%
Total revenues	<u>\$ 4,495,668</u>	<u>100.00%</u>	<u>\$ 4,532,763</u>	<u>100.00%</u>

Fifty-one percent of FPCS' employees are members of a bargaining unit, whose agreement with FPCS expires on June 30, 2021.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Notes to the Financial Statements  
Fiscal Year Ended June 30, 2021

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**Note 5 - Fixed Assets**

Fixed assets activity for the fiscal years ended June 30, 2021 and 2020, is as follows:

	2020 Beginning Balance	Additions	2020 Ending Balance	Additions	2021 Ending Balance
Software	\$ 12,796	\$ -	\$ 12,796	\$ -	\$ 12,796
Less: Accumulated depreciation	(12,796)		(12,796)		(12,796)
Net fixed assets	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**Note 6 - Operating Leases**

FPCS leases space for learning centers and the administrative office, and copier equipment under operating lease agreements that mature during the next four fiscal years. The leases require monthly rental payments of \$30,188. Building space leases may be extended at lease end. Rent expense for the leases totaled \$385,165 and \$343,097 for the fiscal years ended June 30, 2021 and 2020, respectively.

**Note 7 - Retirement Plans**

**State Teachers' Retirement System (STRS)**

*Plan description*

FPCS contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined pension plan administered by STRS. The Plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of STRS' annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

*Funding policy*

Active plan members are required to contribute 8% of their salary, and FPCS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by STRS Teachers' Retirement Board. The required employer contribution rate for the fiscal years ended June 30, 2021 was 16.15% and 2020 was 17.10% of annual payroll. The contribution requirements of plan members are established by State statutes. FPCS' contribution to STRS for the fiscal years ended June 30, 2021, 2020, and 2019, totaled \$284,625, \$290,778, and \$274,389, respectively, and equals 100% of the required contribution for those fiscal years. FPCS' contributions does not represent more than five percent of total contributions to the plan. As of June 30, 2021, the plan was 71.82% funded.

**California Public Employees' Retirement System (CalPERS)**

*Plan description*

FPCS contributes to the School Employer Pool under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The Plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95815.

## **FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Notes to the Financial Statements

Fiscal Year Ended June 30, 2021

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### **Note 7 - Retirement Plans (continued)**

#### *Funding policy*

Active plan members are required to contribute 7% of their salary and FPCS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalPERS Board of Administration. The required employer contribution rate for the fiscal year ended June 30, 2021, was 22.91% and for the fiscal year ended 2020 was 20.7% of annual payroll. The contribution requirements of plan members are established by State statutes. FPCS' contribution to CalPERS for the fiscal years ended June 30, 2021, 2020, 2019, totaled \$59,584, \$53,995, and \$50,956, respectively, and equals 100% of the required contribution for those fiscal years. FPCS' contributions do not represent more than five percent of total contributions to the plan. As of June 30, 2021, the plan was 82% funded.

### **Note 8 - Contingencies**

#### *State and federal awards, contracts, and grants*

FPCS received state and federal funds for specific purposes that are subject to compliance requirements by the funding agencies, noncompliance with which could result in reimbursements of all, or portions of, these funds to the funding government agencies.

#### *Litigation*

According to FPCS' staff and attorney, no contingent liabilities are outstanding, and no lawsuits are pending of any significant financial consequence.

### **Note 9 - Net Assets with Donor Restrictions**

Net assets with donor restrictions consist of an amount received from the State of California for the California Clean Energy Jobs Act (Prop 39).

### **Note 10 - Subsequent Events**

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus originating in Wuhan, China (the "COVID-19 outbreak") and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally.

The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the School's financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity as of the date of issuance of these financial statements.

## **SUPPLEMENTARY INFORMATION SECTION**

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Organization  
June 30, 2021

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**Charter School Name:** Family Partnership Home Study Charter School

**Charter Number Authorized by the State:** 0763

**Date of Granted Charter:** May 15, 2006

**Granting Authority:** Blochman Union School District

**Governing Council**

<b>Name</b>	<b>Title</b>	<b>Term Expires</b>
Theresa Cappelletty	President	2021
Jillian Harmon	Trustee	2021
Laura Gonzalez	Vice President/Secretary	2021
Eric Riddiough	Trustee	2021

**Administration**

<b>Name</b>	<b>Title</b>
Steve Torres	Executive Director
Andrea Drake	Director of Business Operations
Kathy Grbac	Director of Student Records and Operations

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**

Schedule of Average Daily Attendance

Fiscal Year Ended June 30, 2021

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	<u>Second Period Report</u>	<u>Annual Report</u>
Elementary		
Kindergarten through third	N/A	N/A
Fourth through sixth	N/A	N/A
Seventh and eighth	N/A	N/A
Elementary totals	<u>-</u>	<u>-</u>
Secondary:		
Regular class	<u>N/A</u>	<u>N/A</u>
Secondary totals	<u>-</u>	<u>-</u>
ADA totals	<u>-</u>	<u>-</u>

Average daily attendance is a measurement of the number of pupils attending classes of FPCS. The purpose of attendance accounting from a fiscal standpoint, is to provide the basis on which apportionments of State funds are made to schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs. All attendance reported above is non-classroom based.

Due to the COVID-19 pandemic, this schedule is not required for the fiscal year ended June 30, 2021.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON  
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors of  
Family Partnership Home Study Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Family Partnership Home Study Charter School (a nonprofit organization), and the related notes to the financial statements, which collectively comprise the organization's basic financial statements, and have issued our report thereon dated January 25, 2022.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for expressing our opinions on the financial statements, but not for expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the organization's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Moss, Kelly & Hargheim LLP*

Santa Maria, California  
January 25, 2022

## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Governing Council  
 Family Partnership Home Study Charter School  
 Santa Maria, California

### Report on State Compliance

We have audited the Family Partnership Home Study Charter School's compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of California K-12 Local Educational Agencies and State Compliance Reporting*, prescribed by Title 5 California Code of Regulations, Section 19810, that could have a direct and material effect on each of the Organization's state programs identified below for the fiscal year ended June 30, 2021.

### Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Family Partnership Home Study Charter School's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the *2020-2021 Guide for Annual Audits of California K-12 Local Educational Agencies and State Compliance Reporting*, prescribed by Title 5 California Code of Regulations, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Family Partnership Home Study Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Family Partnership Home Study Charter School's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine Family Partnership Home Study Charter School's compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Audit Guide Performed</u>
<b>Local Education Agencies other than Charter School:</b>	
Attendance reporting and distance learning	Not applicable
Teacher certification and mis-assignments	Not applicable
Kindergarten continuance	Not applicable
Instructional time	Not applicable
Instructional materials	Not applicable
Ratios of administrative employees to teachers	Not applicable
Classroom teacher salaries	Not applicable
Early retirement incentive	Not applicable
GANN limit calculation	Not applicable
School accountability report card	Not applicable
K-3 grade span adjustment	Not applicable

<u>Description</u>	<u>Procedures in Audit Guide Performed</u>
Apprenticeship: Related and Supplemental Instruction	Not applicable
Comprehensive School Safety Plan	Not applicable
District of Choice	Not applicable
<b>School Districts, County Offices of Education, and Charter Schools:</b>	
California clean energy jobs act	Not applicable
Proper expenditure of education protection account funds	Yes
Unduplicated local control funding pupil counts	Yes
<b>Charter Schools:</b>	
Independent Study-Course based	Yes
Attendance	Yes
Mode of instruction	Not applicable
Non-classroom-based instruction/independent study	Yes
Determination of funding for non-classroom-based study	Yes
Facility grant program	Not applicable

#### Opinion on State Compliance

In our opinion, the Family Partnership Home Study Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the fiscal year ended June 30, 2021.

