

Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES AGENDA

Tuesday, February 13, 2024

Library

5:30 p.m. – Regular Session

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
Jenania Reasner, Trustee

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

II. Welcome Guests

III. Reports

A. Charter School Reports

- i. Family Partnership Charter School**
- ii. Trivium Charter School**
- iii. Trivium Charter School: Adventure**
- iv. Trivium Charter School: Voyage**

B. Teacher Reports

C. Principal's Report

IV. ITEMS SCHEDULED FOR INFORMATION

A. Facilities use – none.

B. Form 700 filing deadline is April 3, 2024. 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. California Kids Investment and Development Savings Program

E. 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. Family Partnership Charter School's iAchieve! program

B. Local Control and Accountability Plan

C. Facilities

- i. General maintenance**

VI. CONSENT AGENDA ITEMS

A. Approval of Minutes

- i. Minutes of January 9, 2024 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 2024

| | |
|--------------------------------|----------------------|
| i. Payroll | \$ 210,154.82 |
| ii. Commercial Warrants | \$ 228,952.02 |
| iii. Revolving Fund | \$ 0.00 |
| TOTAL | \$ 439,106.84 |

***** 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:

C. Approval of Family Partnership Charter School's 2023/2024 P-1 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education approve Family Partnership Charter School's 2023/2024 P-1 attendance report as presented:**

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

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

D. Approval of the following 2023/2024 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 above listed 2023/2024 P-1 attendance reports as presented:**

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

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of Benjamin Foxen Elementary School's January 2024 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education approve the January 2024 attendance report as presented.**

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

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

B. Approval of the fourth quarter 2023 Williams Report.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the fourth quarter 2023 Williams Report as presented:**

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

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

C. Approval of Benjamin Foxen Elementary School's 2022/2023 School Accountability Report Card.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Benjamin Foxen Elementary School's 2022/2023 School Accountability Report Card as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

D. Approval to re-elect Dr. Peter Wright to the CSBA Delegate Assembly for Santa Barbara County.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the re-election of Dr. Peter Wright to the CSBA Delegate Assembly as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

E. Approval of the contract with 19-6 Architects for the electrical distribution system upgrade.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with 19-6 Architects as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

F. Approval of donations:

i. Martin Marietta; \$1,000; crossing guard.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

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 12, 2024; open session at 5:30 p.m., Library

X. CLOSED SESSION: The board will consider and may act on the following during closed session:

A. Certificated and Classified Personnel Actions

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

XI. RECONVENE IN OPEN SESSION

A. Report of action taken during closed session.

XII. Adjourn

TIME: _____

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

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

January 15, 2024

SBAS-9642

TO: School Board President
Superintendent
Blochman Union School District

FROM: Steve Torres, Associate Superintendent, Administrative Services 

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

Our office has transmitted the district's First Interim Financial Report with a positive certification to the State Department of Education. Technical comments, if any, will be communicated to the district's business office.

If you have any questions, please feel free to contact me at ext. 5700.

ad

c Nancy Shafer, Interim Business Manager
Joshua Becerra, Administrator
Danielle Spahn, District Financial Advisor
Dr. Susan Salcido, County Superintendent of Schools



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

January 15, 2024

SBAS-9643

TO: Doug Brown, Superintendent
Blochman Union School District

FROM: Joshua Becerra, Administrator *JB*
Danielle Spahn, District Financial Advisor *DS*

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

Based on the First Interim Financial Report, 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. A summary of the three-year budget submitted by the district follows.

| General Fund Unrestricted (Fund 01) | Year 1 | Year 2 | Year 3 |
|---|---------------------|-----------------------|---------------------|
| Beginning Balance | \$ 4,410,670 | \$ 4,282,532 | \$ 3,087,650 |
| Revenue | 2,538,348 | 2,605,889 | 2,683,890 |
| Expense | 2,651,875 | 3,800,771 | 2,751,132 |
| Operating Surplus / (Deficit) | \$ (113,527) | \$ (1,194,882) | \$ (67,243) |
| Transfers In/Other Sources | - | - | - |
| Transfers Out/Other Uses | - | - | - |
| Contributions to Restricted Programs ¹ | (14,610) | - | (81,677) |
| Net Increase (Decrease) in Fund Balance | \$ (128,138) | \$ (1,194,882) | \$ (148,920) |
| Ending Balance | \$ 4,282,532 | \$ 3,087,650 | \$ 2,938,730 |
| Reserves | | | |
| Fund 01 | | | |
| > Nonspendable | - | - | - |
| > Committed | - | - | - |
| > Assigned | - | - | - |
| > Reserved for Economic Uncertainties* | - | - | - |
| > Unassigned/Unappropriated* | 4,282,532 | 3,087,650 | 2,938,730 |
| * Total Available Reserves (\$) | \$ 4,282,532 | \$ 3,087,650 | \$ 2,938,730 |
| * Total Available Reserves (%) | 124.57% | 69.44% | 86.23% |

¹ The district is projecting an operating deficit in its restricted general fund which can reflect one or both of two possibilities - 1) the district is spending down prior years' balances, or 2) it is spending in one or more restricted programs beyond funds provided by the state or federal government. Therefore, the district is making a contribution from its unrestricted general fund as noted above.

Deficit Spending

While the district expects to maintain adequate reserves for the current year, the district's budget shows deficit spending. Deficit spending appears to be largely attributable to one-time capital expenditures budgeted in the General Fund. We encourage the district to continue its cautious forecasting of future revenues and expenses and update its budget projections as new information becomes available. The district must continue to proactively manage staffing levels, escalating costs, and facilities needs to ensure that adequate ongoing funding remains available to support its core programs and fund activities in the Local Control and Accountability Plan.

Cashflow

The district's cash flow projections indicate that the general fund will maintain a positive balance throughout the year. *Please notify our office immediately if a cash shortfall is projected that cannot be covered through local means (i.e., interfund borrowing).*

Negotiations

According to the information provided, the district has settled negotiations through 2023-24 and has included the costs in the budget and multiyear projections.

Conclusion

We are aware that the information provided reflects the district's financial position and assumptions as of a point in time and that further adjustments will be made during the year as additional data becomes available.

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.

ad

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

IV – D



FIONA MA, CPA

TREASURER

STATE OF CALIFORNIA

January 15, 2024

Blochman Union Elementary
Attention: Board of Education
4949 Foxen Canyon Rd
Santa Maria, CA 93454-9145

Dear Members of the Board,

The California Kids Investment and Development Savings Program (CalKIDS) was launched in 2022 to help California children prepare financially for the costs of postsecondary education. CalKIDS automatically funds savings accounts with \$1.9 billion for eligible low-income public school students enrolled in grades 1-12 and all California newborns, regardless of income.

Studies have shown that children and families with even small savings set aside for college are three times more likely to enroll in college, and four times more likely to graduate, than children with no savings. CalKIDS builds upon this research by providing families a starting point for building assets and working to make higher education attainable. Students are eligible to receive \$500 from CalKIDS, with an additional \$500 each for both foster and homeless students.

Some students in your school(s) may be eligible to use these funds immediately upon enrollment at an institution of higher education. They can use CalKIDS funds to pay for tuition, fees, books, supplies and certain room and board costs. California public school students designated as low-income by the Local Control Funding Formula (LCFF) were automatically enrolled in CalKIDS if they were registered in 1st through 12th grade during the 2021-22 academic year or in 1st grade during the 2022-23 academic year.

To access their CalKIDS account, eligible students or their parents should visit www.calkids.org. Accessing an account is easy and requires only a few pieces of information, including the child's Statewide Student Identifier (SSID), or the unique code included in a notification letter that the family has received or will be receiving soon. **We request that your school(s) make SSIDs accessible to parents and students.**

To ensure all eligible families are aware of this important program, we seek your help in sharing this information with families in your communities.

Please promote CalKIDS in the following ways:

- Partner with CalKIDS to host an informational webinar
- Share information through your digital communications channels, including newsletters, websites, and social media
- Distribute program materials throughout your campus or district

To support your efforts promoting CalKIDS, we've created a comprehensive online toolkit that contains resources and informational materials in English and Spanish. The toolkit can be accessed through the Partners tab at CalKIDS.org. If you have additional questions or want to explore hosting a webinar, please contact CalKIDS staff directly at CalKIDSAdmin@calkids.org or (916) 651-6380.

Thank you for your partnership informing families about CalKIDS – California's program dedicated to helping our students have a brighter future.

In Peace and Friendship,

A handwritten signature in black ink, appearing to read 'Fiona Ma', with a stylized flourish at the end.

FIONA MA, C.P.A.
California State Treasurer

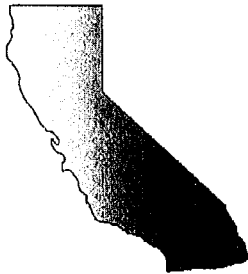
IV — E — i

Family Partnership Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

| | |
|--|--------------------------------------|
| School Name | Family Partnership Charter School |
| Street | 1157 Clark Avenue, Suite H |
| City, State, Zip | Santa Maria, CA 93455 |
| Phone Number | (805) 348-3333 |
| Principal | Stephanie Eggert, Executive Director |
| Email Address | stephanie.eggert@fpcharter.org |
| School Website | www.fpcharter.org |
| County-District-School (CDS) Code | 42 69112 0111773 0763 |

2023-24 District Contact Information

| | |
|-------------------------|-----------------------------------|
| District Name | Family Partnership Charter School |
| Phone Number | (805) 348-3333 |
| Superintendent | Doug Brown |
| Email Address | blochman@blochmanusd.org |
| District Website | www.fpcharter.org |

2023-24 School Description and Mission Statement

Family Partnership Charter School ("FPCS" "The Charter" "Our Charter") 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's Governing Board. FPCS is a tuition-free public school and follows the same California 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. The Charter offers an education that focuses on personalized learning through solely independent study or a blended program with in-person instructional days. Through all programs, a partnership between the school, teacher, family, and student is built to support student learning. FPCS is a direct funded, non-classroom based independent study charter school and is WASC accredited through 2027. FPCS serves students that reside in Santa Barbara and San Luis Obispo Counties. Our charter serves students and families from grades Kindergarten to 12th grade students whose needs are met by an alternative, personalized educational program coordinated with our fully credentialed instructional staff. FPCS remains committed to their purposeful Mission, Vision, and Motto.

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

2023-24 School Description and Mission Statement

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

MOTTO: Bringing the best together for student success.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 19 |
| Grade 1 | 26 |
| Grade 2 | 25 |
| Grade 3 | 21 |
| Grade 4 | 23 |
| Grade 5 | 22 |
| Grade 6 | 18 |
| Grade 7 | 28 |
| Grade 8 | 19 |
| Grade 9 | 32 |
| Grade 10 | 32 |
| Grade 11 | 39 |
| Grade 12 | 64 |
| Total Enrollment | 368 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 56% |
| Male | 42.7% |
| Asian | 1.1% |
| Black or African American | 1.1% |
| Hispanic or Latino | 34.5% |
| Two or More Races | 5.7% |
| White | 56.3% |
| English Learners | 2.2% |
| Homeless | 0.5% |
| Socioeconomically Disadvantaged | 38.9% |
| Students with Disabilities | 8.4% |

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.

2020-21 Teacher Preparation and Placement

| 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) | 10.00 | 46.45 | 46.80 | 60.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 11.20 | 51.97 | 27.60 | 35.51 | 12115.80 | 4.41 |
| Unknown | 0.30 | 1.48 | 3.30 | 4.27 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.50 | 100.00 | 77.70 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 11.80 | 54.25 | 64.70 | 60.47 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.09 | 0.00 | 0.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 9.60 | 44.41 | 41.50 | 38.79 | 11953.10 | 4.28 |
| Unknown | 0.20 | 1.10 | 0.70 | 0.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.70 | 100.00 | 107.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 11.20 | 9.60 |
| Total Out-of-Field Teachers | 11.20 | 9.60 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 3.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0.4 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each year, FPCS staff reviews textbook and online curriculum to determine its effect on student academic progress. The Governing Board approves the selected curriculum after stakeholder input is given for effectiveness of instruction and interventions. All students (100%) have access to curriculum, both hard copies and online formats, devices, and materials for learning at FPCS. Additionally, High school students may elect to enroll at a local community college for courses earning credits both schools..

Year and month in which the data were collected

May/June 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | Assigned Copy |
|-----------------------------------|---|------------|---------------|
| Reading/Language Arts | 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 |
| Mathematics | 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 |
| Science | 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 |
| History-Social Science | 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 |
| Foreign Language | 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). | Yes | 0 |
| Health | 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). | Yes | 0 |
| Visual and Performing Arts | 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). | Yes | 0 |

School Facility Conditions and Planned Improvements

Family Partnership Charter School leases space for each of its learning centers from a variety of entities including local school districts, private landowners, community organizations, or property management companies. Each Learning Center has been selected for its appropriateness for the students, families, community and instructional methods that it serves.

All learning centers are clean and in good repair. Inspection by a representative from the charters' sponsoring district, the Fire Marshall, and insurance carrier is conducted to identify areas of concern and no serious facility issues were noted.

Year and month of the most recent FIT report

April 11, 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|------------------|-----------|-----------|-----------|---|
|------------------|-----------|-----------|-----------|---|

School Facility Conditions and Planned Improvements

| | |
|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X |
| Interior: Interior Surfaces | X |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X |
| Electrical | X |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X |
| Safety: Fire Safety, Hazardous Materials | X |
| Structural: Structural Damage, Roofs | X |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X |

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).

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.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 58 | 49 | 57 | 52 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 31 | 22 | 34 | 32 | 33 | 34 |

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 201 | 195 | 97.01 | 2.99 | 48.72 |
| Female | 106 | 101 | 95.28 | 4.72 | 46.53 |
| Male | 92 | 91 | 98.91 | 1.09 | 51.65 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 78 | 78 | 100.00 | 0.00 | 51.28 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 112 | 106 | 94.64 | 5.36 | 47.17 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 88 | 83 | 94.32 | 5.68 | 39.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 20.00 |

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 201 | 194 | 96.52 | 3.48 | 21.65 |
| Female | 106 | 101 | 95.28 | 4.72 | 17.82 |
| Male | 92 | 90 | 97.83 | 2.17 | 25.56 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 78 | 77 | 98.72 | 1.28 | 19.48 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 112 | 106 | 94.64 | 5.36 | 22.64 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 88 | 82 | 93.18 | 6.82 | 18.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 24.00 |

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.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 35.91 | 35.26 | 50.00 | 38.78 | 29.47 | 30.29 |

2022-23 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 159 | 156 | 98.11 | 1.89 | 35.26 |
| Female | 91 | 89 | 97.80 | 2.20 | 33.71 |
| Male | 67 | 66 | 98.51 | 1.49 | 37.88 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 63 | 62 | 98.41 | 1.59 | 25.81 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 84 | 82 | 97.62 | 2.38 | 42.68 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 61 | 61 | 100.00 | 0.00 | 29.51 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 30.77 |

2022-23 Career Technical Education Programs

FPCS continues to increase Career Technical Education (CTE) 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. FPCS continues to explore ways to expand CTE options for students. Culinary Arts 1 a-g A/B provides a virtual, interactive course which has not been an option in the past. A Culinary Arts Pathway was added in the 22-23 school year with . This year a Fashion and Interior Design 1 course was added with year 2 being offered in 24-25. Most years FPCS have no CTE Pathway completers. With new interactive options our goal is to create a LCAP goal and data. High school students are also encouraged to enroll in local community college courses where they receive dual credit. Some courses available are CTE subjects.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.2 |
| 2021-22 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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 94 | 94 | 94 | 94 | 94 |
| Grade 9 | 89 | 89 | 89 | 89 | 89 |

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.

2023-24 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. 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 3.5 | 2 | 8.7 | 8.5 | 1.2 | 8.3 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 94.7 | 98 | 89.9 | 90.4 | 96.3 | 89.9 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 69 | 62 | 89.9 |
| Female | 44 | 39 | 88.6 |
| Male | 24 | 22 | 91.7 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 23 | 21 | 91.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 39 | 37 | 94.9 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 31 | 30 | 96.8 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 456 | 446 | 5 | 1.1 |
| Female | 254 | 252 | 3 | 1.2 |
| Male | 197 | 189 | 2 | 1.1 |
| Non-Binary | 5 | 5 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 4 | 4 | 0 | 0.0 |
| Black or African American | 4 | 4 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 174 | 167 | 1 | 0.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 22 | 22 | 0 | 0.0 |
| White | 242 | 239 | 4 | 1.7 |
| English Learners | 14 | 13 | 0 | 0.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 3 | 2 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 185 | 178 | 2 | 1.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 44 | 43 | 0 | 0.0 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.21 | 0.00 | 0.19 | 0.06 | 0.56 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| 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 |

2023-24 School Safety Plan

FPCS complies with all applicable state and federal laws. Each Learning Center is unique in location and facilities features. Their specific Disaster Preparedness Plans are reviewed with staff on an annual basis and includes instructions for evacuation procedures, evacuation posters, lockdown emergency kits, 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

2023-24 School Safety Plan

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 borne 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.

