

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

BOARD OF TRUSTEES AGENDA
Tuesday, February 11, 2025
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. Board agendas can be found on the district's website at www.blochmanusd.org.

Governing Board Members

Shannon Clay, President
Kelly Salas-Ernst, Clerk
Thomas Gibbons, Trustee
Daniella Pearce, Trustee
Jania 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 1, 2025. Please log on to eDisclosure at <https://www.southtechhosting.com/SantaBarbaraCounty/eDisclosure> to complete your form.**
 - C. **Santa Barbara County Education Office First Interim Financial Report Analysis and Recommendations**

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

- E. LCAP Mid-Year Review**
 - i. Family Partnership Charter School**

V. ITEMS SCHEDULED FOR DISCUSSION

- A. Peggy Salas Memorial Dedication**
- B. Local Control and Accountability Plan**
- C. Facilities**
 - i. General maintenance**

VI. CONSENT AGENDA ITEMS

- A. Approval of Minutes**
 - i. Minutes of January 14, 2025 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 2025	
i. Payroll	\$ 239,001.39
ii. Commercial Warrants	\$ 188,069.80
iii. Revolving Fund	\$ 45,041.00
TOTAL	\$ 472,112.19

***** 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 the following 2024/2025 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 2024/2025 P-1 attendance reports as presented:**

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

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of Benjamin Foxen Elementary School’s January 2025 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education approve the January 2025 attendance report as presented.**

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

B. Approval of Blochman Union School District’s Comprehensive School Safety Plan.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District’s Comprehensive School Safety Plan as presented:**

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

- C. Approval of donations:**
- i. Red Robbin; \$75.95; ASB 8th grade class**
 - ii. Doug Brown; \$107; ASB 8th grade class**
 - iii. The Home Depot; potting soil, mulch, hose repair kit; school garden**

***** 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:	

D. Approval of interdistrict transfers.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the interdistrict transfers as presented.**

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

SECOND:
Juania Reasner:
Kelly Salas-Ernst:

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 11, 2025; 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:
Juania 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 14, 2025

SBAS-9714

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 reported the district's positive certification of the First Interim Financial Report 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 14, 2025

SBAS-9715

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	\$ 4,780,461	\$ 3,865,842	\$ 3,605,287
Revenue	2,768,610	2,841,961	2,896,291
Expense	3,657,674	2,887,408	2,890,299
Operating Surplus / (Deficit)	\$ (889,064)	\$ (45,447)	\$ 5,993
Transfers In/Other Sources	-	-	-
Transfers Out/Other Uses	-	-	-
Contributions to Restricted Programs ¹	(25,555)	(215,108)	(264,344)
Net Increase (Decrease) in Fund Balance	\$ (914,619)	\$ (260,555)	\$ (258,351)
Ending Balance	\$ 3,865,842	\$ 3,605,287	\$ 3,346,936
Reserves			
Fund 01			
> Nonspendable	-	-	-
> Committed	-	-	-
> Assigned	-	-	-
> Reserved for Economic Uncertainties*	-	-	-
> Unassigned/Unappropriated*	3,865,842	3,605,287	3,346,936
Fund 17			
> Committed	-	-	-
> Reserved for Economic Uncertainties	-	-	-
* Total Available Reserves (\$)	\$ 3,865,842	\$ 3,605,287	\$ 3,346,936
* Total Available Reserves (%)	86.01%	97.21%	89.83%

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 in all three years. Deficit spending in 2024-25 is largely attributable to capital outlay of \$920,000 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 2026-27 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
Steve Torres, Associate Superintendent, Administrative Services

IV - D

Family Partnership Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0111773 0763

2024-25 District Contact Information

District Name	Blochman Union School District
Phone Number	(805) 348-3333
Superintendent	Doug Brown,
Email Address	blochman@blochmanusd.org
District Website	www.blochmanusd.org

2024-25 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

2024-25 School Description and Mission Statement

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.