#### Other Matters

The results of the auditing procedures disclosed an instance of noncompliance with the statutory requirements for a program noted above, which is required to be reported with the State's audit guide, 2020-21 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel and which is described in the accompanying Schedule of Findings and Questioned Costs as item 2021-001.

#### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion of all the effectiveness of the entity's internal control or on compliance outside of the items tested as noted above. This report is an integral part of an audit performed in accordance with the 2020-2021 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting, prescribed by Title 5 California Code of Regulations, Section 19810, in considering the entity's compliance. Accordingly, this communication is not suitable for any other purpose.

#### Family Partnership Charter School's Response to Findings

Family Partnership Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Family Partnership Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

*Moss, Remy & Hargheim LLP*

Santa Maria, California  
January 25, 2022

The term "not applicable" is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

## **FINDINGS AND RECOMMENDATIONS SECTION**

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Schedule of Audit Findings and Questioned Costs  
Fiscal Year Ended June 30, 2021

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**Section I - Summary of Auditors' Results**

**Financial Statements**

Type of auditors' report issued:

Unmodified

Internal control over financial reporting:

Material weaknesses identified?

\_\_\_\_\_ Yes      ✓ No

Significant deficiencies identified not considered  
to be material weaknesses?

\_\_\_\_\_ Yes      ✓ None reported

Noncompliance material to financial statements noted?

\_\_\_\_\_ Yes      ✓ No

**State Awards**

Any audit findings disclosed that are required to be  
reported in accordance with Standards and Procedures  
for Audits of California K-12 Local Education Agencies?

✓ Yes      \_\_\_\_\_ No

Type of auditors' report issued on compliance for  
state programs:

Unmodified

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Schedule of Audit Findings and Questioned Costs  
June 30, 2021

**Section II – Financial Statements Findings**

There were no financial statement findings or questioned costs.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Schedule of Audit Findings and Questioned Costs  
June 30, 2021

**Section III - State Award Findings and Questioned Costs**

**FINDING 2021-1**  
**Unduplicated Local Control Funding Formula Pupil Counts**  
**40000**

**Criteria:**

In accordance with Education Code Section 42238.02, Charter Schools should provide accurate California Longitudinal Pupil Achievement Data System (CALPADS) to report aggregate English learner, foster youth, and free or reduce-price meal eligibility pupil data according to regulations prescribed by the State Board of Education.

**Condition:**

In testing pupils on the above report, it was noted that four students did not qualify for FRPM.

**Cause:**

Organization oversight.

**Effect:**

The Charter School over reported the School's unduplicated pupil county by four.

School	Charter School's Enrollment Count	Certified Total Unduplicated Pupil Count	Unduplicated Count Adjustment <u>Based on Eligibility for:</u>			Adjusted Total Unduplicated Pupil Count	Adjusted Charter School's Enrollment Count
			FRPM	EL Funding	FRPM and EL		
Family Partnership Charter	481	164	-4	0	0	160	477
Total	481	164	-4	0	0	160	477

**Questioned Costs:** \$2,219

**Recommendation:**

The Charter School should review the free or reduced priced meal eligibility applications to ensure that supporting documentation matches the information submitted on the CALPADS report.

**School's Corrective Action Plan:**

FPCS has established a protocol for clerical staff to compare information received from parents/guardians with CALPADS before updating our school's student information system that links reports to CALPADS.



**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Schedule of Prior Year Audit Findings and Questioned Costs  
June 30, 2021

**Section II – Financial Statements Findings**

There were no prior year financial statement findings or questioned costs.

**FAMILY PARTNERSHIP HOME STUDY CHARTER SCHOOL**  
Schedule of Prior Year Audit Findings and Questioned Costs  
June 30, 2021

**Section III - State Award Findings and Questioned Costs**

There were no prior year financial statement findings or questioned costs.

VII – A



**4269112 Blochman  
Union Elem District**4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666  
Generated on 02/01/2022 11:29:02 AM Page 1 of 1**Attendance/Membership Summary Report**Start/End Date: 01/01/2022 - 01/31/2022 School(s): 1 Calendar(s): 2  
Grade: 5, 6, 7, 8, K, 1, 2, 3, 4, TK**SUMMARY Total Schools: 1 Total Calendars: 2**

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
	5	20	300	18	282	20.00	18.80	9	0.61	94.00%
	6	17	255	19	236	17.00	15.72	9	0.61	92.55%
	7	22	330	23	307	22.00	20.47	18	1.19	93.03%
	8	18	268	53	215	17.87	14.32	39	2.60	80.22%
	K	16	240	48	192	16.00	12.80	44	2.94	80.00%
	1	15	225	34	191	15.00	12.74	24	1.59	84.89%
	2	20	300	29	271	20.00	18.05	18	1.21	90.33%
	3	23	345	29	316	23.00	21.05	23	1.54	91.59%
	4	23	345	59	286	23.00	19.07	53	3.53	82.90%
	TK	2	30	0	30	2.00	2.00	0	0.00	100.00%
Total	10	176	2638	312	2326	175.87	155.02	237	15.82	88.17%

**School: Benjamin Foxen School Calendar: 21-22 Blochman 5-8**

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Days
	5	20	300	18	282	20.00	18.80	9	0.61	94.00%
	6	17	255	19	236	17.00	15.72	9	0.61	92.55%
	7	22	330	23	307	22.00	20.47	18	1.19	93.03%
	8	18	268	53	215	17.87	14.32	39	2.60	80.22%
Total	4	77	1153	113	1040	76.87	69.31	75	5.01	90.20%

**School: Benjamin Foxen School Calendar: 21-22 Blochman K-4**

	Student Membership		Absent	Present	ADM	ADA	Unexcused Absences		Percent In	
	Grade	Count	Days	Days			Days	Days	Avg. Daily	Attendance
	K	16	240	48	192	16.00	12.80	44	2.94	80.00%
	1	15	225	34	191	15.00	12.74	24	1.59	84.89%
	2	20	300	29	271	20.00	18.05	18	1.21	90.33%
	3	23	345	29	316	23.00	21.05	23	1.54	91.59%
	4	23	345	59	286	23.00	19.07	53	3.53	82.90%
	TK	2	30	0	30	2.00	2.00	0	0.00	100.00%
Total	6	99	1485	199	1286	99.00	85.71	162	10.81	86.60%

VII – B



Quarterly Report  
on  
Williams/Valenzuela Uniform Complaints  
[Education Code § 35186]

2022

District: Blochman Union School District

Name of person completing this form: Nancy Shafer

Title of person completing this form: Interim Business Manager

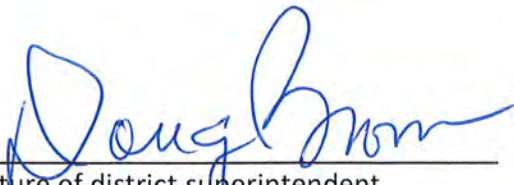
Please provide the date when this information will be reported publicly at the district governing board meeting:

February 8, 2022

Quarterly report submission date (check one):

- ☐ April (Jan.—March)  
☐ July (April—June)  
☐ October (July—Sept.)  
☒ January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials	0	0	0
Teacher vacancy or misassignment	0	0	0
Facilities conditions	0	0	0
Valenzuela/CAHSEE intensive instruction and services	0	0	0
<b>TOTALS</b>	0	0	0

  
Signature of district superintendent

January 26, 2022

Date



VII – C

**Benjamin Foxen Elementary**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	4949 Foxen Canyon Rd. Santa Maria, CA , 93454-9666	<b>Principal:</b>	Doug C Brown, Superintendent/Principal
<b>Phone:</b>	(805) 937-1148	<b>Grade Span:</b>	K-8

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/fg/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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## About This School

### Doug C Brown, Superintendent/Principal

Principal, Benjamin Foxen Elementary

#### About Our School

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Welcome to Benjamin Foxen Elementary! This School Accountability Report Card (SARC) highlights our current achievements and outlines our plans for improvement. We are committed to provide a quality education to meet the needs of our diverse population. All educational partners are encouraged to be involved in the school's vision going forward. Benjamin Foxen Elementary prides itself in offering a rigorous academic program as well as a safe environment in which children can thrive. We continue to update our facilities and look for ways to showcase our great school. Our highly qualified teachers do an outstanding job of bringing out the best in all students attending Benjamin Foxen. We extend our thanks to the families, the community, and our business partners for the support of our programs and we invite their continued involvement.