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 6 | 5 | 6 | | |
| Other | 22 | 2 | 7 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 3 | 1 | | |
| 1 | 1 | 1 | | |
| 3 | 1 | 1 | | |
| 5 | 1 | 2 | | |
| 6 | 3 | 13 | | |
| Other | 17 | 7 | 3 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 5 | 4 | 0 | 0 |
| 1 | 5 | 5 | 0 | 0 |
| 2 | 6 | 4 | 0 | 0 |
| 3 | 5 | 4 | 0 | 0 |
| 4 | 6 | 4 | 0 | 0 |
| 5 | 7 | 3 | 0 | 0 |
| 6 | 5 | 4 | 0 | 0 |
| Other | 0 | 0 | 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 | 3 | 74 | 1 | |
| Mathematics | 2 | 85 | | |
| Science | 2 | 53 | | |
| Social Science | 3 | 65 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 82 | | |
| Mathematics | 2 | 91 | | |
| Science | 2 | 46 | | |
| Social Science | 2 | 72 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 84 | 0 | 0 |
| Mathematics | 2 | 81 | 0 | 0 |
| Science | 2 | 52 | 0 | 0 |
| Social Science | 2 | 77 | 0 | 0 |

2022-23 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 |

2022-23 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 | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 1.7 |
| Other | n/a |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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 | \$9065.28 | 865.36 | \$8199.92 | \$66,406.65 |
| District | N/A | N/A | \$10,081 | \$66,528 |
| Percent Difference - School Site and District | N/A | N/A | -20.6 | -0.2 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 7.5 | -13.1 |

Fiscal Year 2022-23 Types of Services Funded

FPCS provides instructional assistants in each K-5 classroom to work with small groups and individual students to support their skill development and differentiated instruction. Educational technology or programs to support students in the classroom and remote learning environments as an independent study charter school. Programs such as iReady's individualized lessons build skills in mathematics, phonics, and reading.

FPCS provides students with supplemental services to address their specific learning needs based on monitoring academic progress. Services related to specific, unique student needs are provided to students both in-person and through teletherapy. Tutors may be contracted for students in grades 6-12 provide one-on-one direct instruction and guidance to students in the areas of reading, English language development, and math. Specific services including speech, occupational therapy, and mental health services are provided through a process through a Student Study Team (SST), 504 Plans, and Individualized Education Plans (IEPs) based on individual needs..

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$44,175 | \$48,481 |
| Mid-Range Teacher Salary | \$68,650 | \$73,129 |
| Highest Teacher Salary | \$92,296 | \$99,406 |
| Average Principal Salary (Elementary) | \$0 | \$117,381 |
| Average Principal Salary (Middle) | \$0 | \$128,158 |
| Average Principal Salary (High) | \$0 | |
| Superintendent Salary | 134,220 | \$138,991 |
| Percent of Budget for Teacher Salaries | 29.42% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.99% |

2022-23 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 |

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

Professional Development

FPCS is committed to providing teachers with ongoing professional development (PD) in their individual areas of professional interest and growth, as well as in areas of need indicated by state or local benchmark assessments. California has provided grant funds in the area in PD to improve instruction. In 2021-22 a plan for the Effective Educator Block Grant ("EEBG") was to determine areas of need and what funds will fill that need. Staff were part of the planning and decision to designate funds for 2022-23.

During the 2022-23 school year, the following professional development opportunities were provided to certificated staff: Universal Design for Learning, iReady Benchmark Data training, Social Emotional Learning, Trauma Informed Instruction, and Special Education/504 training. 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. The Universal Design For Learning PD's were scheduled as one full day training along with 3 partial day training as follow up and monitoring opportunities. Social Emotional PD's were also scheduled throughout the school year as the first year of implementation for our Ruler program. The remaining professional development sessions consisted of one training session. Teachers have also opted to attend self-selected professional development sessions such as Montessori training, or the Central Coast Science Project summer institute at Cal Poly.

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) with teachers meeting 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. Each year there are five staff full day PD trainings and 3 hours per Monday throughout the instructional year.

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

Professional Development

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 22 | 25 | 25 |

IV – E

ii – iv

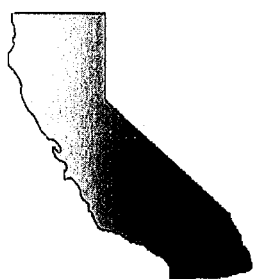
Trivium Charter School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

TCS 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. We also have a fully virtual program "ACE-C" (ACE-Connect), where the on-campus class content taught by our credentialed teachers is now offered virtually - 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 historical and scientific 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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 34 |
| Grade 1 | 28 |
| Grade 2 | 29 |
| Grade 3 | 29 |
| Grade 4 | 26 |
| Grade 5 | 33 |
| Grade 6 | 25 |
| Grade 7 | 32 |
| Grade 8 | 22 |
| Grade 9 | 20 |
| Grade 10 | 17 |
| Grade 11 | 10 |
| Grade 12 | 16 |
| Total Enrollment | 321 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 50.8% |
| Male | 48.9% |
| Asian | 0.6% |
| Black or African American | 1.9% |
| Filipino | 1.6% |
| Hispanic or Latino | 32.1% |
| Two or More Races | 5% |
| White | 56.4% |
| English Learners | 0.3% |
| Foster Youth | 0.3% |
| Homeless | 2.8% |
| Socioeconomically Disadvantaged | 24% |
| Students with Disabilities | 8.7% |

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.

2020-21 Teacher Preparation and Placement

| 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) | 11.10 | 62.04 | 46.80 | 60.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 5.70 | 31.88 | 27.60 | 35.51 | 12115.80 | 4.41 |
| Unknown | 1.00 | 6.02 | 3.30 | 4.27 | 18854.30 | 6.86 |
| Total Teaching Positions | 17.90 | 100.00 | 77.70 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 13.90 | 55.22 | 64.70 | 60.47 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 11.00 | 43.95 | 41.50 | 38.79 | 11953.10 | 4.28 |
| Unknown | 0.20 | 0.79 | 0.70 | 0.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 25.10 | 100.00 | 107.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 5.70 | 11.00 |
| Total Out-of-Field Teachers | 5.70 | 11.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

08/2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | various grade level, standards aligned instructional materials | Yes | 0 |

| | | | |
|-----------------------------------|--|-----|---|
| Mathematics | various grade level, standards aligned instructional materials | Yes | 0 |
| Science | various grade level, standards aligned instructional materials | Yes | 0 |
| History-Social Science | various grade level, standards aligned instructional materials | Yes | 0 |
| Foreign Language | various grade level, standards aligned instructional materials | Yes | 0 |
| Health | various grade level, standards aligned instructional materials | Yes | 0 |
| Visual and Performing Arts | 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 2022

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

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.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 48 | 45 | 57 | 52 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 29 | 27 | 34 | 32 | 33 | 34 |

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 168 | 161 | 95.83 | 4.17 | 45.34 |
| Female | 82 | 79 | 96.34 | 3.66 | 59.49 |
| Male | 86 | 82 | 95.35 | 4.65 | 31.71 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 60 | 56 | 93.33 | 6.67 | 35.71 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 38.46 |
| White | 93 | 90 | 96.77 | 3.23 | 51.11 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 53 | 96.36 | 3.64 | 47.17 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 13 | 92.86 | 7.14 | 15.38 |

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 168 | 161 | 95.83 | 4.17 | 27.33 |
| Female | 82 | 79 | 96.34 | 3.66 | 26.58 |
| Male | 86 | 82 | 95.35 | 4.65 | 28.05 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 60 | 56 | 93.33 | 6.67 | 26.79 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 23.08 |
| White | 93 | 90 | 96.77 | 3.23 | 27.78 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 53 | 96.36 | 3.64 | 28.30 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 13 | 92.86 | 7.14 | 15.38 |

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.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 48.05 | 27.94 | 50.00 | 38.78 | 29.47 | 30.29 |

2022-23 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 73 | 69 | 94.52 | 5.48 | 28.99 |
| Female | 31 | 29 | 93.55 | 6.45 | 34.48 |
| Male | 42 | 40 | 95.24 | 4.76 | 25.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 21 | 87.50 | 12.50 | 19.05 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 42 | 41 | 97.62 | 2.38 | 36.59 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 17 | 94.44 | 5.56 | 35.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 58 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 91.94 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 14.29 |

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 99 | 99 | 99 | 99 | 99 |
| Grade 7 | 99 | 99 | 99 | 99 | 99 |
| Grade 9 | 99 | 99 | 99 | 99 | 99 |

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.

2023-24 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, student events, 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 virtually by Trivium staff to support parents in their efforts, review recent research, share information about social/emotional growth topics, 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.

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 14.3 | | 0 | 8.5 | 1.2 | 8.3 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 85.7 | | 94.1 | 90.4 | 96.3 | 89.9 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 17 | 16 | 94.1 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | | | |
| 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 | 13 | 12 | 92.3 |
| 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 | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 338 | 331 | 10 | 3.0 |
| Female | 171 | 167 | 6 | 3.6 |
| Male | 166 | 163 | 3 | 1.8 |
| Non-Binary | 1 | 1 | 1 | 100.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 3 | 3 | 1 | 33.3 |
| Black or African American | 8 | 8 | 0 | 0.0 |
| Filipino | 5 | 5 | 1 | 20.0 |
| Hispanic or Latino | 115 | 110 | 7 | 6.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 16 | 16 | 0 | 0.0 |
| White | 185 | 183 | 1 | 0.5 |
| English Learners | 3 | 2 | 1 | 50.0 |
| Foster Youth | 2 | 2 | 1 | 50.0 |
| Homeless | 9 | 9 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 101 | 99 | 5 | 5.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 32 | 32 | 1 | 3.1 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.19 | 0.06 | 0.56 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| 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 |

2023-24 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 software that monitors students' online activity, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program, 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

2023-24 School Safety Plan

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.

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 | 9 | 3 | | |
| 1 | 9 | 3 | | |
| 2 | 5 | 5 | | |
| 3 | 6 | 5 | | |
| 4 | 3 | 5 | | |
| 5 | 4 | 5 | | |
| 6 | 5 | 5 | | |
| Other | 12 | 5 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 9 | 3 | | |
| 1 | 9 | 3 | | |
| 2 | 5 | 1 | | |
| 3 | 6 | 1 | | |
| 4 | 3 | 8 | | |
| 5 | 4 | 8 | | |
| 6 | 5 | 6 | | |
| Other | 12 | 8 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 8 | 5 | 0 | 0 |
| 1 | 3 | 3 | 0 | 0 |
| 2 | 3 | 3 | 0 | 0 |
| 3 | 1 | 1 | 0 | 0 |
| 4 | 4 | 5 | 0 | 0 |
| 5 | 8 | 5 | 0 | 0 |
| 6 | 5 | 15 | 0 | 0 |
| Other | 13 | 15 | 5 | 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 | 4 | 21 | | |
| Mathematics | 2 | 30 | | |
| Science | 5 | 13 | | |
| Social Science | 4 | 18 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 20 | | |
| Mathematics | 2 | 28 | | |
| Science | 4 | 13 | | |
| Social Science | 4 | 13 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 24 | 0 | 0 |
| Mathematics | 2 | 30 | 0 | 0 |
| Science | 1 | 5 | 0 | 0 |
| Social Science | 4 | 18 | 0 | 0 |

2022-23 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 |

2022-23 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) | .34 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | .67 |
| Social Worker | 0 |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | .4 |
| Other | 2.4 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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 | | \$66,528 |
| Percent Difference - School Site and District | N/A | N/A | | -11.7 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 6.8 | -24.6 |

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$65,500 | \$48,481 |
| Mid-Range Teacher Salary | \$70,000 | \$73,129 |
| Highest Teacher Salary | \$74,000 | \$99,406 |
| Average Principal Salary (Elementary) | \$105,00 | \$117,381 |
| Average Principal Salary (Middle) | \$105,00 | \$128,158 |
| Average Principal Salary (High) | \$105,000 | |
| Superintendent Salary | \$150,833 | \$138,991 |
| Percent of Budget for Teacher Salaries | 29.42% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.99% |

2022-23 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 |

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

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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25 | 25 | 25 |

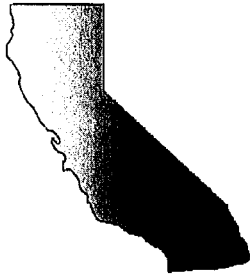
Trivium Charter School Adventure

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

| | |
|--|----------------------------------|
| School Name | Trivium Charter School Adventure |
| Street | 1305 North H Street A/332 |
| City, State, Zip | Lompoc, CA 93436 |
| Phone Number | 805-291-1303 |
| Principal | Trisha Vais |
| Email Address | tvais@triviumcharter.org |
| School Website | www.triviumcharter.org |
| County-District-School (CDS) Code | 42 69112 0137877 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

TCSA 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. We also have a fully virtual program "ACE-C" (ACE-Connect), where the on-campus class content taught by our credentialed teachers is now offered virtually - 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 historical and scientific 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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 23 |
| Grade 1 | 19 |
| Grade 2 | 19 |
| Grade 3 | 16 |
| Grade 4 | 17 |
| Grade 5 | 18 |
| Grade 6 | 18 |
| Grade 7 | 26 |
| Grade 8 | 28 |
| Grade 9 | 17 |
| Grade 10 | 21 |
| Grade 11 | 13 |
| Grade 12 | 5 |
| Total Enrollment | 240 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.7% |
| Male | 48.3% |
| Asian | 0.4% |
| Black or African American | 2.1% |
| Hispanic or Latino | 25% |
| Native Hawaiian or Pacific Islander | 0.4% |
| Two or More Races | 12.1% |
| White | 59.6% |
| English Learners | 1.3% |
| Homeless | 1.7% |
| Socioeconomically Disadvantaged | 20% |
| Students with Disabilities | 19.6% |

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.

2020-21 Teacher Preparation and Placement

| 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) | 8.00 | 57.94 | 46.80 | 60.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 5.30 | 38.46 | 27.60 | 35.51 | 12115.80 | 4.41 |
| Unknown | 0.40 | 3.54 | 3.30 | 4.27 | 18854.30 | 6.86 |
| Total Teaching Positions | 13.80 | 100.00 | 77.70 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 15.70 | 59.89 | 64.70 | 60.47 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.11 | 0.00 | 0.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 10.30 | 39.27 | 41.50 | 38.79 | 11953.10 | 4.28 |
| Unknown | 0.10 | 0.68 | 0.70 | 0.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 26.20 | 100.00 | 107.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 5.30 | 10.30 |
| Total Out-of-Field Teachers | 5.30 | 10.30 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 August 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | Various, standards-aligned instructional materials | Yes | 0 |

| | | | |
|-----------------------------------|--|-----|---|
| Mathematics | Various, standards-aligned instructional materials | Yes | 0 |
| Science | Various, standards-aligned instructional materials | Yes | 0 |
| History-Social Science | Various, standards-aligned instructional materials | Yes | 0 |
| Foreign Language | Various, standards-aligned instructional materials | Yes | 0 |
| Health | Various, standards-aligned instructional materials | Yes | 0 |
| Visual and Performing Arts | 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 2022

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

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.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 52 | 47 | 57 | 52 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 28 | 30 | 34 | 32 | 33 | 34 |

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 143 | 131 | 91.61 | 8.39 | 47.33 |
| Female | 79 | 70 | 88.61 | 11.39 | 50.00 |
| Male | 64 | 61 | 95.31 | 4.69 | 44.26 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 37 | 33 | 89.19 | 10.81 | 27.27 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 63.16 |
| White | 83 | 75 | 90.36 | 9.64 | 53.33 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 37 | 31 | 83.78 | 16.22 | 29.03 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 28 | 87.50 | 12.50 | 39.29 |

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 143 | 131 | 91.61 | 8.39 | 29.77 |
| Female | 79 | 70 | 88.61 | 11.39 | 27.14 |
| Male | 64 | 61 | 95.31 | 4.69 | 32.79 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 37 | 33 | 89.19 | 10.81 | 15.15 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 36.84 |
| White | 83 | 75 | 90.36 | 9.64 | 36.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 37 | 31 | 83.78 | 16.22 | 9.68 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 28 | 87.50 | 12.50 | 35.71 |

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.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 41.38 | 45.10 | 50.00 | 38.78 | 29.47 | 30.29 |

2022-23 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 58 | 52 | 89.66 | 10.34 | 46.15 |
| Female | 32 | 27 | 84.38 | 15.62 | 48.15 |
| Male | 26 | 25 | 96.15 | 3.85 | 44.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 13 | 12 | 92.31 | 7.69 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 38 | 33 | 86.84 | 13.16 | 48.48 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 19 | 17 | 89.47 | 10.53 | 23.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 15 | 88.24 | 11.76 | 53.33 |

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 53 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 87.5 |
| 2021-22 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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | 100 | 100 | 100 | 100 | 100 |

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.