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

MOTTO: Bringing the best together for student success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	22
Grade 2	30
Grade 3	26
Grade 4	23
Grade 5	24
Grade 6	16
Grade 7	25
Grade 8	35
Grade 9	24
Grade 10	42
Grade 11	54
Grade 12	56
Total Enrollment	400

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.8
Male	41.3
Non-Binary	4.0
American Indian or Alaska Native	0.3
Asian	1.5
Black or African American	0.8
Filipino	0
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	0
Two or More Races	6.3
White	52.0
English Learners	3.8
Foster Youth	0.3
Homeless	0
Migrant	0.5
Socioeconomically Disadvantaged	44.5
Students with Disabilities	10.5

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	10.10	46.40	43.10	56.42	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	7.62	2.70	3.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.80	45.11	29.40	38.50	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.78	1.10	1.50	14303.80	5.15
Total Teaching Positions	21.70	100.00	76.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	11.20	9.60	9.8
Total Out-of-Field Teachers	11.20	9.60	9.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.5	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)	0.00	0.4	0

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

2024-25 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

July/August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan. 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 as determined by the teacher of roster or an Individualized Education Plan. 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 as determined by the teacher of roster or an Individualized Education Plan. 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 as determined by the teacher of roster or an Individualized Education Plan. 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 as determined by the teacher of roster or an Individualized Education Plan.	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 as determined by the teacher of roster or an Individualized Education Plan.	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 as determined by the teacher of roster or an Individualized Education Plan.	Yes	0

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

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 24, 2024

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	49	51	52	51	46	47
Mathematics (grades 3-8 and 11)	22	34	32	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	189	184	97.35	2.65	51.09
Female	106	105	99.06	0.94	55.24
Male	79	75	94.94	5.06	44.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	69	95.83	4.17	52.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	53.85
White	100	100	100.00	0.00	49.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	72	100.00	0.00	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	25.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	189	183	96.83	3.17	33.88
Female	106	105	99.06	0.94	32.38
Male	79	74	93.67	6.33	37.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	68	94.44	5.56	20.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	46.15
White	100	100	100.00	0.00	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	71	98.61	1.39	32.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	16.67

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.26	24.46	38.78	41.86	30.29	30.73

2023-24 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	143	139	97.20	2.80	24.46
Female	85	82	96.47	3.53	25.61
Male	55	54	98.18	1.82	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	61	96.83	3.17	16.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	71	69	97.18	2.82	31.88
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	68	98.55	1.45	20.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

2023-24 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 Arts1 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 a second course added in 23-24. Fashion and Interior Design 1 courses were added with year 2 being offered in 24-25. This year a second course is being written for Color and Design to offer a 3rd virtual instructor led pathway. 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 other courses in Edgenuity are CTE subjects.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
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	N/A

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	176
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	16

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.

2023-24 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 requires only participation results 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	95	95	95	95	95

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.

2024-25 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. The FPCS Advisory Committee (FAC) is established annually with requests from staff, families, and students to participate. While individual meetings focus on specific topics they also allow comments for 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.0	8.7	5.8	1.2	8.3	15.8	7.8	8.2	8.9
Graduation Rate	98	89.9	94.2	96.3	89.9	83.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	52	49	94.2
Female	30	30	100
Male	22	19	86.3
Non-Binary	0	0	n/a
American Indian or Alaska Native	1	1	100
Asian	0	0	n/a
Black or African American	1	1	100
Filipino	0	0	n/a
Hispanic or Latino	21	19	90.4
Native Hawaiian or Pacific Islander	0	0	n/a
Two or More Races	1	1	100
White	29	28	96.6
English Learners	1	0	0
Foster Youth	1	1	100
Homeless	3	3	100
Socioeconomically Disadvantaged	34	31	91.2
Students Receiving Migrant Education Services	0	0	n/a
Students with Disabilities	4	3	75.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	400	1	0.3%
Female	231	231	1	0.4%
Male	165	165	0	0%
Non-Binary	4	4	0	0%
American Indian or Alaska Native	1	1	0	0%
Asian	6	6	0	0%
Black or African American	3	3	0	0%
Filipino	0	0	n/a	n/a
Hispanic or Latino	253	153	1	0.7%
Native Hawaiian or Pacific Islander	0	0	0	n/a
Two or More Races	25	25	0	0%
White	208	208	0	0%
English Learners	15	13	1	7.7%
Foster Youth	1	1	0	0%
Homeless	0	0	n/a	n/a
Socioeconomically Disadvantaged	2	2	0	0%
Students Receiving Migrant Education Services	0	0	n/a	n/a
Students with Disabilities	42	42	0	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.21	0.00	0.00	0.06	0.56	0.3	3.17	3.60	3.3
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.1