#### Contact

---

Benjamin Foxen Elementary  
4949 Foxen Canyon Rd.  
Santa Maria, CA 93454-9666

Phone: (805) 937-1148  
Email: [dbrown@blochmanusd.org](mailto:dbrown@blochmanusd.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Superintendent	Brown, Doug
Email Address	<a href="mailto:dbrown@blochmanusd.org">dbrown@blochmanusd.org</a>
Website	<a href="http://blochmanusd.org">http://blochmanusd.org</a>

### School Contact Information (School Year 2021—2022)

School Name	Benjamin Foxen Elementary
Street	4949 Foxen Canyon Rd.
City, State, Zip	Santa Maria, CA , 93454-9666
Phone Number	(805) 937-1148
Principal	Doug C Brown, Superintendent/Principal
Email Address	<a href="mailto:dbrown@blochmanusd.org">dbrown@blochmanusd.org</a>
Website	<a href="http://www.blochmanusd.org">http://www.blochmanusd.org</a>
County-District-School (CDS) Code	42691126045264

*Last updated: 1/12/22*

## School Description and Mission Statement (School Year 2021—2022)

The Blochman Union School District is a one school district that encompasses the unincorporated towns of Sisquoc, Garey and Tepusquet. The district's only school, Benjamin Foxen Elementary, is a K-8 school with 208 students located in the Santa Maria Valley of Santa Barbara County. In addition, Blochman sponsors four charter schools, Family Partnership Charter School (K-12), Trivium Charter School (K-12), Trivium Charter School: Adventure (K-12), and Trivium Charter School: Voyage (K-12). All charter schools are independent study schools serving students in Santa Barbara and San Luis Obispo Counties.

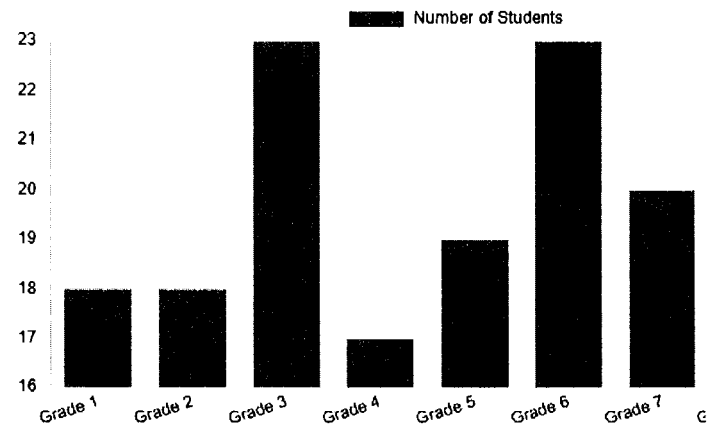
After 8th grade promotion from Benjamin Foxen Elementary School, students attend the Santa Maria Joint Union High School District. Local industries include farming, oil production, rock/sand/gravel production and vineyards/wine production. There are two universities and three community colleges located within a 65-mile radius of the District.

The mission of the Blochman Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible citizens in a continuously changing world.

*Last updated: 1/12/22*

## Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	18
Grade 2	18
Grade 3	23
Grade 4	17
Grade 5	19
Grade 6	23
Grade 7	20
Grade 8	19
Kindergarten	16
Total Enrollment	173



*Last updated: 1/12/22*

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	44.50%	English Learners	6.90%
Male	55.50%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	1.70%
American Indian or Alaska Native	1.20%	Migrant	0.60%
Asian	0.00%	Socioeconomically Disadvantaged	55.50%
Black or African American	0.00%	Students with Disabilities	12.70%
Filipino	0.00%		
Hispanic or Latino	54.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	3.50%		
White	41.00%		

## **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 Preparation and Placement (School Year 2020—2021)**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

## Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K - 5: <i>Journeys</i> (Houghton Mifflin) Grade 6: <i>Collections</i> (Houghton Mifflin) Grade 7: <i>Collections</i> (Houghton Mifflin) Grade 8: <i>Collections</i> (Houghton Mifflin)	Yes	0%
Mathematics	Grades K - 5: <i>My Math</i> (McGraw/Hill) Grade 6: <i>Big Ideas Math, Course One</i> (Big Ideas Learning) Grade 7: <i>Big Ideas Math, Course Two</i> (Big Ideas Learning) Grade 8: <i>Big Ideas Math, Course Three</i> (Big Ideas Learning)	Yes	0%
Science	Grades K - 6: <i>National Geographic Exploring Science</i> (Cengage) Grades 7 - 8: <i>Inspire Science California</i> (McGraw-Hill)	Yes	0%
History-Social Science	Grade K: <i>CA Impact-Learning &amp; Working Now &amp; Long Ago</i> (McGraw-Hill) Grade 1: <i>CA Impact-A Child's Place in Time &amp; Space</i> (McGraw-Hill) Grade 2: <i>CA Impact-People Who Make a Difference</i> (McGraw-Hill) Grade 3: <i>CA Impact-Continuity &amp; Change</i> (McGraw-Hill) Grade 4: <i>CA Impact-California: A Changing State</i> (McGraw-Hill) Grade 5: <i>CA Impact-US History : Making a New Nation</i> (McGraw-Hill) Grade 6: <i>CA Impact-World History &amp; Geography, Ancient Civilizations</i> (McGraw-Hill) Grade 7: <i>IMPACT CA - World History &amp; Geography, Medieval &amp; Early Modern Times</i> (McGraw-Hill) Grade 8: <i>IMPACT CA: United States History &amp; Geography, Growth &amp; Conflict</i> (McGraw-Hill)	Yes	0%
Foreign Language	Spanish instruction is provided on a class-by-class basis.		0%
Health	Grade 8: <i>Teen Health</i> (McGraw-Hill) Teachers in other grades incorporate state-approved health related supplemental instructional materials into the classroom curriculum.		0%
Visual and Performing Arts	The district contracts with Coehlo Music to provide music instruction to students. However, with the current pandemic restrictions, we are currently unable to provide this service.		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/20/22

## **School Facility Conditions and Planned Improvements**

Benjamin Foxen Elementary School provides a safe, clean environment for students, staff, and volunteers. The most recently collected Facilities Inspection Tool (FIT) data show the school is in exemplary condition as defined by Education Code sections 17104, 17032.5, 17070.75(a), and 17089(b).

*Last updated: 1/14/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

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

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary

Last updated: 1/14/22

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students**  
**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments.

Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/14/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

*Last updated: 1/14/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

*Last updated: 1/14/22*



**Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s): I-Ready**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	118	118	100	0	57
Female	54	54	100	0	61
Male	64	64	100	0	53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100	0	49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100	0	67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	57	100	0	42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/18/22*

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): I-Ready**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	118	118	100	0	31
Female	54	54	100	0	22
Male	64	64	100	0	39
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100	0	18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100	0	47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	57	100	0	11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/18/22*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/18/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	NT	NT	NT	NT
Female	13	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantages	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

*Last updated: 1/18/22*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/14/22*

## 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 2021-2022)

undefined

### 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
- Chronic Absenteeism

#### Chronic Absenteeism by Student Group (School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	187	183	4	2.2
Female	84	82	2	2.4
Male	103	101	2	2.0
American Indian or Alaska Native	0	0	0	2.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	97	97	2	2.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	0	0.0
White	81	78	2	2.6
English Learners	12	12	1	8.3
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantages	102	101	4	4.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	26	26	1	3.8

Last updated:

**State Priority: School Climate**

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

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

**Suspensions and Expulsions****(data collected between July through June, each full school year respectively)**

<b>Rate</b>	<b>School 2018-2019</b>	<b>School 2020-2021</b>	<b>District 2018-2019</b>	<b>District 2020-2021</b>	<b>State 2018-2019</b>	<b>State 2020-2021</b>
Suspensions	0.46%		0.14%		3.47%	
Expulsions	0.00%		0.00%		0.08%	

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019—2020 Only****(data collected between July through February, partial school year due to the COVID-19 pandemic)**

<b>Rate</b>	<b>School 2019-2020</b>	<b>District 2019-2020</b>	<b>State 2019-2020</b>
Suspensions	0.90%	0.13%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

*Last updated: 1/14/22*



**Suspensions and Expulsions by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.6	0
Female	0	0
Male	2.91	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.23	0
English Learners	8.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

*Last updated:*

## **School Safety Plan (School Year 2021-2022)**

Benjamin Foxen Elementary School district administrators have the task and responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood or an act of terrorism. Developing emergency operations plans and training staff in emergency response procedures is required by law. The safety of students and staff is a primary concern of Benjamin Foxen School. The school complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and earthquake drills are conducted on a regular basis throughout the school year. The campus is closed and adult supervision is provided before school, after school, and during recesses.

The Comprehensive School Safety Plan was developed by the school in consultation with local first responders in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting, procedures, teacher notification of dangerous pupil procedures, and disaster response procedures. Benjamin Foxen School reviews the plan annually and updates it as needed. The plan was last reviewed by the School Site Council on October 26, 2021 and the Board of Education November 9, 2021. A copy of the safety plan is available to the public at the school office and on the district website.

*Last updated: 1/14/22*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	1		
1	23.00		1	
2	24.00		1	
3	23.00		1	
4	25.00		1	
5	24.00		1	
6	22.00		1	
Other**				0

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00		1	
1	18.00	1		
2	23.00		1	
3	26.00		1	
4	23.00		1	
5	26.00		1	
6	22.00		6	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	16.00	1		
1	18.00	1		
2	18.00	1		
3	23.00		1	
4	17.00	1		
5	19.00	1		
6	23.00		4	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00		2	
Math	24.00		2	
Science	24.00		2	
Social Science	24.00		2	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	2		
Math	20.00	2		
Science	20.00	2		
Social Science	20.00	2		

*Last updated: 1/14/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.90

Last updated: 1/1/00

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11746.47	\$9503.24	\$2243.23	\$59962.00
District	N/A	N/A	\$9503.24	\$59962.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	11.00%	-21.00%

Last updated: 1/18/22

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

## Types of Services Funded (Fiscal Year 2020–2021)

We offer the targeted, researched based Step Up to Writing program and train teachers on the effective use of this program, provide an intervention teachers, and a full- time instructional assistant for intervention. A dedicated intervention teacher and an instructional assistant will provide the additional support students may need in order to improve their English Language Arts (ELA) and math skills.

Students in the low performing category for ELA receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies to be used are Orton Gillingham multi-sensory direct instruction (Project Read and Barton), as well as Lindamood Bell Seeing Stars Sensory Imaging, and Read Naturally. The method used will depend on the characteristics and type of difficulty the student is manifesting.

Students in the low performing category for math are receiving intensive intervention provided by a certificated intervention teacher. We also have a math tutor available for students needing additional math support.

An instructional strategy to promote reading is being implemented in grades K-5 consisting of a Reading Workshop using Responsive Teaching. This strategy uses current best practices in teaching, while supporting the individual needs of every student. Furthermore, as a way to ensure the success of Reading Workshop, we are providing the tools to set up a leveled classroom library at each grade level, as well as to utilize the Fountas & Pinnell Benchmark Assessment System for reading assessment.

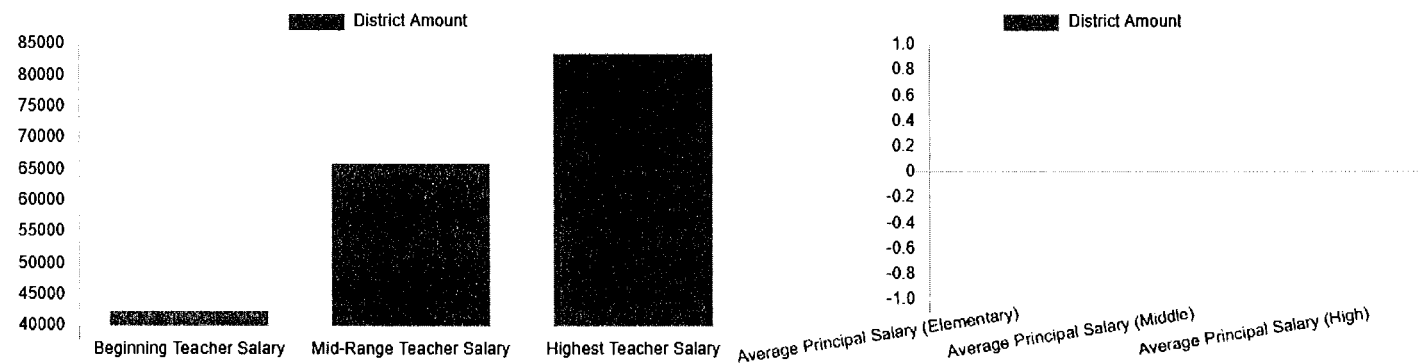
The school also provides numerous opportunities for field trips and on-site music instruction through a collaboration with Coelho Music. However, due to the pandemic, we are not able to provide these services at this time.

Last updated: 1/14/22

## Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42460.00	\$47265.00
Mid-Range Teacher Salary	\$65985.00	\$69813.00
Highest Teacher Salary	\$83581.00	\$91237.00
Average Principal Salary (Elementary)	\$0.00	\$113466.00
Average Principal Salary (Middle)	\$0.00	\$115186.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$136655.00	\$131359.00
Percent of Budget for Teacher Salaries	30.00%	30.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

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



Last updated:

## Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.



**LEA-Level CAASPP Test Results in ELA by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

*Last updated: 1/18/22*

**LEA-Level CAASPP Test Results in Mathematics by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	118	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	64	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

*Last updated: 1/19/22*

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: I-Ready**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	118	118	100	0	57
Female	54	54	100	0	61
Male	64	64	100	0	53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100	0	49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100	0	67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	57	100	0	42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

*Last updated: 1/19/22*

**LEA-Level Assessment Test Results in Mathematics by Student Group**  
**Assessment Name/s: I-Ready**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	118	118	100	0	31
Female	54	54	100	0	22
Male	64	64	100	0	39
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100	0	18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100	0	47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantages	57	57	100	0	11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

*Last updated: 1/19/22*



VII – D

**BLOCHMAN UNION SCHOOL DISTRICT**

**SCHOOL REOPENING PLAN**

**PUBLISHED AUGUST 4, 2020**

**REVISED MARCH 9, 2021**

**REVISED FEBRUARY 8, 2022**

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## **GENERAL PLAN**

### **Worksite Specific Plan**

The purpose of this plan is to outline the district's plan to safely reopen the district office and Benjamin Foxen Elementary School to both staff and students amid the continuing Coronavirus Pandemic, the virus that causes COVID-19. This plan is based on guidance issued by the California Department of Education, The California Center for Disease Control, and the Santa Barbara County Public Health Department. This plan is subject to change as government guidelines for the response to the Coronavirus Pandemic change.