2023-24 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, student events, 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 virtually by Trivium staff to support parents in their efforts, review recent research, share information about social/emotional growth topics, 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.

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 8.3 | | -- | 8.5 | 1.2 | 8.3 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 91.7 | | -- | 90.4 | 96.3 | 89.9 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | -- | -- | -- |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | | | |
| 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 | -- | -- | -- |
| 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 | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 297 | 277 | 15 | 5.4 |
| Female | 162 | 149 | 6 | 4.0 |
| Male | 135 | 128 | 9 | 7.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 5 | 5 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 78 | 68 | 7 | 10.3 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 41 | 38 | 2 | 5.3 |
| White | 169 | 162 | 5 | 3.1 |
| English Learners | 4 | 4 | 3 | 75.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 5 | 5 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 83 | 74 | 10 | 13.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 58 | 56 | 5 | 8.9 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.19 | 0.06 | 0.56 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| 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 |

2023-24 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 software that monitors students' online activity, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program, 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

2023-24 School Safety Plan

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.

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 | 2 | 3 | | |
| 1 | 1 | 2 | | |
| 2 | 4 | 2 | | |
| 3 | 3 | 3 | | |
| 4 | 5 | 2 | | |
| 5 | 4 | 2 | | |
| 6 | 2 | 3 | | |
| Other | 9 | 14 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 5 | 2 | | |
| 1 | 1 | 1 | | |
| 2 | 2 | 1 | | |
| 3 | 1 | 1 | | |
| 4 | 4 | 4 | | |
| 5 | 4 | 5 | | |
| 6 | 3 | 6 | | |
| Other | 11 | 5 | 1 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 5 | 4 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 2 | 4 | 0 | 0 |
| 3 | 1 | 1 | 0 | 0 |
| 4 | 3 | 5 | 0 | 0 |
| 5 | 4 | 6 | 0 | 0 |
| 6 | 4 | 14 | 0 | 0 |
| Other | 10 | 15 | 3 | 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 | 3 | 14 | | |
| Mathematics | 2 | 20 | | |
| Science | 3 | 15 | | |
| Social Science | 2 | 17 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 11 | | |
| Mathematics | 2 | 15 | | |
| Science | 4 | 9 | | |
| Social Science | 4 | 11 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 19 | 0 | 0 |
| Mathematics | 2 | 31 | 0 | 0 |
| Science | 1 | 5 | 0 | 0 |
| Social Science | 4 | 15 | 0 | 0 |

2022-23 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 |

2022-23 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) | .33 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | .67 |
| Social Worker | 0 |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | .3 |
| Other | 1.5 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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 | | \$66,528 |
| Percent Difference - School Site and District | N/A | N/A | | -11.7 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 13.6 | -24.6 |

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$65,500 | \$48,481 |
| Mid-Range Teacher Salary | \$70,000 | \$73,129 |
| Highest Teacher Salary | \$74,000 | \$99,406 |
| Average Principal Salary (Elementary) | \$105,000 | \$117,381 |
| Average Principal Salary (Middle) | \$105,000 | \$128,158 |
| Average Principal Salary (High) | \$105,000 | |
| Superintendent Salary | \$150,833 | \$138,991 |
| Percent of Budget for Teacher Salaries | 29.42% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.99% |

2022-23 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 |

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

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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25 | 25 | 25 |

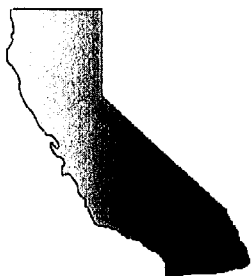
Trivium Charter School, Voyage

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

TCSV 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. We also have a fully virtual program "ACE-C" (ACE-Connect), where the on-campus class content taught by our credentialed teachers is now offered virtually - 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 historical and scientific 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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 39 |
| Grade 1 | 30 |
| Grade 2 | 32 |
| Grade 3 | 21 |
| Grade 4 | 27 |
| Grade 5 | 20 |
| Grade 6 | 26 |
| Grade 7 | 30 |
| Grade 8 | 20 |
| Grade 9 | 9 |
| Grade 10 | 12 |
| Grade 11 | 17 |
| Grade 12 | 14 |
| Total Enrollment | 297 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 49.2% |
| Male | 50.5% |
| American Indian or Alaska Native | 0.3% |
| Asian | 2.7% |
| Black or African American | 0.7% |
| Filipino | 0.7% |
| Hispanic or Latino | 14.1% |
| Two or More Races | 7.4% |
| White | 70.4% |
| English Learners | 0.3% |
| Homeless | 1.3% |
| Socioeconomically Disadvantaged | 18.2% |
| Students with Disabilities | 11.8% |

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.

2020-21 Teacher Preparation and Placement

| 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) | 9.30 | 60.86 | 46.80 | 60.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 5.30 | 34.74 | 27.60 | 35.51 | 12115.80 | 4.41 |
| Unknown | 0.60 | 4.28 | 3.30 | 4.27 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.40 | 100.00 | 77.70 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 14.20 | 57.47 | 64.70 | 60.47 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 10.40 | 42.17 | 41.50 | 38.79 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.36 | 0.70 | 0.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.70 | 100.00 | 107.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 5.30 | 10.40 |
| Total Out-of-Field Teachers | 5.30 | 10.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

8/2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
|---------|--|-----------------------------|--|

| | | | |
|-----------------------------------|--|-----|---|
| Reading/Language Arts | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |
| Mathematics | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |
| Science | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |
| History-Social Science | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |
| Foreign Language | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |
| Health | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |
| Visual and Performing Arts | Various, standards aligned instructional materials are used to meet student needs. | Yes | 0 |

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

8/2022

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

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).

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.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 64 | 67 | 57 | 52 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 44 | 49 | 34 | 32 | 33 | 34 |

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 155 | 150 | 96.77 | 3.23 | 66.67 |
| Female | 77 | 77 | 100.00 | 0.00 | 71.43 |
| Male | 77 | 72 | 93.51 | 6.49 | 61.11 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 26 | 24 | 92.31 | 7.69 | 50.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 75.00 |
| White | 111 | 109 | 98.20 | 1.80 | 68.81 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 35 | 30 | 85.71 | 14.29 | 53.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | 21 | 91.30 | 8.70 | 57.14 |

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 155 | 150 | 96.77 | 3.23 | 48.99 |
| Female | 77 | 77 | 100.00 | 0.00 | 53.95 |
| Male | 77 | 72 | 93.51 | 6.49 | 44.44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 26 | 24 | 92.31 | 7.69 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 75.00 |
| White | 111 | 109 | 98.20 | 1.80 | 49.07 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 35 | 30 | 85.71 | 14.29 | 46.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | 21 | 91.30 | 8.70 | 28.57 |

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.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 62.34 | 52.83 | 50.00 | 38.78 | 29.47 | 30.29 |

2022-23 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 54 | 53 | 98.15 | 1.85 | 52.83 |
| Female | 31 | 30 | 96.77 | 3.23 | 53.33 |
| Male | 22 | 22 | 100.00 | 0.00 | 50.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 35 | 34 | 97.14 | 2.86 | 58.82 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

2022-23 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.--

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 43 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 90 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 43.75 |

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | 100 | 100 | 100 | 100 | 100 |

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.

2023-24 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, student events, 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 virtually by Trivium staff to support parents in their efforts, review recent research, share information about social/emotional growth topics, 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.

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 27.3 | 0 | 0 | 8.5 | 1.2 | 8.3 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 72.7 | 94.1 | 100 | 90.4 | 96.3 | 89.9 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 13 | 13 | 100.0 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| 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 | -- | -- | -- |
| 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 | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 324 | 308 | 11 | 3.6 |
| Female | 162 | 153 | 6 | 3.9 |
| Male | 160 | 153 | 5 | 3.3 |
| Non-Binary | 2 | 2 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 8 | 8 | 0 | 0.0 |
| Black or African American | 2 | 2 | 0 | 0.0 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 50 | 45 | 2 | 4.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 22 | 22 | 1 | 4.5 |
| White | 238 | 227 | 8 | 3.5 |
| English Learners | 0 | 0 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 4 | 4 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 71 | 67 | 6 | 9.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 43 | 43 | 3 | 7.0 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.19 | 0.06 | 0.56 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| 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 |

2023-24 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 software that monitors students' online activity, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program, 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

2023-24 School Safety Plan

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.

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 | 10 | 2 | | |
| 1 | 1 | 2 | | |
| 2 | 4 | 4 | | |
| 3 | 8 | 1 | | |
| 4 | 1 | 1 | | |
| 5 | 8 | 1 | | |
| 6 | 4 | 4 | | |
| Other | 12 | 10 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 7 | 5 | | |
| 1 | 5 | 2 | | |
| 2 | 3 | 3 | | |
| 3 | 1 | 1 | | |
| 4 | 2 | 5 | | |
| 5 | 3 | 8 | | |
| 6 | 6 | 9 | | |
| Other | 11 | 21 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 11 | 6 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 6 | 2 | 0 | 0 |
| 3 | 1 | 1 | 0 | 0 |
| 4 | 6 | 5 | 0 | 0 |
| 5 | 5 | 5 | 0 | 0 |
| 6 | 5 | 10 | 0 | 0 |
| Other | 12 | 15 | 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 | 4 | 20 | | |
| Mathematics | 2 | 32 | | |
| Science | 4 | 13 | | |
| Social Science | 4 | 18 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 19 | | |
| Mathematics | 2 | 28 | | |
| Science | 3 | 16 | | |
| Social Science | 3 | 19 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 0 | 0 |
| Mathematics | 2 | 29 | 0 | 0 |
| Science | 1 | 6 | 0 | 0 |
| Social Science | 3 | 18 | 0 | 0 |

2022-23 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 |

2022-23 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) | .33 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | .67 |
| Social Worker | 0 |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 4 |
| Other | 3.3 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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 | | \$66,528 |
| Percent Difference - School Site and District | N/A | N/A | | -11.7 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 11.3 | -24.6 |

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$44,175 | \$48,481 |
| Mid-Range Teacher Salary | \$68,650 | \$73,129 |
| Highest Teacher Salary | \$92,296 | \$99,406 |
| Average Principal Salary (Elementary) | \$105,000 | \$117,381 |
| Average Principal Salary (Middle) | \$105,000 | \$128,158 |
| Average Principal Salary (High) | \$105,000 | |
| Superintendent Salary | \$150,833 | \$138,991 |
| Percent of Budget for Teacher Salaries | 29.42% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.99% |

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

4

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 | 1 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered | 2 |

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

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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25 | 25 | 25 |

V — B



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|---|--|
| 4. Pupil Achievement a. Dashboard – CAASPP assessment for math | 4a - 18/19 Dashboard for math- Orange status; 31.5 points below standard; declined by 5.2 points. | 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. | 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. | 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. State testing scores for 2023/2024 are not currently available so the analysis below focuses on 2022/2023. | 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. |
| 8. Other pupil outcomes a. All teachers will be granted professional development opportunities in math. | 4a - 18/19 Dashboard for math - English learner students are 15.5 points below standard; increased 30.7 points. 8a - Teachers annually receive one professional development opportunity in math. | Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student | Note the following information regarding the 2022 California School Dashboard posted on the California Department of Education's website: • The last Dashboard was produced in 2019 reflecting data from the 2017-18 and | The 2023 California School Dashboard shows that overall, our students obtained an "Orange" performance level for math. Our Hispanic, White, and Socioeconomically Disadvantaged students obtained an "Orange" performance | 8a - Teachers will annually receive at least one professional development opportunity in math. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|--|---|-----------------------------|
| | | <p>performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations.</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 access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in math.</p> | <p>2018-19 school years.</p> <ul style="list-style-type: none"> The 2022 Dashboard is a re-start of California's accountability system. Prior to the pandemic, LEAs, schools, and student groups received performance colors on the Dashboard (blue, green, yellow, orange, red), where blue indicated the highest performance and red indicated the lowest performance. Performance colors were determined based on a combination of Status | <p>level. Our other subgroups were too small to be reported. Student performance declined by 27 points and was 50.9 points below the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic.</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|--|---|-----------------------------|
| | | | <p>(current year performance) and Change (current year performance compared with prior year performance)</p> <ul style="list-style-type: none"> Since 2022 is a re-start for school and LEA accountability, only current year performance (Status) will be reported on the 2022 Dashboard. No performance colors will be assigned in 2022. Instead of performance colors, new "cell phone bar" graphics will represent the five Status levels | <p>We also used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 40% are at or above grade level, 20% are one grade level below, 6% were two grade levels below, and 6% were three or more grade levels below. The progress toward median annual growth was 120%. The current I-Ready results in math compared to the prior year results show student improvement.</p> <p>All teachers have been provided with professional training opportunities in math. All teachers are enrolled in the National Council of Teachers of Mathematics program.</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|--|--|-----------------------------|
| | | | <p>for 2022: Very Low, Low, Medium, High, and Very High.</p> <p>The 2022 California School Dashboard shows that overall, our students obtained "Medium" performance level for math. Our Hispanic and Socioeconomically Disadvantaged students obtained a "Low" performance level. Our White subgroup obtained a "High" performance level.</p> <p>We also used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 30% are at or above grade</p> | <p>This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|---|-----------------------|-----------------------------|
| | | | <p>level, 44% are one grade level below, 12% were two grade levels below, and 10% were three or more grade levels below. The current I-Ready results in math compared to the prior year results actually show very little student improvement.</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 access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| 1.1 | <p>Teacher for combination class reduction</p> <p>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.</p> | Yes | Fully Implemented | Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year. | | \$91,620.00 | \$91,620.00 |
| 1.2 | <p>.5 FTE Intervention teacher and instructional assistants</p> <p>In order to improve student achievement, we will provide a .5 FTE intervention teacher and two full-time instructional assistants for intervention.</p> <p>A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted for teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher.</p> | Yes | Fully Implemented | Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year. | | \$141,413.00 | \$141,413.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>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. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p> | | | | | | |
| 1.3 | <p>Teacher training and professional development</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.</p> | No | Fully Implemented | Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year. | | \$1,000.00 | \$1,000.00 |

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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. | <p>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.</p> <p>An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following:</p> <ol style="list-style-type: none"> 1. On average, 62% of students maintained or improved their science grades from one trimester to the next. | <p>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.</p> <p>The California Science Test (CAST) was administered in 2021/22. Results show that 50% of our students met or exceeded the standard for science. Due to the pandemic, the last time the CAST was administered was in 2018/19. Results from that year show 34.15% of our students met or exceeded the standard for science. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased 40% of our students</p> | <p>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.</p> <p>The California Science Test (CAST) was administered in 2022/2023. Results show that 39% of our students met or exceeded the standard for science. This is a decrease from the results achieved from the 2021/2022 test scores, where 50% of our students met or exceeded the standard in science. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased</p> | Test results from the CAST will show that overall 40% of our students met or exceeded the state standard in science. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|---|---|-----------------------------|
| | | <p>2. On average, 67% of students received a B or better in their science course over both trimesters. This is a new science curriculum so we do not have prior year data for comparison.</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> | <p>met or exceeded the state standard in science. We have surpassed that goal so we will continue to help students improve their science test scores.</p> <p>Teachers received professional development from the publishers of the science curriculum. The cost of this training was included in the original cost of the curriculum and was not invoiced separately.</p> | <p>during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. Prior to the pandemic, the last time the CAST was administered was in 2018/2019. Results from that year show 34.15% of our students met or exceeded the standard for science. Our 2022/2023 results show an improvement over 2018/2019 and we came very close to achieving our desired outcome for 2023/2024 where we expect results from the CAST will show that overall, 40% of our students met or exceeded the state standard in science.</p> <p>Teachers received professional development from the</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|--|-----------------------------|
| | | | | publishers of the science curriculum. The cost of this training was included in the original cost of the curriculum and was not invoiced separately. | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| 2.1 | Teacher training and professional development We will provide training and professional development opportunities to our teachers to help them effectively utilize the new science curriculum. | No | Fully Implemented | Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. | | \$1,000.00 | \$0.00 |