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 centersafety binder.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Training and notification of child abuse reporting protocols that conform to current law.
- A set of student-related policies that cover, the administration of medication to students while at school, that address food allergies/special dietary needs, an allergy action plan, and suicide prevention. In addition, an individual health care plan have been adopted.
- A policy that the school will be housed in facilities that comply with State Fire Marshal standards and adhere to Title 24 of the Uniform Building code.
- Policy stating that the school functions as a drug, alcohol and tobacco free workplace.

2024-25 School Safety Plan

- 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.

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	20	6	8	0

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	18	12	3	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	5	7	0

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		
Mathematics	2	81		
Science	2	52		
Social Science	2	77		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	101		
Mathematics	2	103		
Science	2	50		
Social Science	2	78		

2023-24 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	n/a

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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)	2.5
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	13,336.45	1,696.41	11,640.05	81,902.18
District	N/A	N/A	12,999.00	66528
Percent Difference - School Site and District	N/A	N/A	-11.0	20.7
State	N/A	N/A	7606.62	75753
Percent Difference - School Site and State	N/A	N/A	41.9	7.8

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$45,059	\$51,352
Mid-Range Teacher Salary	\$70,023	\$80,424
Highest Teacher Salary	\$94,143	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$158,465	\$145,237
Percent of Budget for Teacher Salaries	23%	26%
Percent of Budget for Administrative Salaries	7%	6%

2023-24 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 Where there are student course enrollments of at least one student.	0

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. Starting in the 2020-21 school year, California has provided unprecedented grant funds to support curriculum, instruction, staffing, and professional development. Some grants required written plans, board approval, and expenditure reporting by school year.

FPCS also utilizes collaborative teacher teams to provide teachers with additional opportunities to reflect on instructional

Professional Development

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.

The charter's professional development plan is created by the Administrative team with input from Leadership Meetings, staff surveys, and align with the current WASC Learner Outcomes (math and writing benchmark) and the Local Control Accountability Plan's (LCAP) Goals and Actions. The 2024-25 LCAP has three goals that focus on *Enhancing Partner Engagement to Build School Community *Improve Academic Outcomes for Student Success *Increase Graduate College & Career Readiness Otcomes. The following are the last three school year's PD focus with ongoing staff discussion and development:

2022-23: Year 2 of RULER staff training (social emotional learning method/strategies) Universal Design Learning strategies through SBCEO consultants in math and English Language Arts/ELD

2023-24: Year 3 RULER staff implementation Academic Language at SBCE with key staff sharing at PLC's Ron Huxley, LMFT on emotional well-being K-5 Heggerty (phonemic awareness) and Science of Reading Intro

2024-25: Year 4 RULER implementation to families K-5 Imagine Learning Consultant Science of Reading 3-day training 6-12 Google Classroom implementation & West Ed Consults - Discussion Builders and higher level questioning 2day training and coaching

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

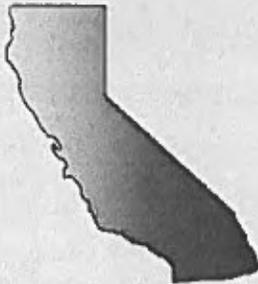
Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	26

Trivium Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0124255

2024-25 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

2024-25 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	5
Kindergarten	30
Grade 1	30
Grade 2	28
Grade 3	33
Grade 4	26
Grade 5	29
Grade 6	29
Grade 7	34
Grade 8	38
Grade 9	21
Grade 10	20
Grade 11	24
Grade 12	11
Total Enrollment	358

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.7
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	0.9
Black or African American	0.9
Filipino	1.6
Hispanic or Latino	40.9
Two or More Races	6.6
White	46.6
English Learners	0.9
Foster Youth	0.3
Homeless	1.9
Socioeconomically Disadvantaged	39.7
Students with Disabilities	12.2

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	17.90	100.00	77.70	100.00	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	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	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)	25.10	100.00	107.00	100.00	234405.80	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	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	25.10	100.00	107.00	100.00	279044.80	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.