### **Responsible Person**

Doug Brown, Superintendent is responsible for managing this plan. Any additional COVID-19 questions or concerns should be directed as follows:

Doug Brown, Superintendent  
Blochman Union School District  
4949 Foxen Canyon Rd.  
Santa Maria, CA 93454  
805-937-1148, ext. 114  
[dbrown@blochmanusd.org](mailto:dbrown@blochmanusd.org)

### **Employees**

Employees are asked to stay in their assigned areas to the extent possible. If there are no students on campus, then employees will be asked to use the restroom facilities located in their building. The front office restroom is for office employees only. All other employees located in Rooms 1 – 4 and the portables will use the restrooms located near the playground. Lunch and break periods should be taken in each employee's assigned area. Refrigerators and microwaves will be placed in each classroom to reduce the amount of interaction in the break room. No more than two people should be in the break room at one time. The picnic tables may be used by all employees as long as proper social distancing is practiced.

Employees are asked to stay at home if they are not feeling well or experiencing any symptoms of COVID-19.

We are contracting with an outside laboratory to periodically test staff to detect asymptomatic infections. Unvaccinated staff will be tested weekly.

### **If You Don't Feel Well**

If you don't feel well do not come to work. Call ahead to your primary healthcare professional if you develop a fever and symptoms of respiratory illness, such as cough or difficulty breathing,

and have been in close contact with a person known to have COVID-19 or if you live in or have recently traveled to an area with ongoing spread. Tell your healthcare professional about your recent travel or contact. Your healthcare professional will work with your local public health department to determine if you need to be tested for COVID-19.

### **Training**

All employees will receive training on the provisions of this plan. Additionally, all employees must complete the COVID-19 training on the Get Safety Trained website and provide a copy of the certificate of completion prior to returning to work.

### **Personal Protective Equipment (PPE)**

All individuals onsite will be required to wear protective equipment and follow sanitation protocols. Masks have been provided to all employees and contract labor. Masks must be worn at all times unless you are alone in your personal office space. In lieu of gloves we will be following the CDC recommendation of proper hand washing; this includes soap and water when possible. If soap and water are not readily available, use isopropyl alcohol at a concentration of 70%, or a hand sanitizer that contains at least 60% alcohol.

### **Temperature Screening**

Employees are expected to check their temperature each day at home before reporting to work. All employees will sign a Personal Health Certification Form (Appendix A) attesting that they are complying with this requirement. If an employee cannot check their temperature at home then they must come to the front office to have their temperature checked prior to reporting to their assigned work area.

### **Personal Health Certification**

All employees will be asked to complete and return a Personal Health Certification form (Appendix A).

### **Shared Items**

Employees are asked to avoid sharing items, including but not limited to the following:

1. Telephones
2. Office supplies such as pens, staplers, scissors, etc.
3. Work tools and office machines (if they must be shared then disinfect before and after each use)

### **Washing/Sanitization Stations**

Stations with hand sanitizer have been set up throughout the campus. Soap and water for hand washing is available in each restroom, the front office, and the cafeteria.

## **Visitors and Volunteers**

All visitors entering the campus must wear a facial covering and practice appropriate social distancing procedures. Posters will be placed around the campus reminding visitors of the appropriate protocols. Volunteers will not be allowed on the campus until the mask wearing requirement has been lifted by the public health department.

## **Postings**

Posters outlining proper social distancing, mask usage, hand washing, and Covid-19 symptoms will be posted in high traffic areas. Posters will also be displayed in restrooms and lunch areas to remind and instruct employees how to effectively wash their hands.

## **Medical Attention**

If an employee begins to exhibit COVID-19 symptoms while at work, they will need fill out a workman's Compensation injury form and instructed to go to the facility designated below. Call the facility first to let them know you have COVID-19 symptoms. If an employee tests positive for Covid-19, we will alert the local Health Department including all areas, dates, and times the employee was working.

Industrial Medical Group  
2070 Skyway Dr. #106.  
Santa Maria, CA 93455  
(805) 922-8282

## **FACILITY CLEANING**

**All cleaning procedures will be instituted according to guidelines published by CDC (Center for Disease Control) and EPA (Environmental Protection Agency).**

### **Individuals Performing Cleaning**

Employees cleaning high touch surfaces will use PPE and receive training about the chemicals they are using. PPE to be worn and topics covered are as follows:

1. Wearing gloves.
2. Safely using cleaners and disinfectants on surfaces and objects.
3. Ensuring cleaners and disinfectants are used in a manner that does not endanger employees.
4. Assessing the hazards of all cleaners and disinfectants used at the worksite
5. Carefully following label directions
6. Avoid touching eyes and face

### Cleaning Guidelines

1. Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.
2. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together-- this can cause fumes that may be very dangerous to breathe in.
3. Keep all disinfectants out of the reach of children.

**The following will be cleaned a minimum of 2-times per day unless otherwise indicated:**

### **General Work Areas**

1. Copy machine
2. Printers: keypads and handles
3. Hole punches
4. Paper cutters
5. Other high touch objects
6. Door handles/doorknobs
7. Light switches
8. Computer keyboards and mouse
9. Telephones
10. Cabinet handles

### **Classrooms**

1. Door handles
2. Light switches
3. Sink handles
4. Tables
5. Student desks
6. Chairs

## **Lunch/Break Room**

The lunch/break room will be cleaned after each use

1. Disinfecting tables
2. Chairs, seat and back
3. Countertops
4. Door handles
5. Water dispenser buttons
6. Coffee filter handle, carafe handles, and hot water dispenser handles
7. Refrigerator and microwave handles

## **Restrooms**

1. Toilet stall handles
2. Urinal flush handles
3. Faucets and countertops
4. Door handles
5. Soap and towel dispensers will be monitored and filled as needed

## **REST AND MEAL PERIODS**

### **Plan Outline**

Lunch and break periods should be taken in each employee's assigned area. Refrigerators and microwaves will be placed in each classroom to reduce the amount of interaction in the break room. No more than two people should be in the break room at one time. The picnic tables may be used by all employees as long as proper social distancing is practiced. Employees should adhere to the following guidelines:

- Lunch and breaks may be taken in the break room, outdoor picnic tables, offsite, or in the employee's vehicle.
- Break room and picnic table occupancy: Break room – 2 people maximum at any one time; Picnic tables – maintain a distance of six feet.
- Employees should observe proper physical distancing and sanitation practices during breaks and lunch. Employees are asked to wash hands with soap and water for a minimum of 20 seconds before and after eating.
- Employees should not share their personal food or utensils with anyone.

## **TEMPERATURE SCREENING**

### **Before Coming to Work:**

Make sure you perform a self-check before coming into work, take your temperature (if possible) before leaving home. If you are not able to take your temperature at home, please report to the front office to have your temperature

taken before reporting to your work area. We encourage workers who are sick or exhibiting symptoms of Covid-19 to please STAY HOME and call your supervisor immediately.

### **COVID-19 Symptoms**

People with COVID-19 have had a wide range of symptoms\* reported – ranging from mild symptoms to severe illness.