Goal 3

| Goal Description |
|--|
| Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|---|--|
| 1. Dashboard - percent of students making progress | 1. 18/19 Dashboard - 45.5% of students are making progress | Goal 3 is to improve ELPAC test scores and reclassification rates for English | Goal 3 is to improve ELPAC test scores and reclassification rates for English | Goal 3 is to improve ELPAC test scores and reclassification rates for English | 1. 55% of ELL students will be making progress |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|---|---|---|
| towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners. | towards English language proficiency. 2. 19/20 Data Quest - 21% of ELL students are classified as at-risk; no students were classified as long-term English learners. | Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners. Due to the pandemic, Dashboard metrics are not 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 slightly over the prior year. 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. | Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners. The Dashboard indicates that 54.5% of our ELL students are making progress toward English language proficiency. A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has decreased from two students in the 2020/21 school year to one student in the 2021/22 school year. This data shows we are very close to | Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners. The 2023 Dashboard does not display the percentage of ELL students are making progress toward English language proficiency, to protect student privacy, because there are less than 11 students in this group. A review of ELPAC testing data shows that the percent of students considered to be proficient increased by 5.83% over 2021/22. We were able to move all students out of the Level 1 category in 2022/23. | toward English language proficiency. 2. ELL student reclassification rate (RFEP) will ensure that no students are classified as at-risk or long-term English learners. . |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|---|---|-----------------------------|
| | | <p>An analysis of local data using the I-Ready testing system shows the following information for math progress:</p> <ul style="list-style-type: none"> * Exceeded growth expectations: 15% * Made progress toward expected growth: 22% * Made less than 50% progress toward expected growth: 63% <p>An analysis of local data using the I-Ready testing system shows the following information for reading progress:</p> <ul style="list-style-type: none"> * Exceeded growth expectations: 29% * Made progress toward expected growth: 29% * Made less than 50% progress toward expected growth: 42% <p>We believe the I-Ready assessment tool will help improve the performance for ELL students because</p> | <p>achieving our desired outcome for 2023/24.</p> | <p>YEAR 2021/22 2022/23 DIFFERENCE PROFICIENT 6.67% 12.50% 5.83% LEVEL 3 40.00% 43.75% 3.75% LEVEL 2 46.67% 43.75% -2.92% LEVEL 1 6.66% 0.00% -6.66%</p> <p>(Level 3 is moderately developed in EL, Level 2 is somewhat developed, and Level 1 is beginning to develop).</p> <p>A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased from one student in the 2021/22 school year to three students in the 2022/23 school year. This increase is simply due to a change in our student population.</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|----------------|---|-----------------------------|
| | | it allows teachers to focus on a student's areas of weakness. | | This data shows that our ELL students are making progress toward becoming proficient in English. However, we have not met our desired outcomes for 2023/24. | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 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. | No | Fully Implemented | We have assigned this task to a full time employee and there will no longer be a separate stipend for the ELPAC Coordinator. | | \$1,325.00 | \$0.00 |
| 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 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. Students will be assessed three times per year using the I-Ready assessment tool. We already own these | No | | We are continuing to use these on-line training and assessment tools because we believe these tools are helping our ELL students achieve EL proficiency. | | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | programs so there is no additional cost. | | | | | | |

Goal 4

| |
|---|
| Goal Description |
| Improve school engagement including parent involvement, pupil engagement, and school climate. |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|---|--|
| 1. Basic a. Local data - teachers are appropriately assigned b. CalSAAS - teachers are appropriately credentialed c. Local data - students have access to standards-aligned instructional materials d. Williams Report - school facilities are maintained in good repair | 1a - Met 1b - Met 1c - Met 1d - Met 2 - Met 3 - Met 5a - Student attendance rate was 97.54% (20/21) 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 | Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The pandemic has made it difficult 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. | Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The metrics for this goal are as follows: 1. Basic a. Local data - teachers are appropriately assigned - metric is met for the current year. b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric | Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. he metrics for this goal are as follows: 1. Basic a. Local data - teachers are appropriately assigned - metric is met for the current year. b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric | 1 - Met 2 - Met 3 - Met 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 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|----------|--|---|---|-----------------------------|
| 3. Parental involvement - Dashboard (local) | 7 - Met | The metrics for this goal are as follows: 1. Basic a. Local data - teachers are appropriately assigned - metric is met for the current year. | was met for the current year. | was met for the current year. | |
| 5. Pupil Engagement a. Local data - student attendance rate b. Dashboard - chronic absenteeism rates | | b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year. | c. Local data - students have access to standards-aligned instructional materials - metric is met for the current year as evidenced by the appropriately noticed and board approved Instructional Materials Resolution. | c. Local data - students have access to standards-aligned instructional materials - metric is met for the current year as evidenced by the appropriately noticed and board approved Instructional Materials Resolution. | |
| c. Local data - middle school drop out rate | | | | | |
| 6. School Climate a. Dashboard - suspension rate b. DataQuest - expulsion rate c. Dashboard (local) | | | d. Williams Report - school facilities are maintained in good repair - metric is met for the current year. | d. Williams Report - school facilities are maintained in good repair - metric is met for the current year. | |
| 7. Course access - Dashboard (local) | | | 2. Implementation of the state standards - 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 for the current year. | 3. Parental involvement - Dashboard (local) - metric is met for the current year. | |
| | | | 5. Pupil Engagement a. Local data - student attendance rate - The current 2022/2023 attendance rate is | 5. Pupil Engagement a. Local data - student attendance rate - The current 2023/24 attendance rate is | |
| | | 2. Implementation of the state standards - Dashboard (local) - | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|---|---|-----------------------------|
| | | <p>metric was met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met to the greatest extent possible due to the pandemic.</p> <p>5. Pupil Engagement</p> <p>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 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>95.35% which is a slight improvement over the 2021/2022 rate of 95.02%. The majority of student absences are due to illness. We are moving closer to our pre-pandemic rate of 96.35%.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard shows chronic absenteeism is high, with a rate of 12.2% chronically absent during 2021/22. Most of the students in this group are absent due to illness. We use the SARB program to address chronic absenteeism.</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 – The Dashboard shows our suspension rate to be</p> | <p>95.68% which is a slight improvement over the 2022/23 attendance rate of 95.35% and the 2021/22 rate of 95.02%. The majority of student absences are due to illness. We are moving closer to our pre-pandemic rate of 96.35%.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard shows chronic absenteeism has declined by 5.2%, with 7% of our students chronically absent. This is an improvement over 2021/22 when the chronic absenteeism rate was 12.2%. Most of the students in this group are absent due to illness. We have not reached our goal of a chronic absenteeism rate of less than 3% but we believe this because we are still feeling the effects of the pandemic. We use the SARB program to</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|--|--|--|-----------------------------|
| | | <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 – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p> <p>b. DataQuest - expulsion rate – DataQuest shows that</p> | <p>very low, with no students suspended during 2021/22.</p> <p>b. DataQuest - expulsion rate – DataQuest shows that there were no expulsions in 2021/22.</p> <p>c. Dashboard (local) – metric is met for the current year.</p> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p> | <p>address chronic absenteeism.</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 – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p> <p>b. DataQuest - expulsion rate – DataQuest shows that</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|----------------|---|-----------------------------|
| | | <p>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> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p> | | <p>there were no expulsions in 2022/23.</p> <p>c. Dashboard (local) – metric is met for the current year.</p> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p> | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 4.1 | <p>Parent participation opportunities</p> <p>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.</p> | No | Fully Implemented | <p>We provided 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, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, and Track and Field Day. During 2023/24, over</p> | | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | | | | 90% of parents attended parent-teacher conferences and 70% completed the parent survey. | | | |
| 4.2 | Student attendance incentives 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 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. | No | Fully Implemented | Teachers continue to provide students with incentives to attend school. Examples include a special party for AR reading achievers and the new Winter Wonderland incentive party as a reward for encouraging parents to complete the parent survey. This reward helped ensure that students attended classes the week before winter break as well as increasing parent involvement. | | \$1,500.00 | \$1,500.00 |
| 4.3 | SARB intervention 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 | No | Fully Implemented | Telephone calls were made to parents when students are absent and the Principal makes contact with parents once a student reaches 6 absences. SARB letters | | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | unverified absences at 3, 6, and 9 day intervals. | | | were sent to parents of students with unverified absences at 3, 6, and 9 day intervals. An analysis of absenteeism reasons show that the majority of absences are due to illness. | | | |
| 4.4 | School Psychologist We will provide a .5 FTE school psychologist, maintain contact with parents, and continue to use our current curriculum for our character program. | No | Fully Implemented | We provided a .5 FTE school psychologist, continue to maintain contact with parents, and continue to use our current curriculum for our character program. Student surveys show that 69% of students have not experienced bullying at school and 71% of students feel safe all the time at school (14% of students answered that they did not know). We believe the psychologist and character program are helping to improve the school climate. | | \$72,289.00 | \$72,289.00 |

Goal 5

Goal Description

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.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|---|--|---|
| 4. Pupil Achievement a. Dashboard – CAASPP assessment for ELA | 4a - 18/19 Dashboard for ELA- Green status; 13.2 points above the standard; increased 11.1 points. | 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 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. | 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. | 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. |
| 8. Other pupil outcomes a. All teachers will be granted professional development opportunities in ELA. | 4a - 18/19 Dashboard for ELA - English learner students are 7.6 points below standard; increased 25.4 points. 8a - Teachers annually receive one professional development opportunity in ELA. | An analysis of local I-Ready English/Language Arts (ELA) student performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade | An analysis of local I-Ready English/Language Arts (ELA) student performance data for reading does not show a significant change in grade level | The 2023 California School Dashboard shows that overall, our students obtained a “Yellow” performance level for ELA. Our Hispanic and socioeconomically disadvantaged students obtained an “Orange” performance level. Our White subgroup obtained a “Green” performance level. Our other subgroups were too | 8a - Teachers will annually receive at least one professional development opportunity in ELA. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|---|---|---|-----------------------------|
| | | <p>levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations.</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 English Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in ELA.</p> | <p>performance over the prior year. However, 72% of students met or exceeded growth expectations, which is an improvement from 60% in the prior year.</p> <p>All teachers have been provided with professional training opportunities in ELA. All teachers continue to receive training through 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. Also, teachers continue to receive training in how to successfully use the I-Ready program to track student progress in ELA.</p> | <p>small to be reported. Overall, student performance declined by 19.3 points from the prior year but was 5.3 points above the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic.</p> <p>We also used local data from the I-Ready</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|--|-----------------------------|
| | | | | <p>system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for reading shows that 45% are at or above grade level, 18% are one grade level below, 4% were two grade levels below, and 6% were three or more grade levels below. The progress toward median annual growth was 112%. The current I-Ready results in ELA compared to the prior year results show student improvement.</p> <p>All teachers have been provided with professional training opportunities in ELA. All teachers are enrolled in the National Council of Teachers of English Programs. This program provides individual self-paced</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|--|-----------------------------|
| | | | | courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in ELA. | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 5.1 | Teacher training and professional development 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. | No | Fully Implemented | Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year. | | \$1,000.00 | \$1,000.00 |
| 5.2 | .5 FTE Intervention Teacher In order to improve student achievement, we will provide a .5 FTE intervention teacher for English/language arts intervention. A dedicated intervention teacher will provide the additional support pupils often need to be able to perform on par with their peers. | Yes | Fully Implemented | Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our | | \$35,276.00 | \$35,276 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>Students in the low performing category for English/language arts 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.</p> <p>Students in the low performing category for English/language arts are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p> | | | <p>school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year.</p> | | | |

VI – A

BOARD OF TRUSTEES MINUTES

Tuesday, January 9, 2024

Library

5:30 p.m. – Regular Session

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 9, 2024.

Members present: Shannon Clay, Thomas Gibbons (arrived at 5:55 p.m.), Daniella Pearce, Jeania Reasner, and Kelly Salas-Ernst.

- I. **PUBLIC SESSION:** Mrs. Clay called the meeting to order at 5:30 p.m., led the flag salute, and welcomed guests.
- II. **Reports**
 - A. **Charter School Reports**
 - i. **Family Partnership Charter School** – see attached report.
 - ii. **Trivium Charter Schools** – none.
 - B. **Teacher Reports** – none.
 - C. **Superintendent/Principal's Report** – Mr. Brown reported that current enrollment is 199. The Expanded Learning Opportunity Program (ELOP) is going well. They just finish a 9-day intercession with approximately 15 students. The first basketball game is this Thursday. Students received a reward party for encouraging their parents to complete the annual parent survey. It went very well. Kim Troeger did a great job organizing the event. We will begin our second round of I-Ready testing at the end of the month.
- III. **ITEMS SCHEDULED FOR INFORMATION** - none
- IV. **ITEMS SCHEDULED FOR DISCUSSION**
 - A. **LCAP**
 - i. **Review 2023 California School Dashboard report** – Mr. Brown reviewed the results of the 2023 California School Dashboard. He noted that English and math test scores went back to pre-Covid levels. He noted that our scores need improvement but that they were better than other districts in the area. He discussed the upcoming changes to the math curriculum.
 - B. **Facilities**
 - i. **General maintenance** – Mr. Brown noted that a new drinking fountain has been installed in the kindergarten room. We are also working on a solution to temporarily fix the locks on the cafeteria doors until they can be replaced.

V. CONSENT AGENDA ITEMS

A. Approval of Minutes

i. Minutes of December 12, 2023 Regular Meeting

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

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

B. Approval of Monthly Warrants – December, 2023

| | |
|--------------------------------|---------------------|
| i. Payroll | \$222,020.75 |
| ii. Commercial Warrants | \$388,846.01 |
| iii. Revolving Fund | \$ 0.00 |
| TOTAL | \$610,866.76 |

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

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

C. Approval of the following Trivium Charter School reports:

- i. Trivium Charter School 2023/2024 First Interim report**
- ii. Trivium Charter School: Adventure 2023/2024 First Interim report**
- iii. Trivium Charter School: Voyage 2023/2024 First Interim report**

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

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

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

- i. Family Partnership Charter School 2023/2024 First Interim report**
- ii. Family Partnership Charter School 2022/2023 Audit Report**

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

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

VI. ITEMS SCHEDULED FOR ACTION

A. Approval of December 2023 Benjamin Foxen Elementary Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the attendance report as presented:**

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

B. Approval of Blochman Union School District's 2023/2024 P-1 Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2023/2024 P-1 Attendance Report as presented:**

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

C. Approval of Blochman Union School District's 2023/2024 Consolidated Application

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2023/2024 Consolidated Application as presented:**

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

D. Approval of the following revised board policies and administrative regulations: BP0460, AR0460, BP0500, BP0520, AR1220, BP1431, BP3400,

AR3400, BP5131.2, AR5131.2, AR5141.21, BP6142.8, AR6142.8, BP6170.1,
BB9321, E(1)9321, E(2) 9321

***** IT IS RECOMMENDED THAT the Board of Education take action to 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: | Aye |
| Thomas Gibbons: | Aye | | |

VII. PUBLIC COMMENTS - none.

VIII. 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 13, 2024; open session at 5:30 p.m.,
Library**

X. CLOSED SESSION: The board adjourned to closed session at 6:01 p.m., where they may consider and may act on the following:

E. Certificated and Classified Personnel Actions

i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.

XI. RECONVENE IN OPEN SESSION – The board reconvened in open session at 6:04 p.m.

A. Report of action taken during closed session – Mrs. Salas-Ernst reported that no action was taken.

XII. Adjourn

TIME: 6:05 p.m.

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

FPCS Reports

November and December 2023

Admin Office Report

TOTAL ENROLLMENT: 393

- Thanks to our Community Connections Committee, FPCS is participating in Altrusa's Tree Gala fundraiser to establish community presence. The event is set up at the Santa Maria Kia dealership. Theme: *Dr. Seuss' Grinch*
- Safety Committee brought forward STOPit app and number for anonymous reporting of personal or student crises.

It is free to FPCS member's of Charter Safe!