2022-23 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)	17.40	100.00	76.50	100.00	277698	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	17.40	100.00	76.50	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 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

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

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: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	41	52	51	46	47
Mathematics (grades 3-8 and 11)	27	23	32	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	182	179	98.35	1.65	41.34
Female	89	88	98.88	1.12	45.45
Male	93	91	97.85	2.15	37.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44	2.56	30.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06

White	82	81	98.78	1.22	50.62
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	75	97.40	2.60	34.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	19.05

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	182	179	98.35	1.65	22.75
Female	89	88	98.88	1.12	26.83
Male	93	91	97.85	2.15	18.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44	2.56	16.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	12.50
White	82	81	98.78	1.22	31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	77	75	97.40	2.60	17.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	10.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.94	30.30	38.78	41.86	30.29	30.73

2023-24 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	72	67	93.06	6.94	29.85
Female	37	33	89.19	10.81	36.36
Male	35	34	97.14	2.86	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	28	90.32	9.68	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	33	94.29	5.71	45.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	24	85.71	14.29	20.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33

2023-24 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.

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	75.86
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	27.27

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.

2023-24 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 requires only participation results 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	97	93	97	93	97
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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	7.8	8.2	8.9
Graduation Rate	100	100	100	100	100	100	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	11	11	100
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is one or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	353	32	9.1
Female	178	177	18	10.2
Male	179	175	14	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	152	150	22	14.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	25	--	8.0
White	160	158	7	4.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	--	33.3
Socioeconomically Disadvantaged	160	155	20	12.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	52	10	19.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.0	0.02	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 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.

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
Other	19	16	0	0

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
Other	20	16	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
Other	20	16	0	0

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	19	12		
Mathematics	19	12		
Science	19	12		
Social Science	19	12		

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	20	12		
Mathematics	20	12		
Science	20	12		
Social Science	20	12		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	13	1	
Mathematics	19	13		
Science	19	13		
Social Science	19	13		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.66
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.5
Other	3.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	80,929.90
District	N/A	N/A		\$67,399
Percent Difference - School Site and District	N/A	N/A		18.2
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-27.8	1.9

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$45,059	\$51,352
Mid-Range Teacher Salary	\$70,023	\$80,424
Highest Teacher Salary	\$94,143	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$158,465	\$145,237
Percent of Budget for Teacher Salaries	23.03	26.17
Percent of Budget for Administrative Salaries	6.87	6.29

2023-24 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 Where there are student course enrollments of at least one student.	0

Professional Development

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

Trivium Charter School Adventure

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Principal Email Address	tvais@triviumcharter.org
School Website	www.triviumcharter.org
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0137877

2024-25 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

2024-25 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	21
Grade 2	22
Grade 3	25
Grade 4	17
Grade 5	22
Grade 6	18
Grade 7	26
Grade 8	29
Grade 9	27
Grade 10	21
Grade 11	23
Grade 12	19
Total Enrollment	290

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
male	42
Male	43
Non-Binary	--
American Indian or Alaska Native	--
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	--
Two or More Races	17
White	37
English Learners	1
Foster Youth	1
Homeless	3
Migrant	--
Socioeconomically Disadvantaged	27
Students with Disabilities	11

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)	13.80	100.00	77.70	100.00	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	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	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)	26.20	100.00	107.00	100.00	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	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	26.20	100.00	107.00	100.00	279044.80	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.

2022-23 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	100.00	76.50	100.00	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	11.80	100.00	76.50	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments

Indicator	2020-21	2021-22	2022-23
Class assignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

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

2024-25 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

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

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: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	49	52	51	46	47
Mathematics (grades 3-8 and 11)	30	27	32	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	133	128	96.24	3.76	49.22
Female	66	61	92.42	7.58	55.74
Male	66	66	100.00	0.00	42.42
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	27	96.43	3.57	29.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	52.38

White	80	77	96.25	3.75	55.84
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	48	96.00	4.00	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	29.63

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	133	129	96.99	3.01	27.50
Female	66	62	93.94	6.06	29.31
Male	66	66	100.00	0.00	26.23
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	27	96.43	3.57	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	40.00
White	80	78	97.50	2.50	28.38
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	50	48	96.00	4.00	13.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	28	90.32	9.68	42.11

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	45.10	31.11	38.78	41.86	30.29	30.73

2023-24 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	51	46	90.20	9.80	31.11
Female	31	27	87.10	12.90	26.92
Male	20	19	95.00	5.00	36.84
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	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	31	93.94	6.06	40.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	14	77.78	22.22	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

2023-24 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	59
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	85.25
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	16.67

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.