Symptoms\* may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough, congestion, and/or runny nose
- Shortness of breath or difficulty breathing
- Fever, chills, fatigue
- Nausea or vomiting, diarrhea
- Muscle pain, fatigue, headache
- Sore throat
- New loss of taste or smell

\* This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

### **VIRUS SPREAD PREVENTION**

#### **What is COVID-19 and How Does it Spread?**

Infection with SARS-CoV-2, the virus that causes COVID-19, is an illness caused by a virus that can spread from person to person. The virus that causes COVID-19 is a new coronavirus that has spread throughout the world. The best way to prevent illness is to avoid being exposed to this virus.

The virus is thought to spread from person to person in the following manner:

- o Between people who are in close contact with one another (within about 6 feet).
- o Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- o These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- o It may also spread by people who are not showing symptoms.

## **What is Social (Physical) distancing and Why is it Important?**

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social or physical distancing:

- Stay at least 6 feet (about 2 arm’s length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

In addition to everyday steps to prevent COVID-19, keeping space between you and others is one of the best tools we have to avoid being exposed to the virus and slowing its spread.

Limit close contact with others outside your household in indoor and outdoor spaces. Since people can spread the virus before they know they are sick, it is important to stay away from others when possible, even if you—or they—have no symptoms. Social distancing is especially important for people who are at higher risk for severe illness from COVID-19.

## **Procedures to Increase Physical Distancing**

Employees are asked to practice distancing outdoors including, but not limited to the following:

- Before starting work shift
- After the work shift
- Coming and going from vehicles
- Entering, exiting, or working in buildings or other structures
- During breaks and lunch periods

## **Cover coughs and sneezes**

- If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

## **Proper use of face cover**

A face mask/covering is a tool to help avoid and/or contain illness. Face

coverings do not protect the wearer and are not PPE (Personal Protective Equipment). A face cover protects the people near the wearer. The district is providing each employee with masks to be worn any time social distancing is not possible. If you forget to bring your face mask, please go to the front office and a disposable mask will be given to you for the day.

### **Wash your hands!**

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place or after blowing your nose, coughing, or sneezing.
- After you have touched a surface that might have been touched by many others.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

## **REOPENING SCHOOL PLAN**

### **Purpose and Intent**

The purpose and intent of this re-opening plan is to provide a smooth and safe reentry for students to the Blochman Union School District's Benjamin Foxen Elementary School (BUSD) campus.

### **2020-2021 on Campus School Schedule**

BUSD will offer a daily instructional model for all students. Significant schedule changes will include staggered recesses, breakfast and lunch eaten in classrooms, social distancing in classrooms, outdoor learning when possible, and handwashing stations located throughout the campus.

The daily schedule is as follows:



### K-8th Grade Daily Schedule

8:00-8:30	-	Drop off and optional breakfast
8:30	-	Instruction Begins
9:40-9:50	-	K, 1st & 2nd Grades Break
9:55-10:05	-	3rd & 4th Grades Break
10:10-10:20	-	5th & 6th Grades Break
10:25-10:35	-	7th & 8th Grades Break
11:20-12:00	-	K - 4th Grades Lunch and Break
12:05-12:45	-	5th - 8th Grades Lunch and Break
2:10	-	K - 3rd Dismissal
2:25	-	4th - 5th Dismissal
2:40	-	6th - 8th Dismissal

### K-8th Grade Minimum Day Schedule

8:00-8:30	-	Drop off and optional breakfast
8:30	-	Instruction Begins
9:40-9:50	-	K, 1st & 2nd Grades Break
9:55-10:05	-	3rd & 4th Grades Break
10:10-10:20	-	5th & 6th Grades Break
10:25-10:35	-	7th & 8th Grades Break
11:15-11:55	-	K - 4th Grades Lunch and Break
12:00-12:40	-	5th - 8th Grades Lunch and Break
12:10	-	K - 3rd Dismissal
12:25	-	4th - 5th Dismissal
12:40	-	6th - 8th Dismissal

### Student Screening Protocol

The following protocols should be followed when students return to campus.

#### Step 1: Morning Home Assessment

Parents are to screen students before leaving for school and **should not send student to school** if any of the following conditions exist:

- The student has a temperature above 100.4 degrees Fahrenheit;
- The student is exhibiting symptoms of COVID-19
  - Cough
  - Congestion or runny nose
  - Shortness of breath or difficulty breathing
  - Fever
  - Chills
  - Fatigue
  - Headache
  - Diarrhea
  - Muscle pain
  - Sore throat
  - New loss of taste or smell
  - Nausea or vomiting

## Step 2: Morning Arrival on Campus

- No bussing will be provided.
- Students will wash their hands before sitting down at their desk.
- Students will wear masks while indoors. A mask will be provided to any student who does not have one.
- Students must wear masks while inside a restroom.

## **Symptomatic Student**

In the event that a student develops symptoms consistent with the COVID-19 virus while he or she is on campus or during the school day, BUSD staff shall adhere to the following protocols:

- The student should be immediately separated from all students and safely isolated in an area away from student and staff paths of travel.
- The teacher will phone the office for a staff member to escort the student and any sibling to the outside pick-up/drop-off zone until they can be transported home or to a healthcare facility.
- The teacher and/or staff member escorting the student shall wear a mask and gloves. The student shall also wear a mask at all times until picked-up by a parent or guardian.
- The parent or guardian of the student shall be advised that the ill student and any siblings ***shall not return*** until they have been seen and cleared by a health care professional and have met SBC Public Health criteria to discontinue home isolation.
- School staff should report interaction with a symptomatic person to the Superintendent/Principal for appropriate follow-up and documentation, including appropriate notification to Santa Barbara County Public Health (SBCPH).
- Any area used by the individual student that is symptomatic shall be immediately isolated and disinfected in accordance with the protocols in this Plan or those provided by the Centers for Disease Control (CDC) and SBCPH.

## **Classroom Learning Protocols**

- BUSD will maintain small class sizes and work to minimize the mixing of student groups throughout the day.
- The movement of students and employees will be minimized throughout the school day.
- Classrooms will be arranged to maximize student separation. When feasible, desks will be arranged to be 6 feet apart.
- Outdoor instruction will be provided when possible.
- Teachers should attempt to keep each student's belongings separate and train students to not share their belongings with other students.
- Any classroom item that cannot be easily sanitized will be removed from the classroom and stored until the items are safe to use again.

## **Recess and Lunch**

- Morning and afternoon recesses will involve grade level play only. Masks are not required while outdoors as long as students remain six feet apart.
- Students must wash their hands before and after eating lunch.
- Students will engage in lunch and recess per the schedule provided.
- Students should be taught games that allow for social distancing.
- Any equipment used must only be used by one student and must be sanitized before used by a different student.