The Facts

85%

of student incidents are witnessed by their peers

70%


of people who commit suicide give advance warning signs

20-30%

Only 20-30% are reporting incidents to adults

Incident Response Center

STOPit's IRC is a 24/7/365 Operation



- **Emergency Monitoring**
Escalate emergencies to your contacts or first responders
- **Highlight Concerning Incidents**
Flag non-emergency yet concerning reports
- **"Always On"**
Emergencies are rarely convenient. Step by step routing to your emergency contacts at all times

Connect with a Crisis Counselor

CRISIS TEXT LINE

Connect with a crisis counselor 24/7 with support at your fingertips via text or Facebook messenger

- Available through the STOPit app from anywhere in the United States at anytime
- A live trained crisis counselor receives the text and responds all from our secure online platform
- Counselors are trained to help move individuals from a hot to a cool place

Morro Bay Montessori

Enrollment: 69

- On the last day before Thanksgiving Break, we had our annual Stone Soup Celebration. It was a big success. The students all contributed vegetables for the soup and made decorations for the room and tables.
- After school on Stone Soup day, most of the families walked together with students and wagons to deliver the collected food to the fire station a few blocks away.



Santa Maria Center

Enrollment: 55

- Thanks to the City of Santa Maria for sending out the Science Discovery Center to provide an amazing demonstration and provide activities on vermicomposting and worms. Students were able to get their hands dirty and learn about the powerful roles worms have in our

FPCS Reports

November and December 2023

lives. Materials were sent home to nurture and observe worms over the next few months.



- Our annual jog-a-thon was a hit...raising over \$2,000. for playground equipment. We are so thankful to our families because without them, many of these activities wouldn't be as successful.
- SMM students and families joined together to raise money for a local organization in helping fight hunger in our area. The theme for the day was "frugal lunch" where they had beans and rice for lunch.



Solvang Center

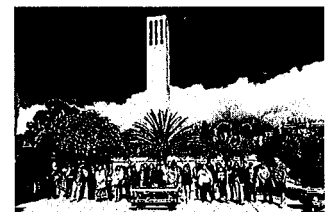
Enrollment: 48

- November 29th-two of the High School Advisors as well as 9 Solvang students attended a college visitation with the Orcutt Center. Students were excited and learned information about what college has to offer. A couple of these students are planning to attend UCSB in the future.
- December 7th-Several of our current 12 graders presented their senior projects to students, staff and other parents. Also included was a small social time that allowed for others to ask questions and find out more information about the student projects

Orcutt Center

Enrollment: 130

- Orcutt High School and Solvang High School went on their first ever university trip to UC Santa Barbara on November 29th. We had a total of 26 students attend, 20 of which have never visited a university before.
- One Orcutt student earned a university acceptance letter



FPCS Reports

November and December 2023

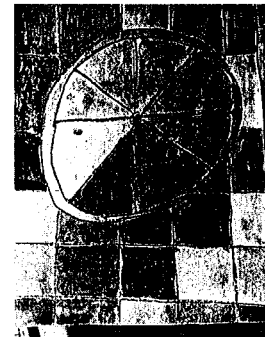
from Montana State University

- Orcutt Middle School had a Thanksgiving potluck for families on November 15th.
- Orcutt Middle School went to see the PCPA showing "Elf" on December 5th.

Baywood Center

Enrollment: 66

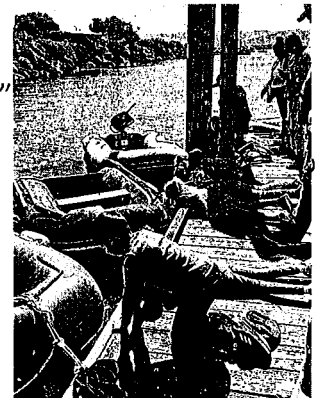
- Both HS and MS students enjoyed the field trip to the MoT (Museum of Tolerance). This field trip was the culminating activity for the MS study of the Holocaust and reading of the Diary of Anne Frank and Number the Stars.
- The MS students will end the semester with an SEL experience with horses field trip to SkyHorse Academy
- MS continues to enjoy their weekly art class with Ms. Ali
- MS students are learning many new skills, from Pickleball to bridge making from Ms. Taren and Ms. Christina during their Project time on Wednesday afternoons.



K-5 Home Study

Enrollment: 25

- K-5 Home Study students enjoyed their field trip to the Morro Bay Estuary in October. After visiting the estuary center, they walked down to Tidelands park to do "Belly Biology"
- The next field trip will be to the Monarch Butterflies in Beach on 12/14th.
- These field trips are an important time for this small, but mighty group, to see each other in person and get a chance to play together.



VI – B

Pay Date 01/10/2024 through 01/31/2024

| EARNINGS by Earnings Code | Income | Adjustments |
|---------------------------|--------|-------------|
|---------------------------|--------|-------------|

| | | |
|---------|------------|--|
| Regular | 154,521.16 | |
|---------|------------|--|

TOTAL 154,521.16

| EARNINGS by Group | Income | Adjustments |
|-------------------|--------|-------------|
|-------------------|--------|-------------|

| | | |
|---------------|------------|--|
| Base Pay | 150,208.42 | |
| Miscellaneous | 3,016.54 | |
| Stipends | 1,296.20 | |

TOTAL 154,521.16

| EARNINGS | Person Type | Female Employees |
|----------|-------------|------------------|
|----------|-------------|------------------|

| | | |
|--------------|----|-----------|
| Certificated | 15 | 97,621.53 |
| Classified | 18 | 56,899.63 |

TOTAL 33 154,521.16 23 99,426.87

Vendor Summary for Pay Date 01/10/2024 thru 01/31/2024

| | | |
|--------------------|------------|----|
| Vendor Checks | 1,525.07 | 4 |
| Vendor Liabilities | 104,056.66 | 24 |
| | 105,581.73 | 28 |

BALANCING DATA

| | | | |
|--------------------|------------|------------|---------------|
| Gross Earnings | 154,521.16 | 104,573.09 | Net Pay |
| District Liability | 55,633.66 | 49,948.07 | Deductions |
| | 210,154.82 | 55,633.66 | Contributions |
| | | 210,154.82 | |

| TAXES | Employee | Employer | Total | Subject Grosses |
|-------|----------|----------|-------|-----------------|
|-------|----------|----------|-------|-----------------|

| | | | | |
|---------------------|-----------|----------|-----------|------------|
| Federal Withholding | 10,458.04 | | 10,458.04 | 136,359.24 |
| State Withholding | 3,550.33 | | 3,550.33 | 136,359.24 |
| Social Security | 3,661.14 | 3,661.14 | 7,322.28 | 59,050.56 |
| Medicare | 2,176.73 | 2,176.73 | 4,353.46 | 150,120.65 |
| SUI | | 75.08 | 75.08 | 150,120.65 |
| Workers' Comp | 1,173.93 | 1,173.93 | 1,173.93 | 150,120.65 |
| SUBTOTAL | 19,846.24 | 7,086.88 | 26,933.12 | |

| REDUCTIONS | Employee | Employer | Total | Subject Grosses |
|------------|----------|----------|-------|-----------------|
|------------|----------|----------|-------|-----------------|

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| PERS | 627.53 | 2,391.79 | 3,019.32 | 8,964.72 |
| PERS / 62 | 4,504.33 | 15,021.93 | 19,526.26 | 56,304.09 |
| STRS / 60 | 7,310.96 | 13,623.36 | 20,934.32 | 71,326.43 |
| STRS / 62 | 1,318.59 | 2,467.91 | 3,786.50 | 12,921.00 |
| Benefits | 3,878.72 | 460.19 | 4,338.91 | |
| Misc | 521.79 | | 521.79 | |
| SUBTOTAL | 18,161.92 | 33,965.18 | 52,127.10 | |

| DEDUCTIONS | Employee | Employer | Total | Subject Grosses |
|------------|----------|----------|-------|-----------------|
|------------|----------|----------|-------|-----------------|

| | | | | |
|----------------|-----------|-----------|------------|-----------|
| Benefits | | 14,581.60 | 14,581.60 | |
| Misc | 1,003.28 | | 1,003.28 | 7.00 |
| Summer Savings | 10,377.21 | | 10,377.21 | 74,944.21 |
| Taxes | 559.42 | | 559.42 | 50,857.09 |
| SUBTOTAL | 11,939.91 | 14,581.60 | 26,521.51 | |
| TOTALS | 49,948.07 | 55,633.66 | 105,581.73 | |

Cancel/Reissue for Process Date 01/10/2024 thru 01/31/2024

| | |
|---------------|--|
| Reissued | |
| Cancel Checks | |
| Void ACH | |

NET

| | | |
|-----------------|------------|----|
| Direct Deposits | 102,742.06 | 30 |
| Checks | 1,831.03 | 3 |
| Partial Net ACH | | |
| Negative Net | | |
| Check Holds | | |
| Zero Net | | |
| TOTAL | 104,573.09 | 33 |

Checks Dated 01/01/2024 through 01/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|--------------|------------|------------------------------------|-------------|-----------------|--------------|
| 01-773740 | 01/08/2024 | Barnes, Deanna | 01-5200 | | 95.17 |
| 01-773741 | 01/08/2024 | Kraus, Janet | 01-4300 | | 245.92 |
| 01-773742 | 01/08/2024 | Reasner, Tammy L | 13-4710 | | 19.16 |
| 01-773743 | 01/08/2024 | Advanced Wireless | 01-5910 | | 287.54 |
| 01-773744 | 01/08/2024 | Amazon Capital Services | 01-4400 | | 1,684.25 |
| 01-773745 | 01/08/2024 | Cal-Coast Machinery | 01-4300 | | 216.84 |
| 01-773746 | 01/08/2024 | Department Of Justice | 01-5800 | | 94.00 |
| 01-773747 | 01/08/2024 | Edna's Bakery | 13-4710 | | 72.00 |
| 01-773748 | 01/08/2024 | Go To Communications, Inc. | 01-5910 | | 497.68 |
| 01-773749 | 01/08/2024 | HOME DEPOT CREDIT SERVICES | 01-4300 | | 1,716.75 |
| 01-773750 | 01/08/2024 | Mission Linen Supply Inc. | 01-4300 | | 443.34 |
| 01-773751 | 01/08/2024 | Nancy B Shafer, CPA | 01-5800 | | 8,190.00 |
| 01-773752 | 01/08/2024 | Santa Barbara Co Ed/Communications | 01-4300 | | 30.00 |
| 01-773753 | 01/08/2024 | Sisc III Insurance | 67-5450 | | 19,608.60 |
| 01-773754 | 01/08/2024 | Staples | 01-4300 | | 163.61 |
| 01-773755 | 01/08/2024 | Tao Rossini, APC | 01-5830 | | 285.00 |
| 01-773756 | 01/08/2024 | US OMNI & TSACG Compliance | 01-5800 | | 50.00 |
| 01-773757 | 01/08/2024 | WM CORPORATE SERVICES, INC. | 01-5570 | | 1,296.52 |
| 01-775209 | 01/12/2024 | 19six Architects | 01-6200 | | 465.00 |
| 01-775210 | 01/12/2024 | 805 Dairy Distributing LLC | 13-4710 | | 673.60 |
| 01-775211 | 01/12/2024 | American Star Tours | 01-5800 | | 13,398.00 |
| 01-775212 | 01/12/2024 | Cal-Coast Machinery | 01-4300 | | 105.71 |
| 01-775213 | 01/12/2024 | California Dept. Of Education | 13-4710 | | 113.10 |
| 01-775214 | 01/12/2024 | Camp Whittier | 01-5800 | | 9,850.00 |
| 01-775215 | 01/12/2024 | Coast Networx, Inc. | 01-5800 | | 50.00 |
| 01-775216 | 01/12/2024 | Culligan San Paso | 01-4300 | | 134.60 |
| 01-775217 | 01/12/2024 | Edna's Bakery | 13-4710 | | 66.65 |
| 01-775218 | 01/12/2024 | Pacific Gas & Electric | 01-5520 | | 9.63 |
| 01-775219 | 01/12/2024 | Renaissance Learning, Inc. | 01-4100 | | 3,417.60 |
| 01-775220 | 01/12/2024 | Staples | 01-4300 | | 221.86 |
| 01-775221 | 01/12/2024 | USI Education & Govt Services | 01-4300 | | 275.06 |
| 01-775222 | 01/12/2024 | Valley Fresh Produce | 13-4710 | | 263.60 |
| 01-776217 | 01/22/2024 | Balbona Gonzalez, Mya G | 01-5800 | | 24.00 |
| 01-776218 | 01/22/2024 | Bertram, Jennifer M | 01-4300 | | 43.92 |
| 01-776219 | 01/22/2024 | Myers, Nancy | 01-4300 | | 246.00 |
| 01-776220 | 01/22/2024 | 805 Dairy Distributing LLC | 13-4710 | | 376.75 |
| 01-776221 | 01/22/2024 | Amazon Capital Services | 01-4300 | | 121.26 |
| 01-776222 | 01/22/2024 | Cal-Coast Machinery | 01-4300 | | 527.61 |
| 01-776223 | 01/22/2024 | Coelho Academy of Music | 01-5800 | | 1,500.00 |
| 01-776224 | 01/22/2024 | Department Of Justice | 01-5800 | | 81.00 |
| 01-776225 | 01/22/2024 | Gold Star Foods, Inc. | 01-4300 | | 742.83 |
| 01-776226 | 01/22/2024 | Golden State Water Company | 01-5530 | | 241.39 |
| 01-776227 | 01/22/2024 | Mission Linen Supply Inc. | 01-4300 | | 106.38 |
| 01-776228 | 01/22/2024 | Pacific Gas & Electric | 01-5520 | | 201.97 |
| 01-776229 | 01/22/2024 | SoCalGas | 01-5510 | | 395.37 |

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.

Checks Dated 01/01/2024 through 01/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|------------------------|------------|--------------------------------|-------------|-----------------|--------------------------|
| 01-776230 | 01/22/2024 | Valley Fresh Produce | 13-4710 | | 489.70 |
| 01-776231 | 01/22/2024 | Verizon Wireless | 01-5910 | | 345.32 |
| 01-776232 | 01/22/2024 | XEROX FINANCIAL SERVICES | 01-5630 | | 604.44 |
| 01-777413 | 01/29/2024 | Myers, Nancy | 01-5200 | | 260.47 |
| 01-777414 | 01/29/2024 | 805 Dairy Distributing LLC | 13-4710 | | 295.00 |
| 01-777415 | 01/29/2024 | ALD TELECOM | 01-5910 | | 16.94 |
| 01-777416 | 01/29/2024 | Amazon Capital Services | 01-4300 | | 72.54 |
| 01-777417 | 01/29/2024 | Cal-Coast Machinery | 01-4300 | | 221.38 |
| 01-777418 | 01/29/2024 | Edna's Bakery | 13-4710 | | 87.70 |
| 01-777419 | 01/29/2024 | FAMILY PARTNERSHIP CHARTER | 01-8096 | | 42,798.00 |
| 01-777420 | 01/29/2024 | Frontier Communications | 01-5910 | | 3,480.00 |
| 01-777421 | 01/29/2024 | Gold Star Foods, Inc. | 01-4300 | | 612.01 |
| 01-777422 | 01/29/2024 | HOME DEPOT CREDIT SERVICES | 01-4300 | | 820.28 |
| 01-777423 | 01/29/2024 | Jordanos Food Service Division | 13-4300 | 858.85 | |
| | | | 13-4710 | 2,680.92 | 3,539.77 |
| 01-777424 | 01/29/2024 | Mission Linen Supply Inc. | 01-4300 | | 229.69 |
| 01-777425 | 01/29/2024 | O'Connor Pest Control | 01-5800 | | 85.00 |
| 01-777426 | 01/29/2024 | Pacific Gas & Electric | 01-5520 | | 225.36 |
| 01-777427 | 01/29/2024 | Trivium Charter School | 01-8096 | | 95,430.00 |
| 01-777428 | 01/29/2024 | US Bank Corporate Payments | 01-4300 | 3,859.35 | |
| | | | 01-5520 | 71.13 | |
| | | | 01-5800 | 1,587.06 | |
| | | | 01-5910 | 1,346.13 | |
| | | | 01-9505 | 1,293.19 | |
| | | | 13-4300 | 123.43 | |
| | | | 13-4400 | 34.22 | |
| | | | 13-4710 | 218.34 | |
| | | | 13-5800 | 585.00 | 9,117.85 |
| 01-777429 | 01/29/2024 | Valley Fresh Produce | 13-4710 | | 606.30 |
| 01-777430 | 01/29/2024 | Viking Mechanical Refr | 13-5800 | | 965.00 |
| Total Number of Checks | | | 66 | | <u><u>228,952.02</u></u> |

Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|---------------------------|-------------------------|-------------|--------------------------|
| 01 | General Fund | 52 | 200,814.10 |
| 13 | Cafeteria Spec Rev Fund | 14 | 8,529.32 |
| 67 | Self-Insurance Fund 1 | 1 | 19,608.60 |
| Total Number of Checks | | 66 | 228,952.02 |
| Less Unpaid Tax Liability | | | .00 |
| Net (Check Amount) | | | <u><u>228,952.02</u></u> |

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.

2:08 PM

02/01/24

Accrual Basis

BLOCHMAN REVOLVING FUND
Expenses by Vendor Detail

January 2024

| Type | Date | Num | Memo | Account | Clr | Split | Amount | Balance |
|-------|------|-----|------|---------|-----|-------|--------|---------|
| TOTAL | | | | | | | | 0.00 |

VI – C

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Attendance Charter School

Attendance Charter School

Record Information



Entity Information

Details

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: DD250332

Last Saved By: mduston
Last Saved Date: 12/18/2023 9:16:59 AM
Last Validation By: mduston
Last Validation Date: 12/18/2023 9:19:11 AM

Validation Information

Certification Information

Number of Records: 7
Number of Errors: 0
Number of Warnings: 1
Passed Data Validation: Yes

Charter School - District Oversight: seggert - 12/18/2023 9:42:05 AM
School District: dbrown1 - 12/20/2023 11:04:45 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?

A-3 ☐

YES (move on to Line A-4)

A-3a ☐

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?

A-5 ☐

YES (move on to Line A-6)

A-5a ☐

NO (move on to Line A-7)

A-5b ☒

Date (mm/dd/yyyy) Operation or Instruction Ceased

A-6

| | | |
|---|-------------------------------------|------------|
| Single Track/Track A | <div></div> | A-6a |
| Track B | <div></div> | A-6b |
| Track C | <div></div> | A-6c |
| Track D | <div></div> | A-6d |
| Track E | <div></div> | 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. | | |
| | <div></div> | A-7 |
| Single Track/Track A | <div></div> | A-7a |
| Track B | <div></div> | A-7b |
| Track C | <div></div> | A-7c |
| Track D | <div></div> | A-7d |
| Track E | <div></div> | A-7e |
| Indicate the Type of Instruction | <div></div> | A-8 |
| Classroom-based | <input type="checkbox"/> | A-8a |
| Nonclassroom-based | <input checked="" type="checkbox"/> | A-8b |
| Combination | <input type="checkbox"/> | 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 A | | | | |
|---|------------------|------------|------------|-------------|--------|
| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
| Classroom-based ADA | | | | | |
| Regular Classroom-based ADA | | | | | 0 |
| Extended Year Special Education [EC 56345(b)(3)] | | | | | |
| Classroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA | | | | | 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) | | | | | |
| Classroom-based ADA Totals for Track (Sum of B-1 through B-4) | 0 | 0 | 0 | 0 | 0 |
| Nonclassroom-based ADA | | | | | |
| Regular Nonclassroom-based ADA | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |
| Extended Year Special Education [EC 56345(b)(3)] | | | | | |
| Nonclassroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions | | | | | |
| Nonclassroom-based ADA | | | | | 0 |
| Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175) | | | | | |
| Classroom-based ADA Totals for Track (Sum of B-1 through B-4) | | | | | 0 |

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)

| | | | | | |
|-----|--------|-------|-------|--------|--------|
| C-5 | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |
|-----|--------|-------|-------|--------|--------|

ADA Totals for Track

Total Regular ADA (B-1 + C-1)

| | | | | | |
|-----|--------|-------|-------|--------|--------|
| D-1 | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |
|-----|--------|-------|-------|--------|--------|

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 Children 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 | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |
|-----|--------|-------|-------|--------|--------|

Transitional Kindergarten ADA

2023-24 school year: only students who turn 5 between September 2nd and April 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between April 3rd and the end of the school year until their 5th birthday.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|--|--|--|--|---|
| E-1 | | | | | 0 |
|-----|--|--|--|--|---|

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|--|--|--|--|---|
| E-2 | | | | | 0 |
|-----|--|--|--|--|---|

Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)

| | | | | | |
|-----|---|--|--|--|---|
| E-3 | 0 | | | | 0 |
|-----|---|--|--|--|---|

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-4 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-5 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4

| | | | | | |
|-----|--|--|--|--|---|
| E-6 | | | | | 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

Santa Barbara

Blochman Union Elementary

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 | 0 | 0 | 0 | 0 | 0 |
| F-2 | 0 | 0 | 0 | 0 | 0 |
| F-3 | 0 | 0 | 0 | 0 | 0 |
| F-4 | 0 | 0 | 0 | 0 | 0 |
| F-5 | 0 | 0 | 0 | 0 | 0 |
| G-1 | 0 | 0 | 0 | 0 | 0 |
| G-2 | 0 | 0 | 0 | 0 | 0 |
| G-3 | 0 | 0 | 0 | 0 | 0 |

[illegible]

Total Regular ADA (F-1 + G-1)

[illegible]

H-3

HH-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 | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |

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)

| | | | | | |
|-----|--------|-------|-------|--------|--------|
| J-1 | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |
| J-2 | 0 | 0 | 0 | 0 | 0 |
| J-3 | 0 | 0 | 0 | 0 | 0 |
| J-4 | 0 | 0 | 0 | 0 | 0 |
| J-5 | 100.28 | 63.24 | 59.42 | 171.13 | 394.07 |

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 Children's
Institutions (Divisor 175) ADA (Sum of All Records H-4)

| | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|
| L-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| L-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ADA Totals for All Districts (Sum of L-1 through L-4)

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Details

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 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: seggerl - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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 | Santa Maria-Bonita |

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

Details

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 PM

Validation Information

Certification Information

Number of Records: 7
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: seggert - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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

Santa Maria Joint Union High

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Details

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 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: seggert - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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

Orcutt Union Elementary

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Details

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 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: seggert - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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

Solvang Elementary

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

Details

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 PM

Validation Information

Certification Information

Number of Records: 7
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: seggett - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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

Santa Ynez Valley Union High

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

Details

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 PM

Validation Information

Certification Information

Number of Records: 7
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: segger1 - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

Details

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: BFA7245A

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:07:13 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:07:51 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: seggert - 1/4/2024 12:39:51 PM
School District: dbrown1 - 1/4/2024 12:55:32 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

San Luis Coastal Unified

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Family Partnership Charter / Proposition 28: Arts and Music in Schools Certification

Proposition 28: Arts and Music in Schools Certification

Record Information



Entity Information

County: Santa Barbara
School: Family Partnership Charter
CDS Code: 42 69112 0111773
Charter Number: 0763
Data ID: 5221D341

Details

Last Saved By: mduston
Last Saved Date: 12/20/2023 12:16:43 PM
Last Validation By: mduston
Last Validation Date: 12/20/2023 12:20:20 PM

Validation Information

Number of Records: 1
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: segger - 1/4/2024 12:42:17 PM
School District: dbrown1 - 1/4/2024 12:55:32 PM
County Office of Education: None

Certification

Certification of Arts and Music in Schools Program (AMS/Proposition 28) Requirements

In order to satisfy the provisions of EC Section 8820, the local educational agency may certify to the requirements below by checking the box on Line A-1.

Chapter 5.1 (commencing with Section 8820) of Part 6 of Division 1 of Title 1 of the Education Code establishes The Arts and Music in Schools—Funding Guarantee and Accountability Act. As a condition of receipt of funds pursuant to this chapter, EC Section 8820(g) requires a local educational agency to annually certify to the following:

- (1) All funds received will be used to provide arts education programs, except for up to 1 percent of funds which may be used for a local educational agency's administrative expenses, including indirect costs, to implement arts education programs. For local educational agencies with 500 or more pupils enrolled, at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction, and the remaining funds will be used for training, supplies, materials, and arts educational partnership programs.
- (2) Funds received will be used to supplement funding for arts education programs.
- (3) No more than 1 percent of funds received will be used for a local educational agency's administrative expenses.

By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.



A-1

VI – D

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: 9721C1ED

Details

Last Saved By: CSMCTrivium
Last Saved Date: 1/8/2024 9:00:24 AM
Last Validation By: CSMCTrivium
Last Validation Date: 1/8/2024 5:52:47 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: trishavals - 1/8/2024 6:56:46 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
County Office of Education: None

Charter Status

Data ID: 9721C1ED

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?

A-3 ☐

YES (move on to Line A-4)

A-3a ☐

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?

A-5

YES (move on to Line A-6)

A-5a ☐

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. | | |
| Single Track/Track A | A-7 | |
| Track B | A-7a | |
| Track C | A-7b | |
| Track D | A-7c | |
| Track E | A-7d | |
| | A-7e | |
| | A-8 | |
| Classroom-based | A-8a | <input type="checkbox"/> |
| Nonclassroom-based | A-8b | <input checked="" type="checkbox"/> |
| Combination | A-8c | <input type="checkbox"/> |

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 A | | | | |
|---|------------------|------------|------------|-------------|-------|
| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
| Classroom-based ADA | | | | | |
| Regular Classroom-based ADA | | | | | 0 |
| Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA | | | | | 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) | | | | | 0 |
| Classroom-based ADA Totals for Track (Sum of B-1 through B-4) | 0 | 0 | 0 | 0 | 0 |
| Nonclassroom-based ADA | | | | | |
| Regular Nonclassroom-based ADA | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |
| Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA | | | | | 0 |
| Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175) | | | | | 0 |

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)

| | | | | | |
|-----|--------|-------|-------|-------|-------|
| C-5 | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |
|-----|--------|-------|-------|-------|-------|

ADA Totals for Track

Total Regular ADA (B-1 + C-1)

| | | | | | |
|-----|--------|-------|-------|-------|-------|
| D-1 | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |
|-----|--------|-------|-------|-------|-------|

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 Children 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 | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |
|-----|--------|-------|-------|-------|-------|

Transitional Kindergarten ADA

2023-24 school year: only students who turn 5 between September 2nd and April 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between April 3rd and the end of the school year until their 5th birthday.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|--|--|--|--|---|
| E-1 | | | | | 0 |
|-----|--|--|--|--|---|

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|------|--|--|--|------|
| E-2 | 4.97 | | | | 4.97 |
|-----|------|--|--|--|------|

Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)

| | | | | | |
|-----|------|--|--|--|------|
| E-3 | 4.97 | | | | 4.97 |
|-----|------|--|--|--|------|

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-4 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-5 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4

| | | | | | |
|-----|--|--|--|--|---|
| E-6 | | | | | 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

| | 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=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> |
| Classroom-based ADA Totals for District of Residence (Sum of F-1 through F-4) | | | | | |
| Nonclassroom-based ADA | | | | | |
| 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"/> |

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

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 0 0 0 0

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 | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |

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 | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |
| J-2 | 0 | 0 | 0 | 0 | 0 |
| J-3 | 0 | 0 | 0 | 0 | 0 |
| J-4 | 0 | 0 | 0 | 0 | 0 |
| J-5 | 115.89 | 75.25 | 57.09 | 54.07 | 302.3 |

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 53366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175)/ADA (Sum of All Records H-4)

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: F66F8307

Details

Last Saved By: trishavais
Last Saved Date: 1/18/2024 2:49:52 PM
Last Validation By: trishavais
Last Validation Date: 1/18/2024 3:10:04 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Approved for Transfer to CDE
Charter School - District Oversight: trishavais - 1/18/2024 3:10:51 PM
School District: dbrown1 - 1/18/2024 3:16:19 PM
County Office of Education: jbecerra - 1/18/2024 3:19:08 PM

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: F66F8307

Details

Last Saved By: trishavais
Last Saved Date: 1/18/2024 2:49:52 PM
Last Validation By: trishavais
Last Validation Date: 1/18/2024 3:10:04 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Approved for Transfer to CDE

Charter School - District Oversight: trishavais - 1/18/2024 3:10:51 PM
School District: dbrown1 - 1/18/2024 3:16:19 PM
County Office of Education: jbecerra - 1/18/2024 3:19:08 PM

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: F66F8307

Details

Last Saved By: trishavais
Last Saved Date: 1/18/2024 2:49:52 PM
Last Validation By: trishavais
Last Validation Date: 1/18/2024 3:10:04 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Approved for Transfer to CDE
Charter School - District Oversight: trishavais - 1/18/2024 3:10:51 PM
School District: dbrown1 - 1/18/2024 3:16:19 PM
County Office of Education: jbecerra - 1/18/2024 3:19:08 PM

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: F66F8307

Details

Last Saved By: trishavais
Last Saved Date: 1/18/2024 2:49:52 PM
Last Validation By: trishavais
Last Validation Date: 1/18/2024 3:10:04 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Approved for Transfer to CDE

Charter School - District Oversight: trishavais - 1/18/2024 3:10:51 PM
School District: dbrown1 - 1/18/2024 3:16:19 PM
County Office of Education: jbecerra - 1/18/2024 3:19:08 PM

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter / Proposition 28: Arts and Music in Schools Certification

Proposition 28: Arts and Music in Schools Certification

Record Information



Entity Information

County: Santa Barbara
School: Trivium Charter
CDS Code: 42 69112 0124255
Charter Number: 1319
Data ID: 5234DB21

Details

Last Saved By: CSMCTrivium
Last Saved Date: 1/8/2024 11:51:14 AM
Last Validation By: CSMCTrivium
Last Validation Date: 1/8/2024 5:51:20 PM

Validation Information

Number of Records: 1
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavals - 1/8/2024 6:56:46 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
County Office of Education: None

Certification

Certification of Arts and Music in Schools Program (AMS/Proposition 28) Requirements

In order to satisfy the provisions of EC Section 8820, the local educational agency may certify to the requirements below by checking the box on Line A-1.

Chapter 5.1 (commencing with Section 8820) of Part 6 of Division 1 of Title 1 of the Education Code establishes The Arts and Music in Schools–Funding Guarantee and Accountability Act. As a condition of receipt of funds pursuant to this chapter, EC Section 8820(g) requires a local educational agency to annually certify to the following:

- (1) All funds received will be used to provide arts education programs, except for up to 1 percent of funds which may be used for a local educational agency's administrative expenses, including indirect costs, to implement arts education programs. For local educational agencies with 500 or more pupils enrolled, at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction, and the remaining funds will be used for training, supplies, materials, and arts educational partnership programs.
- (2) Funds received will be used to supplement funding for arts education programs.
- (3) No more than 1 percent of funds received will be used for a local educational agency's administrative expenses.

By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.



A-1

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Adventure / Attendance Charter School

Attendance Charter School

Record Information



Entity Information

Details

County: Santa Barbara
School: Trivium Charter School: Adventure
CDS Code: 42 69112 0137877
Charter Number: 1994
Data ID: 62F9818E

Last Saved By: CSMCTrivism
Last Saved Date: 1/8/2024 6:52:16 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/8/2024 6:53:53 PM

Validation Information

Certification Information

Number of Records: 6
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: trishavals2 - 1/8/2024 7:21:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
County Office of Education: None

Charter Status

| | | |
|---|----------|-------------------------------------|
| Data ID: | 62F9818E | |
| 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-3 | <input type="checkbox"/> |
| YES (move on to Line A-4) | A-3a | <input type="checkbox"/> |
| NO (move on to Line A-5) | A-3b | <input checked="" type="checkbox"/> |
| 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? | A-5 | <input type="text"/> |
| YES (move on to Line A-6) | A-5a | <input type="checkbox"/> |
| NO (move on to Line A-7) | A-5b | <input checked="" type="checkbox"/> |
| Date (mm/dd/yyyy) Operation or Instruction Ceased | A-6 | <input type="text"/> |

| | | |
|---|------|-------------------------------------|
| 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. | | |
| Single Track/Track A | A-7 | |
| Track B | A-7a | |
| Track C | A-7b | |
| Track D | A-7c | |
| Track E | A-7d | |
| | A-7e | |
| Indicate the Type of Instruction | A-8 | |
| Classroom-based | A-8a | <input type="checkbox"/> |
| Nonclassroom-based | A-8b | <input checked="" type="checkbox"/> |
| Combination | A-8c | <input type="checkbox"/> |

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 A | | | | |
|---|------------------|------------|------------|-------------|--------|
| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
| Classroom-based ADA | | | | | |
| Regular Classroom-based ADA | | | | | 0 |
| Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA | | | | | 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) | | | | | 0 |
| Classroom-based ADA Totals for Track (Sum of B-1 through B-4) | 0 | 0 | 0 | 0 | 0 |
| Nonclassroom-based ADA | | | | | |
| Regular Nonclassroom-based ADA | 83.79 | 60 | 48.04 | 59.11 | 250.94 |
| Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA | | | | | 0 |
| Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175) | | | | | 0 |

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)

| | | | | | |
|-----|-------|----|-------|-------|--------|
| C-5 | 83.79 | 60 | 48.04 | 59.11 | 250.94 |
|-----|-------|----|-------|-------|--------|