## Grade Level Lunch Schedule

	<b>Kinder Playground</b>	<b>Primary Playground</b>
<b>Kindergarten</b>	Eat 11:20 – 11:40 Play 11:40 – 12:00	
<b>Grade 1</b>		Eat 11:20 – 11:40 Play 11:40 – 12:00
<b>Grade 2</b>		Eat 11:20 – 11:40 Play 11:40 – 12:00
<b>Grade 3</b>		Play 11:20 – 11:40 Eat 11:40 – 12:00
<b>Grade 4</b>		Play 11:20 – 11:40 Eat 11:40 – 12:00
<b>Grade 5</b>		Eat 12:05 – 12:25 Play 12:25 – 12:45
<b>Grade 6</b>		Eat 12:05 – 12:25 Play 12:25 – 12:45
<b>Grade 7</b>		Play 12:05 – 12:25 Eat 12:25 – 12:45
<b>Grade 8</b>		Play 12:05 – 12:25 Eat 12:25 – 12:45

### **Recess Schedule – Morning**

	<b>Kinder Playground</b>	<b>Primary Playground (Classes Separated)</b>
<b>Kindergarten</b>	<b>9:40 – 9:50</b>	
<b>Grade 1</b>		<b>9:40 – 9:50</b>
<b>Grade 2</b>		<b>9:40 – 9:50</b>
<b>Grade 3</b>		<b>9:55 – 10:05</b>
<b>Grade 4</b>		<b>9:55 – 10:05</b>
<b>Grade 5</b>		<b>10:10 - 10:20</b>
<b>Grade 6</b>		<b>10:10 – 10:20</b>
<b>Grade 7</b>		<b>10:25 – 10:35</b>
<b>Grade 8</b>		<b>10:25 – 10:35</b>

### **Arts/Electives/PE**

- When possible, art and other electives will be held outside.
- Art and elective supplies will be kept in individually labeled containers or cubbies.
- Physical Education will be limited to activities that do not involve physical contact with other students. Any equipment used will be sanitized after each use.

### **Library**

- The library will be repurposed while implementing physical distancing procedures for book checkout.

### **Field Trips**

- Field trips may be considered at a future time based on SBCDH guidelines and BUSD's ability to minimize the risk to students and staff.
- All field trips will be dependent on the field trip location's commitment to follow California Department of Health and SBCDH guidelines.
- The CDC recommends virtual activities in lieu of field trips and intergroup events. When practicable, teachers will explore virtual field trips conducted in the classroom to supplement learning.

### **Promoting Healthy Hygiene and School Operations**

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes to all student groups.
- Teach students to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. Students wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
- Students should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels to dry hands thoroughly.

- Staff will model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
- Students and staff will use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and will be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
- Children under age 9 will use hand sanitizer under adult supervision.
- Portable handwashing stations throughout the site and near classrooms to minimize movement and congregations in bathrooms will be used to the extent practicable.
- BUSD will teach and reinforce use of cloth face coverings, masks, or face shields when practical. Face coverings are most essential when physical distancing is not practicable.
- Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.
- Students should be encouraged to use cloth face coverings when practicable. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained.
- Students should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Information should be provided to all staff and families in the school community on proper use, removal and washing of cloth face coverings.
- BUSD will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers with at least 60 percent ethyl alcohol for children who can safely use hand sanitizer.
- Water fountains will not be operational on campus. Students may bring their own water bottles and refill them on campus.

### **Restroom Protocol**

- Scientists have warned us that what goes in the toilet doesn't always stay there. All that bubbling, swirling, and splashing can aerosolize fecal waste, sending tiny particles airborne. Urination is NOT the issue, but rather, fecal waste particles. In order to provide some protection from COVID-19 when using a public restroom, any student who visits a school restroom shall wear a face covering at all times while in the restroom.
- Restroom surfaces can harbor the virus. Students will be trained to touch as few surfaces as possible when visiting the restroom. Upon completion of using the restroom, thorough handwashing with soap and water, for 20 seconds, will be mandated.

- Restrooms are enclosed areas-thus more dangerous for disease spread. Limiting the amount of time in the restroom, for each person, is very important to prevent the spread of illness. Unless it's an emergency need, students will visit the restroom every 2 hours, with their class, as organized by their teachers or Instructional Aide, so as to supervise appropriate restroom use as defined by the California Department of Public Health. This will limit unnecessary and repetitive 'play visits' to the restroom during the school day.
- Grade levels will be 'assigned' to a specific restroom for daily use. This will assist the school with any 'tracing' efforts should there be a COVID-19 diagnosis in a classroom.
  - Kindergarten would use the facility located in their classroom
  - Grades 1 through 4 would use the library wing restrooms
  - Grades 5 through 8 would use the office wing restrooms

### **Social Emotional Support Plan**

BUSD fosters a culture that promotes the health, safety, and well-being of scholars, staff, and parents. In an effort to continuously support this effort, the school reminds families of the mental health service available through our school psychologist and through CALM.

Our school psychologist, is available five days a week to consult with parents and teachers to find ways to support children who may need additional social emotional supports at school. For more information of the confidential support available to students or to request services, please contact Samuel Orozco, our school psychologist, at [sorozco@blochmanusd.org](mailto:sorozco@blochmanusd.org)

CALM is confidential support available to children and families by phone and virtually using a computer through Telehealth. For more information or to request services, please call (805) 614-9160.

Community members and organizations interested in training, presentations or support via webinar, please contact Manager of Clinical Training, Mariana Harms, LMFT at (805)965-2376 ext. 251 or [mharms@calm4kids.org](mailto:mharms@calm4kids.org)

CALM is maintaining a significant presence in local households and schools to ensure the health and well-being of their clients in the Central Coast.

CALM takes into account all types of private insurance including MediCal, Medicaid, and Medicare, and those that have no insurance.

## **BLOCHMAN's MULTI-TIERED SYSTEM OF SUPPORT(MTSS)**

### **TIER 3**

- Highly targeted intervention plan
- Behavior intervention
- Teacher-student-parent-school-psychologist-principal conference
- Behavior intervention plan created; alternate learning areas developed
- Suspension, if legally appropriate
- Social/emotional interventions
- Individual counseling

### **TIER 2**

- Targeted student intervention and support behavior intervention
- Teacher-Student-Parent conference
- Restorative approaches
- Problem solving plan/behavior contract
- Social emotional interventions
- small group counseling Individual counseling
- Play therapies

### **TIER 1**

- All students participate in school-wide expectations
- Teacher to student classroom management plans
- Teacher check-ins with students

### **Remote Learning Plan**

In the event that it has been determined that it is not safe for students to be physically present on campus the district will revert to a distant learning (DL) schedule. Each student will be issued a tablet or Chromebook. All necessary books and supplies will be sent home with each student. The district's technology department will work with families to make sure they have the necessary internet access. Students will receive daily instruction (Monday through Friday) from their teachers based on the following schedule.



## Kindergarten

8:30am – 9:30am

Break

9:40am – 10:25am

Break

10:35am – 11:20am

## 1<sup>st</sup> Grade through 5<sup>th</sup> Grade

8:30am – 9:45am

Break

9:55am – 11:10am

11:10am – 12:00pm

Language Arts

Math

Social Studies/Science

## 6<sup>th</sup> Grade through 8<sup>th</sup> Grade

	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>
<b>8:30AM - 9:30AM</b>	MATH	SOCIAL STUDIES	LANGUAGE ARTS
<b>9:35AM - 10:35AM</b>	SOCIAL STUDIES	LANGUAGE ARTS	MATH
<b>10:40AM - 11:40AM</b>	LANGUAGE ARTS	MATH	SOCIAL STUDIES
<b>LUNCH</b>			
<b>12:10PM - 1:10PM</b>	SCIENCE	SCIENCE	SCIENCE

### Distance Learning Expectations:

#### Teachers

**Objective:** Identify clear learning objectives for all assignments; provide clear directions; and, check for understanding.

**Responsibility:** Use multimedia materials to impart instruction, create interactive lessons, and ensure the continuation of the learning progression.

**Expectation:** Specify assignment requirements & length contained in a Google Classroom, Weekly, and Daily Schedule.

**Organization:** Organize your time and let students know when you are providing instruction and/or available online.

### **Students**

**Objective:** Ensure you understand the learning objectives.

**Responsibility:** Complete tasks and assignments using your best efforts.

**Expectation:** Monitor your learning to meet expectations and submit work on time.

**Organization:** Organize your time; follow the learning schedule provided by your teacher(s).

### **Parents**

**Objective:** Provide a dedicated learning space for your child/children.

**Responsibility:** Help your child follow the online learning schedule; Provide essential support to your child during the morning hours to complete assignments.