ADA Totals for Track

Total Regular ADA (B-1 + C-1)

| | | | | | |
|-----|-------|----|-------|-------|--------|
| D-1 | 83.79 | 60 | 48.04 | 59.11 | 250.94 |
|-----|-------|----|-------|-------|--------|

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 | 83.79 | 60 | 48.04 | 59.11 | 250.94 |
|-----|-------|----|-------|-------|--------|

Transitional Kindergarten ADA

2023-24 school year: only students who turn 5 between September 2nd and April 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between April 3rd and the end of the school year until their 5th birthday.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|--|--|--|--|---|
| E-1 | | | | | 0 |
|-----|--|--|--|--|---|

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|------|--|--|--|------|
| E-2 | 3.21 | | | | 3.21 |
|-----|------|--|--|--|------|

Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)

| | | | | | |
|-----|------|--|--|--|------|
| E-3 | 3.21 | | | | 3.21 |
|-----|------|--|--|--|------|

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-4 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-5 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4

| | | | | | |
|-----|--|--|--|--|---|
| E-6 | | | | | 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 | <input type="text"/> |
| District of Residence | <input type="text"/> |

Classroom-based ADA

| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| F-1 Regular Classroom-based ADA | <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 Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175) | <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 Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA | <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 Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175) | <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 Classroom-based ADA Totals for District of Residence (Sum of F-1 through F-4) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Nonclassroom-based ADA

| | | | | |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| G-1 Regular Nonclassroom-based ADA | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| G-2 Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175) | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| G-3 Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA | <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)
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)

Nond classroom-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 | 83.79 | 60 | 48.04 | 59.11 | 250.94 |

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 | 83.79 | 60 | 48.04 | 59.11 | 250.94 |
| J-2 | 0 | 0 | 0 | 0 | 0 |
| J-3 | 0 | 0 | 0 | 0 | 0 |
| J-4 | 0 | 0 | 0 | 0 | 0 |
| J-5 | 83.79 | 60 | 48.04 | 59.11 | 250.94 |

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)

Nond classroom-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)

ADA Totals for All Districts (Sum of L-1 through L-4)

[illegible]

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: 408F8E7

Details

Last Saved By: CSMCTrivium
Last Saved Date: 1/8/2024 6:46:14 PM
Last Validation By: CSMCTrivium
Last Validation Date: 1/8/2024 6:50:17 PM

Validation Information

Number of Records: 3
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavals2 - 1/8/2024 7:21:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
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

Lucia Mar Unified

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Adventure / Charter School Physical Location

Charter School Physical Location

Record Information



| Entity Information | Details |
|--|---|
| County: Santa Barbara School: Trivium Charter School: Adventure CDS Code: 42 69112 0137877 Charter Number: 1994 Data ID: 408F8E7 | Last Saved By: <u>CSMCTrivism</u> Last Saved Date: 1/8/2024 6:46:14 PM Last Validation By: <u>CSMCTrivism</u> Last Validation Date: 1/8/2024 6:50:17 PM |
| Validation Information | Certification Information |
| Number of Records: 3 Number of Errors: 0 Number of Warnings: 0 Passed Data Validation: Yes | Charter School - District Oversight: <u>trishavais2</u> - 1/8/2024 7:21:33 PM School District: <u>dbrown1</u> - 1/9/2024 10:51:53 AM 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 |

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: 408F8E7

Details

Last Saved By: CSMCTrivism
Last Saved Date: 1/8/2024 6:46:14 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/8/2024 6:50:17 PM

Validation Information

Number of Records: 3
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavals2 - 1/8/2024 7:21:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
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 | Lompoc Unified |

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Adventure / Proposition 28: Arts and Music in Schools Certification

Proposition 28: Arts and Music in Schools Certification

Record Information



| Entity Information | Details |
|---|---|
| County: Santa Barbara School: Trivium Charter School: Adventure CDS Code: 42 69112 0137877 Charter Number: 1994 Data ID: 9231D3C0 | Last Saved By: <u>CSMCTrivism</u> Last Saved Date: 1/8/2024 6:51:00 PM Last Validation By: <u>CSMCTrivism</u> Last Validation Date: 1/8/2024 7:12:20 PM |
| Validation Information | Certification Information |
| Number of Records: 1 Number of Errors: 0 Number of Warnings: 0 Passed Data Validation: Yes | Charter School - District Oversight: <u>trishavals2</u> - 1/8/2024 7:21:33 PM School District: <u>dbrown1</u> - 1/9/2024 10:51:54 AM County Office of Education: None |

Certification

Certification of Arts and Music in Schools Program (AMS/Proposition 28) Requirements

In order to satisfy the provisions of EC Section 8820, the local educational agency may certify to the requirements below by checking the box on Line A-1.

Chapter 5.1 (commencing with Section 8820) of Part 6 of Division 1 of Title 1 of the Education Code establishes The Arts and Music in Schools—Funding Guarantee and Accountability Act. As a condition of receipt of funds pursuant to this chapter, EC Section 8820(g) requires a local educational agency to annually certify to the following:

- (1) All funds received will be used to provide arts education programs, except for up to 1 percent of funds which may be used for a local educational agency's administrative expenses, including indirect costs, to implement arts education programs. For local educational agencies with 500 or more pupils enrolled, at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction, and the remaining funds will be used for training, supplies, materials, and arts educational partnership programs.
- (2) Funds received will be used to supplement funding for arts education programs.
- (3) No more than 1 percent of funds received will be used for a local educational agency's administrative expenses.

By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.



A-1

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Voyage / Attendance Charter School

Attendance Charter School

Record Information



Entity Information

Details

County: Santa Barbara
School: Trivium Charter School: Voyage
CDS Code: 42 69112 0137885
Charter Number: 1995
Data ID: 808E8A92

Last Saved By: CSMCTrivism
Last Saved Date: 1/8/2024 6:00:30 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/8/2024 6:21:01 PM

Validation Information

Certification Information

Number of Records: 6
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: trishavals3 - 1/8/2024 7:51:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
County Office of Education: None

Charter Status

| | | |
|---|----------|-------------------------------------|
| Data ID: | 808E8A92 | |
| 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-3 | <input type="checkbox"/> |
| YES (move on to Line A-4) | A-3a | <input type="checkbox"/> |
| NO (move on to Line A-5) | A-3b | <input checked="" type="checkbox"/> |
| 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? | A-5 | <input type="text"/> |
| YES (move on to Line A-6) | A-5a | <input type="checkbox"/> |
| NO (move on to Line A-7) | A-5b | <input checked="" type="checkbox"/> |
| Date (mm/dd/yyyy) Operation or Instruction Ceased | A-6 | <input type="text"/> |

| | | | |
|---|--|------|-------------------------------------|
| 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. | | | |
| Single Track/Track A | | A-7 | |
| Track B | | A-7a | |
| Track C | | A-7b | |
| Track D | | A-7c | |
| Track E | | A-7d | |
| | | A-7e | |
| | | A-8 | |
| Classroom-based | | A-8a | <input type="checkbox"/> |
| Nonclassroom-based | | A-8b | <input checked="" type="checkbox"/> |
| Combination | | A-8c | <input type="checkbox"/> |

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 A | | | | |
|---|------------------|------------|------------|-------------|-------|
| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
| Classroom-based ADA | | | | | |
| Regular Classroom-based ADA | | | | | 0 |
| Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA | | | | | 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) | | | | | 0 |
| Classroom-based ADA Totals for Track (Sum of B-1 through B-4) | 0 | 0 | 0 | 0 | 0 |
| Nonclassroom-based ADA | | | | | |
| Regular Nonclassroom-based ADA | 120.63 | 67.72 | 52.88 | 45.77 | 287 |
| Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175) | | | | | 0 |
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA | | | | | 0 |
| Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175) | | | | | 0 |
| C-4 | | | | | 0 |

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)

| | | | | | |
|-----|--------|-------|-------|-------|-----|
| C-5 | 120.63 | 67.72 | 52.88 | 45.77 | 287 |
|-----|--------|-------|-------|-------|-----|

ADA Totals for Track

Total Regular ADA (B-1 + C-1)

| | | | | | |
|-----|--------|-------|-------|-------|-----|
| D-1 | 120.63 | 67.72 | 52.88 | 45.77 | 287 |
|-----|--------|-------|-------|-------|-----|

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 | 120.63 | 67.72 | 52.88 | 45.77 | 287 |
|-----|--------|-------|-------|-------|-----|

Transitional Kindergarten ADA

2023-24 school year: only students who turn 5 between September 2nd and April 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between April 3rd and the end of the school year until their 5th birthday.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|--|--|--|--|---|
| E-1 | | | | | 0 |
|-----|--|--|--|--|---|

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)

| | | | | | |
|-----|------|--|--|--|------|
| E-2 | 5.29 | | | | 5.29 |
|-----|------|--|--|--|------|

Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)

| | | | | | |
|-----|------|--|--|--|------|
| E-3 | 5.29 | | | | 5.29 |
|-----|------|--|--|--|------|

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-4 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5

| | | | | | |
|-----|--|--|--|--|---|
| E-5 | | | | | 0 |
|-----|--|--|--|--|---|

Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4

| | | | | | |
|-----|--|--|--|--|---|
| E-6 | | | | | 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.

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| F-1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F-2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F-3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F-5 | | | | | | | |

[illegible]

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 | 0 | 0 | 0 | 0 |
| G-5 | | | | |

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)

| | | | | |
|-----|--|--|--|--|
| H-1 | | | | |
| 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 | 120.63 | 67.72 | 52.88 | 45.77 | 287 |

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 | 120.63 | 67.72 | 52.88 | 45.77 | 287 |
| J-2 | 0 | 0 | 0 | 0 | 0 |
| J-3 | 0 | 0 | 0 | 0 | 0 |
| J-4 | 0 | 0 | 0 | 0 | 0 |
| J-5 | 120.63 | 67.72 | 52.88 | 45.77 | 287 |

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 |

Institutions (Divisor 175) ADA (Sum of All Records H-4)

ADA Totals for All Districts (Sum of L-1 through L-4)

[illegible][illegible]

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Voyage / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

County: Santa Barbara
School: Trivium Charter School: Voyage
CDS Code: 42 69112 0137885
Charter Number: 1995
Data ID: 5292347C

Details

Last Saved By: CSMCTrivism
Last Saved Date: 1/8/2024 6:11:48 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/8/2024 6:13:28 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavais3 - 1/8/2024 7:51:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
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

Lucia Mar Unified

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Voyage / Charter School Physical Location

Charter School Physical Location

Record Information



Entity Information

County: Santa Barbara
School: Trivium Charter School: Voyage
CDS Code: 42 69112 0137885
Charter Number: 1995
Data ID: 5292347C

Details

Last Saved By: CSMCTrivium
Last Saved Date: 1/8/2024 6:11:48 PM
Last Validation By: CSMCTrivium
Last Validation Date: 1/8/2024 6:13:28 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavals3 - 1/8/2024 7:51:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
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

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: 5292347C

Last Saved By: CSMCTrivium
Last Saved Date: 1/8/2024 6:11:48 PM
Last Validation By: CSMCTrivium
Last Validation Date: 1/8/2024 6:13:28 PM

Validation Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavals3 - 1/8/2024 7:51:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
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

Santa Barbara Unified

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 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: 5292347C

Last Saved By: CSMCTrivism
Last Saved Date: 1/8/2024 6:11:48 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/8/2024 6:13:28 PM

Validation Information

Certification Information

Number of Records: 4
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: trishavais3 - 1/8/2024 7:51:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
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

Hope Elementary

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2023-24 P-1 , Reporting Period: 2023-24 P-1

Home / Data Entry / Charter School / Trivium Charter School: Voyage / Proposition 28: Arts and Music in Schools Certification

Proposition 28: Arts and Music in Schools Certification

Record Information



Entity Information

Details

County: Santa Barbara
School: Trivium Charter School: Voyage
CDS Code: 42 69112 0137885
Charter Number: 1995
Data ID: 923163C0

Last Saved By: CSMCTrivism
Last Saved Date: 1/8/2024 6:05:33 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/8/2024 6:06:15 PM

Validation Information

Certification Information

Number of Records: 1
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Charter School - District Oversight: trishavals3 - 1/8/2024 7:51:33 PM
School District: dbrown1 - 1/9/2024 10:51:53 AM
County Office of Education: None

Certification

Certification of Arts and Music in Schools Program (AMS/Proposition 28) Requirements

In order to satisfy the provisions of EC Section 8820, the local educational agency may certify to the requirements below by checking the box on Line A-1.

Chapter 5.1 (commencing with Section 8820) of Part 6 of Division 1 of Title 1 of the Education Code establishes The Arts and Music in Schools–Funding Guarantee and Accountability Act. As a condition of receipt of funds pursuant to this chapter, EC Section 8820(g) requires a local educational agency to annually certify to the following:

- (1) All funds received will be used to provide arts education programs, except for up to 1 percent of funds which may be used for a local educational agency's administrative expenses, including indirect costs, to implement arts education programs. For local educational agencies with 500 or more pupils enrolled, at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction, and the remaining funds will be used for training, supplies, materials, and arts educational partnership programs.
- (2) Funds received will be used to supplement funding for arts education programs.
- (3) No more than 1 percent of funds received will be used for a local educational agency's administrative expenses.

By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.



A-1

VII – A

**4269112 Blochman
Union Elem District**4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666
Generated on 02/01/2024 02:13:29 PM Page 1 of 1**Attendance/Membership Summary Report**

Start/End Date: 01/01/2024 - 01/31/2024 School(s): 1 Calendar(s): 2

Grade: 5, 6, 7, 8, TK, K, 1, 2, 3, 4

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 | 23 | 391 | 25 | 366 | 23.00 | 21.53 | 5 | 0.29 | 93.61% |
| | 6 | 28 | 462 | 20 | 442 | 27.18 | 26.00 | 6 | 0.35 | 95.67% |
| | 7 | 25 | 425 | 22 | 403 | 25.00 | 23.71 | 4 | 0.24 | 94.82% |
| | 8 | 21 | 357 | 19 | 338 | 21.00 | 19.88 | 4 | 0.24 | 94.68% |
| | TK | 4 | 68 | 3 | 65 | 4.00 | 3.82 | 0 | 0.00 | 95.59% |
| | K | 19 | 323 | 19 | 304 | 19.00 | 17.88 | 2 | 0.12 | 94.12% |
| | 1 | 14 | 238 | 19 | 219 | 14.00 | 12.88 | 2 | 0.12 | 92.02% |
| | 2 | 24 | 408 | 20 | 388 | 24.00 | 22.82 | 7 | 0.41 | 95.10% |
| | 3 | 19 | 323 | 14 | 309 | 19.00 | 18.18 | 3 | 0.18 | 95.67% |
| | 4 | 23 | 391 | 18 | 373 | 23.00 | 21.94 | 3 | 0.18 | 95.40% |
| Total | 10 | 200 | 3386 | 179 | 3207 | 199.18 | 188.64 | 36 | 2.13 | 94.71% |

School: Benjamin Foxen School Calendar: 23-24 Blochman 5-8

| | Student Membership | | | Absent Days | Present Days | ADM | ADA | Unexcused Absences | | Percent In Attendance |
|-------|--------------------|-------|------|----------------|-----------------|-------|-------|--------------------|------------|--------------------------|
| | Grade | Count | Days | | | | | Days | Avg. Daily | |
| | 5 | 23 | 391 | 25 | 366 | 23.00 | 21.53 | 5 | 0.29 | 93.61% |
| | 6 | 28 | 462 | 20 | 442 | 27.18 | 26.00 | 6 | 0.35 | 95.67% |
| | 7 | 25 | 425 | 22 | 403 | 25.00 | 23.71 | 4 | 0.24 | 94.82% |
| | 8 | 21 | 357 | 19 | 338 | 21.00 | 19.88 | 4 | 0.24 | 94.68% |
| Total | 4 | 97 | 1635 | 86 | 1549 | 96.18 | 91.12 | 19 | 1.12 | 94.74% |

School: Benjamin Foxen School Calendar: 23-24 Blochman K-4

| | Student Membership | | | Absent Days | Present Days | ADM | ADA | Unexcused Absences | | Percent In Attendance |
|-------|--------------------|-------|------|-------------|--------------|--------|-------|--------------------|------------|-----------------------|
| | Grade | Count | Days | | | | | Days | Avg. Daily | |
| | TK | 4 | 68 | 3 | 65 | 4.00 | 3.82 | 0 | 0.00 | 95.59% |
| | K | 19 | 323 | 19 | 304 | 19.00 | 17.88 | 2 | 0.12 | 94.12% |
| | 1 | 14 | 238 | 19 | 219 | 14.00 | 12.88 | 2 | 0.12 | 92.02% |
| | 2 | 24 | 408 | 20 | 388 | 24.00 | 22.82 | 7 | 0.41 | 95.10% |
| | 3 | 19 | 323 | 14 | 309 | 19.00 | 18.18 | 3 | 0.18 | 95.67% |
| | 4 | 23 | 391 | 18 | 373 | 23.00 | 21.94 | 3 | 0.18 | 95.40% |
| Total | 6 | 103 | 1751 | 93 | 1658 | 103.00 | 97.52 | 17 | 1.01 | 94.69% |

VII – B

Quarterly Report
on
Williams Uniform Complaints

[Education Code § 35186]

2024

District: Blochman Union School District

Name of person completing this form: Nancy Shafer

Title of person completing this form: Interim Business Manager

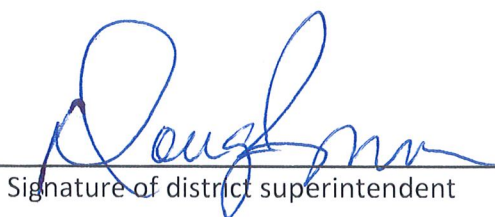
Please provide the date when this information will be reported publicly at the district governing board meeting:

February 13, 2024

Quarterly report submission date (check one):

- ☐ April (January — March)
☐ July (April — June)
☐ October (July — September)
☒ January (October — December)

| General Subject Area | Total number of complaints | Number of complaints resolved | Number of complaints unresolved |
|---------------------------------------|----------------------------|-------------------------------|---------------------------------|
| Textbooks and Instructional Materials | 0 | 0 | 0 |
| Teacher Misassignment or Vacancies | 0 | 0 | 0 |
| Facilities Conditions | 0 | 0 | 0 |
| TOTALS | 0 | 0 | 0 |


Signature of district superintendent

1-31-2024
Date

VII – C

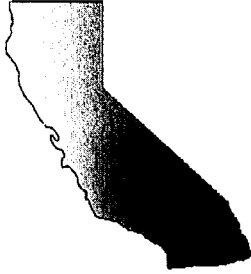
Benjamin Foxen Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Benjamin Foxen Elementary School |
| Street | 4949 Foxen Canyon Rd. |
| City, State, Zip | Santa Maria, CA 93454 |
| Phone Number | (805) 937-1148 |
| Principal | Doug Brown |
| Email Address | dbrown@blochmanusd.org |
| School Website | http://blochmanusd.org |
| County-District-School (CDS) Code | 42 69112 6045264 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Blochman Union Elementary School District |
| Phone Number | 805-937-1148 |
| Superintendent | Doug Brown |
| Email Address | dbrown@blochmanusd.org |
| District Website | http://blochmanusd.org |

2023-24 School Description and Mission Statement

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 196 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.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 14 |
| Grade 1 | 23 |
| Grade 2 | 20 |
| Grade 3 | 21 |
| Grade 4 | 21 |
| Grade 5 | 24 |
| Grade 6 | 23 |
| Grade 7 | 18 |
| Grade 8 | 25 |
| Total Enrollment | 189 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 41.3% |
| Male | 58.2% |
| American Indian or Alaska Native | 0.5% |
| Asian | 0.5% |
| Black or African American | 0.5% |
| Hispanic or Latino | 55% |
| Two or More Races | 3.7% |
| White | 39.7% |
| English Learners | 9% |
| Homeless | 5.8% |
| Socioeconomically Disadvantaged | 48.7% |
| Students with Disabilities | 13.2% |

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

2020-21 Teacher Preparation and Placement

| 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) | 8.20 | 91.67 | 46.80 | 60.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 27.60 | 35.51 | 12115.80 | 4.41 |
| Unknown | 0.70 | 8.33 | 3.30 | 4.27 | 18854.30 | 6.86 |
| Total Teaching Positions | 9.00 | 100.00 | 77.70 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 8.90 | 100.00 | 64.70 | 60.47 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.06 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 41.50 | 38.79 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 0.70 | 0.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 8.90 | 100.00 | 107.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
|---------|--|-----------------------------|--|

| | | | |
|-----------------------------------|---|-----|---|
| Reading/Language Arts | <p>Grades K – 5: Journeys (Houghton Mifflin)</p> <p>Grades 6 – 8: Collections (Houghton Mifflin)</p> | Yes | 0 |
| Mathematics | <p>Grades K – 5: My Math (McGraw -Hill)</p> <p>Grade 6: Big Ideas Math, Course One (Big Ideas Learning)</p> <p>Grade 7: Big Ideas Math, Course Two (Big Ideas Learning)</p> <p>Grade 8: Big Ideas Math, Course Three (Big Ideas Learning)</p> | Yes | 0 |
| Science | <p>Grades K - 6: National Geographic Exploring Science (Cengage)</p> <p>Grades 7 - 8: Inspire Science California (McGraw-Hill)</p> | Yes | 0 |
| History-Social Science | <p>Kindergarten: CA Impact-Learning & Working Now & Long Ago (McGraw -Hill)</p> <p>Grade 1: CA Impact-A Child's Place in Time & Space (McGraw -Hill)</p> <p>Grade 2: CA Impact-People Who Make a Difference (McGraw -Hill)</p> <p>Grade 3: CA Impact-Continuity & Change (McGraw -Hill)</p> <p>Grade 4: CA Impact-California: A Changing State (McGraw - Hill)</p> <p>Grade 5: CA Impact-US History : Making a New Nation (McGraw -Hill)</p> <p>Grade 6: CA Impact-World History & Geography, Ancient Civilizations (McGraw -Hill)</p> <p>Grade 7: CA Impact - World History & Geography, Medieval & Early Modern Times (McGraw -Hill)</p> <p>Grade 8: CA Impact: United States History & Geography, Growth & Conflict (McGraw -Hill)</p> | Yes | 0 |
| Foreign Language | Spanish instruction is provided on a class-by-class basis. | | 0 |
| Health | <p>Grade 8: Teen Health (McGraw-Hill)</p> <p>Teachers in other grades incorporate state-approved health related supplemental instructional materials into the classroom curriculum.</p> | Yes | 0 |
| Visual and Performing Arts | The District contracts with Coehlo Music to provide music instruction to students. | | 0 |

School Facility Conditions and Planned Improvements

Benjamin Foxen School provides a safe, clean environment for student, staff and volunteers. School facilities were built in 1951 and span 11 acres. The buildings consist of 11 classrooms, an office, multi-purpose room/cafeteria, library and a bus barn. Two portable classrooms were added in 2015. Benjamin Foxen School is a community resource. The facilities are used by 4-H and several other organizations. Our facilities and campus safety are supported by classified staff including two maintenance workers, a Food Service Manager and head cook, a school secretary, an accounting assistant, a library assistant and a business manager. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained at a level that provides for a good learning environment. The District complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The District's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held regularly.

Repairs necessary to keep the school in good repair and working order are completed in a timely manner. Blochman Union School District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Year and month of the most recent FIT report

10/13/23

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: | X | | | |
| Gas Leaks, Mechanical/HVAC, Sewer | | | | |
| Interior: | X | | | |
| Interior Surfaces | | | | |
| Cleanliness: | X | | | |
| Overall Cleanliness, Pest/Vermin Infestation | | | | |
| Electrical | X | | | |
| Restrooms/Fountains: | X | | | |
| Restrooms, Sinks/ Fountains | | | | |
| Safety: | X | | | |
| Fire Safety, Hazardous Materials | | | | |
| Structural: | X | | | |
| Structural Damage, Roofs | | | | |
| External: | X | | | |
| Playground/School Grounds, Windows/ Doors/Gates/Fences | | | | Building 2: We have plans to replace all the windows which will take care of the broken window in Building 1. |

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).

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.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 65 | 55 | 57 | 52 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 42 | 35 | 34 | 32 | 33 | 34 |

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 132 | 131 | 99.24 | 0.76 | 54.96 |
| Female | 52 | 51 | 98.08 | 1.92 | 74.51 |
| Male | 79 | 79 | 100.00 | 0.00 | 41.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 72 | 72 | 100.00 | 0.00 | 45.83 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 50 | 49 | 98.00 | 2.00 | 69.39 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 47.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 0.00 |

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 132 | 131 | 99.24 | 0.76 | 35.11 |
| Female | 52 | 51 | 98.08 | 1.92 | 37.25 |
| Male | 79 | 79 | 100.00 | 0.00 | 34.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 72 | 72 | 100.00 | 0.00 | 27.78 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 50 | 49 | 98.00 | 2.00 | 48.98 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 63 | 63 | 100.00 | 0.00 | 34.92 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 11.11 |

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.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 50.00 | 38.78 | 50.00 | 38.78 | 29.47 | 30.29 |

2022-23 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 49 | 49 | 100.00 | 0.00 | 38.78 |
| Female | 22 | 22 | 100.00 | 0.00 | 31.82 |
| Male | 26 | 26 | 100.00 | 0.00 | 42.31 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 24 | 24 | 100.00 | 0.00 | 29.17 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 21 | 21 | 100.00 | 0.00 | 52.38 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100% | 95% | 91% | 95% | 95% |
| Grade 7 | 89% | 83% | 89% | 89% | 94% |

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.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Benjamin Foxen Elementary. Parents are encouraged to work closely with the school in a variety of classroom volunteer positions.

The School Site Council (SSC) is made up of parents and staff who are responsible for the development of the school's School Improvement Plan. Parents are kept current with their student's progress through parent teacher conferences that are scheduled twice a year and supported by mini-conferences throughout the year.

The Local Control Accountability Plan Committee (LCAP) is actively involved in helping the District formulate and implement goals and plans.

The school welcomes parents to become active members on one or more of the many committees and councils as well as attending the school board meetings to stay informed of district and school issues.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 201 | 200 | 14 | 7.0 |
| Female | 84 | 83 | 6 | 7.2 |
| Male | 116 | 116 | 7 | 6.0 |
| Non-Binary | 1 | 1 | 1 | 100.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 109 | 109 | 6 | 5.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 7 | 7 | 0 | 0.0 |
| White | 82 | 81 | 8 | 9.9 |
| English Learners | 20 | 20 | 0 | 0.0 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 11 | 11 | 1 | 9.1 |
| Socioeconomically Disadvantaged | 101 | 101 | 6 | 5.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 27 | 27 | 3 | 11.1 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 1.60 | 0.00 | 4.48 | 0.19 | 0.06 | 0.56 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.48 | 0 |
| Female | 1.19 | 0 |
| Male | 6.9 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 5.5 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 3.66 | 0 |
| English Learners | 5 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 6.93 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 7.41 | 0 |

2023-24 School Safety Plan

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 24, 2023 and the Board of Education November 14, 2023. A copy of the safety plan is available to the public at the school office and on the district website.

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.

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 | 16 | 1 | | |
| 1 | 18 | 1 | | |
| 2 | 18 | 1 | | |
| 3 | 23 | | 1 | |
| 4 | 17 | 1 | | |
| 5 | 19 | 1 | | |
| 6 | 23 | | 4 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 18 | 1 | | |
| 1 | 16 | 1 | | |
| 2 | 20 | 1 | | |
| 3 | 22 | | 1 | |
| 4 | 23 | | 1 | |
| 5 | 19 | 1 | | |
| 6 | 18 | 5 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2022-23 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 |

2022-23 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.3 |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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 | \$14,482 | \$4,401 | \$10,081 | \$65,470 |
| District | N/A | N/A | \$11,318 | \$66,528 |
| Percent Difference - School Site and District | N/A | N/A | -11.6 | 2.5 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 41.8 | -12.3 |

Fiscal Year 2022-23 Types of Services Funded

We offer the targeted, researched based Step Up to Writing program and train teachers on the effective use of this program, provide an intervention teacher, 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$44,175 | \$48,481 |
| Mid-Range Teacher Salary | \$68,650 | \$73,129 |
| Highest Teacher Salary | \$92,296 | \$99,406 |
| Average Principal Salary (Elementary) | \$0 | \$117,381 |
| Average Principal Salary (Middle) | \$0 | \$128,158 |
| Average Principal Salary (High) | \$0 | |
| Superintendent Salary | \$150,833 | \$138,991 |
| Percent of Budget for Teacher Salaries | 29.42% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.21% | 5.99% |

Professional Development

To acquire necessary knowledge, upgrade skills, and develop professionally, Benjamin Foxen Elementary's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise, based on advanced education or specialized training, with their colleagues.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

VII – D

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

☐

Dr. Peter Wright (College ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 11 – 9 Delegates (9 elected)

Director: Sabrena Rodriguez (Ventura USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2025

Melanie Waffle (Orcutt Union SD), term expires 2025

Peter Wright (College ESD), term expires 2024

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2024

William "Franky" Caldeira (Lompoc USD), term expires 2024

Rebecca "Beckie" Cramer (Pleasant Valley SD), term expires 2025

Lauren Gill (Conejo Valley USD), term expires 2024

Daniel Sandoval (Santa Paula USD), term expires 2024

County Delegate:

Arleigh Kidd (Ventura COE), term expires 2025

| |
|------------------------|
| <u>Counties</u> |
|------------------------|

Santa Barbara (Subregion A)

Ventura (Subregion B)

View results

Respondent

19

Anonymous

32:05

Time to complete

1. I have been... *

☐ Appointed

☒ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Peter Wright

3. Full name *

Peter Wright

4. Region/subregion *

11B



5. Name of District or COE *

College Elementary School

6. Years on board *

5

7. Profession

Professor

8. Contact number *

(805) 452-1075

9. Primary email address *

peter.wright.805@gmail.com

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

Serving in the Assembly is a privilege and great source of information to take back to my district and region. I appreciate the opportunity to collaborate and strategize with fellow delegates. I would be active in sharing information from Region 11 with other delegates as well as bringing information back to the region.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

President of the board; board member for the Solvang Festival Theater, California Democratic Party delegate

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Coaching boards with the tools to engage with the community; starting the process for workforce housing, providing reliable content on promising practices for the conditions in which students can learn at their full potential.

VII – E

OWNER/ARCHITECT CONTRACT AMENDMENT # 1

Date: December 6, 2023

Project: Blochman School District
Benjamin Foxen Elementary School
Electrical Distribution Systems Upgrades – CD's Through CA
 19six #: 23175.01

Description: Addition of construction documents through construction administration phase

Contract Date: August 1, 2023

Modifications to Basic Contract:Project Description:

Upgrades to the electrical system distribution system.

Scope of Amended Services and Fees:

Amendments to the following services:

Addition of construction documents, bidding, and construction administration services.

Total Fee \$ **33,500**

The revised payment schedule is (updated fees in bold):

| <u>Phase / Description</u> | <u>Previous Fee</u> | <u>Amendment No: 1</u> | <u>Revised Fee</u> |
|-----------------------------|---------------------|------------------------|--------------------|
| Schematic Design | \$ 15,250 | \$ 0 | \$ 15,250 |
| Construction Documents | \$ 0 | \$ 23,150 | \$ 23,150 |
| Bidding | \$ 0 | \$ 2,450 | \$ 2,450 |
| Construction Administration | \$ 0 | \$ 7,900 | \$ 7,900 |
| Total | \$ 15,250 | \$ 33,500 | \$ 48,750 |

Project delivery is anticipated to be done design/bid/build. 19six will attend and conduct a bid walk with potential bidders and respond to any questions during bid time. Additional tasks such as additional bid support or lease-lease-back support will be additional services.

Construction is anticipated to take two months over the summer vacation. We have accounted for 3 site meetings during this time. Should construction be extended over the two-month period an additional fee will apply.

EXCLUSIONS

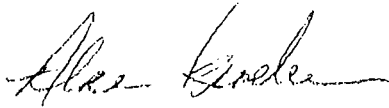
The following are not included in our services described above:

- As-built drawings for the existing buildings
- Power company fees
- 30-day electrical power load recording
- Agency review submittal and coordination
- Mechanical engineering
- Structural engineering
- Commissioning services
- Detailed cost estimates
- Off-site work

If this proposal meets with your approval, please sign below and return a copy for our records or have your legal counsel prepare a formal contract. We will start work upon your written authorization below while the formal contract is being prepared.

Thank you for this opportunity to be of service.

Sincerely,

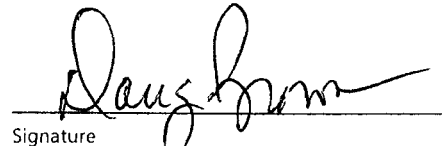


Alan Kroeker, Architect
President
19six Architects



Federico Cortez, Architect
Project Manager
19six Architects

Accepted by:



Signature

Doug Brown

Name (printed)

Superintendent

Title

1-16-2024

Date