**Expectation:** Check tasks & learning objectives on Google Classroom, Weekly/ Daily Schedule.

**Organization:** Expect your child to complete tasks and assignments on time by utilizing their best efforts.

Key learning principles:

- Break learning into smaller chunks.
- Be clear about expectations for online participation.
- Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents, and chat to keep students motivated and moving forward.
- Include virtual meetings, live chats, or video tutorials to maintain a human connection.

## Appendix A – Personal Health Certification

### **PERSONAL HEALTH CERTIFICATION**

I am providing the following certification to support the Company's efforts to protect the workplace from the spread of COVID-19:

1. I certify that:

\_\_\_\_\_ I have experienced none of the three primary symptoms of the COVID-19 virus – fever, coughing, shortness of breath for a period of at least fourteen (14) days.

OR

\_\_\_\_\_ I have a pre-existing condition that causes either shortness of breath or coughing, but I have not experienced fever, or I have been without fever for a period of fourteen (14) days.

2. I agree to take my temperature each day prior to coming to work and I will not report to work if I have a temperature over 100.4 or I am experiencing any symptom of the COVID-19 virus.
3. I agree that if I experience these symptoms in the future, I will report it to my supervisor immediately.
4. I certify that I will notify my supervisor, and not knowingly come to work if I have been diagnosed with COVID-19 or have come in contact with anyone else known to have COVID-19.
5. I certify that I have not traveled on a cruise or to a high-risk location as designated by the Center for Disease Control ([www.cdc.gov](http://www.cdc.gov)).
6. I understand that the Company will protect my medical information and hold it confidential as much as possible in light of current COVID-19 conditions. I further understand that the Company is obligated to report any suspected case of or exposure to COVID-19 in the workplace but will make every effort to maintain the confidentiality of employee names as much as possible in light of current COVID-19 regulations or governmental recommendations.

My signature below indicates that these are true statements made in good faith for the purpose of preserving the health and well-being of everyone who comes to the Company during the current pandemic.

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Sign Name: \_\_\_\_\_



VII – E





January 28, 2022

Board of Trustees  
Blochman Union School District  
4949 Foxen Canyon Road  
Santa Maria, CA 93454

We are pleased to confirm our understanding of the services we are to provide Blochman Union School District for the fiscal year ended June 30, 2022. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements of Blochman Union School District as of and for the fiscal year ended June 30, 2022. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Blochman Union School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Blochman Union School District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis
- 2) Budgetary Comparison Schedule
- 3) Schedule of Proportionate Share of Net Pension Liability
- 4) Schedule of Pension Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies Blochman Union School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole:

- 1) Organization
- 2) Additional Schedules and Related Notes

#### **Audit Objectives**

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of Blochman Union School District and other procedures we consider necessary to enable us to express such opinions. We will issue a written report upon completion of our audit of Blochman Union School District's financial statements. Our report

will be addressed to the Board of Trustees of Blochman Union School District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that Blochman Union School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

#### **Audit Procedures—General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

#### **Audit Procedures—Internal Control**

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in

scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Blochman Union School District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

### **Other Services**

We will also assist in preparing the financial statements and related notes of Blochman Union School District in conformity with U.S. generally accepted accounting principles based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

### **Management Responsibilities**

Management is responsible for establishing and maintaining effective internal controls, including evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon.

Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

#### **Engagement Administration, Fees, and Other**

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Moss, Levy & Hartzheim, LLP, and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Moss, Levy & Hartzheim, LLP, personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately July 1, 2022 and to issue our reports no later than December 15, 2022. Ronald A. Levy, CPA, is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will be \$5,345. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.



In accordance with State law, ten (10) percent of the fee for the annual audit will be withheld until the audit report has been certified by the state controller as conforming to the reporting provisions of subdivision (a) of EC Section 14503. If the audit report for any year is not certified by the state controller as conforming to the reporting provisions of subdivision (a) of EC Section 14503, fifty (50) percent of the audit fee for any subsequent year will be withheld. The withheld amount will not be released until the state controller certifies that the audit report for the subsequent year conforms to the reporting provisions of subdivision (a) of EC Section 14503, or payment is ordered by the California Board of Accountancy. This contract is null and void if a firm or individual is declared ineligible to audit K-12 school districts pursuant to Subdivision (c) of EC Section 41020.5.

We appreciate the opportunity to be of service to Blochman Union School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

*Moss, Levy & Hartzheim LLP*

Moss, Levy & Hartzheim, LLP

RESPONSE:

This letter correctly sets forth the understanding of Blochman Union School District.

Management signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Governance signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



VII – F



**2021-22 Title I, Part A LEA Allocation and Reservations**

report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$19,428
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$19,428

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,500

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	7.65%
Indirect cost reservation	\$1,381
Administrative reservation	\$1,533

**Reservation Summary**

Total LEA required and authorized reservations	\$4,414
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$15,014

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2021-22 Consolidation of Administrative Funds**

request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

DE Program Contact:

Title I Policy, Program, and Support Office, Title@cde.ca.gov, -  
Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:  
- is a single school LEA  
- has enrollment total for all schools less than 1,000  
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- Below LEA average and at or above 35% student low income
- Waiver for a desegregation plan on file
- Grandfather provision
- Feeder pattern

Low income measure

FRPM

Ranking Schools Highest to Lowest

Within the LEA

EA-wide low income %

55.49%

Available Title I, Part A school allocations

\$15,014

Available parent and family engagement reservation

\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Benjamin Foxen Elementary	6045264	1	173	96	55.49	*	*	1	156.39	15013.44	\$0	\$0	15013.44	

Warning

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2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

\*\*\*Warning\*\*\*  
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

IDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School ranking options

Within the LEA

Select the highest to lowest school ranking method

Select a low income measure

FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Benjamin Foxen Elementary	6045264	K	8	1	173	96

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as a schoolwide program.

CDE Program Contact:

Title I Policy, Program, and Support Office, TitleI@cde.ca.gov, -  
Kina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Benjamin Foxen Elementary	6045264	Y	55%	03/02/2021		



VII – G



**Resolution of the Governing Board  
of the Blochman Union School District**

**To Designate Authority for Disposition of Assets**

**Whereas**, the governing board of the Blochman Union School District is desirous of streamlining the asset disposition process of the district; and

**Whereas**, the district accumulates obsolete property on an on-going basis. The Superintendent is seeking a “blanket” authorization to dispose of surplus property without needing a new agenda item for each disposal and in keeping with the guidelines of the California Education Code; and

**Whereas**, California Education Code Sections 17545 and 17546 allow the Governing Board to sell surplus or obsolete property through public sale, private sale, or to donate such property to a charitable organization, or to dispose of such property at a public dump. Public sale is the district’s preferred method for disposing of obsolete property (excluding e-waste). Where items are of insufficient value to be accepted for sale, the district may sell items by private sale or to a recycler or donate items to a non-profit organization. Should the condition or utility of value of the items preclude these methods, the items may be disposed of at a public dump; and

**Now, Therefore Be It Resolved** that the governing board of the Blochman Union School District hereby awards a “blanket” authorization for the Superintendent to dispose of old, obsolete property in the manner deemed to be in the best interest of the district throughout the 2021/2022 fiscal year.

**Approved, Passed, and Adopted** by the governing board of the Blochman Union School District, this 8th day of February 2022 by the following vote:

**AYES:** \_\_\_\_\_

**NOES:** \_\_\_\_\_

**ABSENT:** \_\_\_\_\_

**ABSTAIN:** \_\_\_\_\_

Signed: \_\_\_\_\_  
Board Clerk/Secretary