2023-24 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 requires only participation results 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	93	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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0	0	7	0	0	7	7.8	8.2	8.9
Graduation Rate	100	100	93	100	100	93	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	15	14	93.3
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is one or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	282	13	4.6
Female	151	140	7	5.0
Male	155	142	6	4.29
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	99	2	2.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	60	6	10
White	133	118	5	4.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	6	6	1
Socioeconomically Disadvantaged	96	73	0	0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	38	5	13

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.0	0.0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before beginning employment.

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.

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
Other	18	14		

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
Other	18	14		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
Other	22	14		

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	18	10		
Mathematics	18	10		
Science	18	10		
Social Science	18	10		

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	18	10		
Mathematics	18	10		
Science	18	10		
Social Science	18	10		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	10		
Mathematics	22	10		
Science	22	10		
Social Science	22	10		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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		\$67,399
Percent Difference - School Site and District	N/A	N/A		-13.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-21.1	-29.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$45,059	\$51,352
Mid-Range Teacher Salary	\$70,023	\$80,424
Highest Teacher Salary	\$94,143	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$158,465	\$145,237
Percent of Budget for Teacher Salaries	23.03	26.17
Percent of Budget for Administrative Salaries	6.87	6.29

2023-24 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 Where there are student course enrollments of at least one student.	0

Professional Development

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

Trivium Charter School, Voyage

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0137885

2024-25 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

2024-25 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	7
Kindergarten	28
Grade 1	28
Grade 2	32
Grade 3	36
Grade 4	22
Grade 5	28
Grade 6	24
Grade 7	28
Grade 8	30
Grade 9	12
Grade 10	11
Grade 11	19
Grade 12	12
Total Enrollment	317

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
Non-Binary	—
American Indian or Alaska Native	—
Asian	—
Black or African American	.5
Filipino	—
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	.3
Two or More Races	21
White	59
English Learners	—
Foster Youth	—
Homeless	3
Migrant	—
Socioeconomically Disadvantaged	22
Students with Disabilities	14

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)	15.40	100.00	100.00	100.00	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	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	15.40	100.00	77.00	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)	24.70	100.00	107.00	100.00	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	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	24.70	100.00	107.00	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed or Subject and Student Placement (properly assigned)	15.70	100.00	76.50	100.00	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	15.70	100.00	76.50	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

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

2024-25 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

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

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			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	67	66	52	51	46	47
Mathematics (grades 3-8 and 11)	49	49	32	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	174	164	94.25	5.75	65.64
Female	93	86	92.47	7.53	74.12
Male	81	78	96.30	3.70	56.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	14	87.50	12.50	78.57

White	114	109	95.61	4.39	70.37
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	45	90.00	10.00	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	42.86

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	174	164	94.25	5.75	48.73
Female	93	86	92.47	7.53	53.09
Male	81	78	96.30	3.70	44.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	32.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	14	87.50	12.50	57.14
White	114	109	95.61	4.39	50.47
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	50	45	90.00	10.00	30.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	46.67

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.83	56.25	38.78	41.86	30.29	30.73

2023-24 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	66	90.41	9.59	56.92
Female	34	30	88.24	11.76	58.62
Male	39	36	92.31	7.69	55.56
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	14	12	85.71	14.29	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	45	93.75	6.25	55.56
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	14	73.68	26.32	61.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	53.85

2023-24 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.--

2023-24 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	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	76.6
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	36.36

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.

2023-24 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 requires only participation results 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	93	93	93	93	93
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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	7.8	8.2	8.9
Graduation Rate	100	100.0	100	100	100	100	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	16	16	100
Female	--	--	31
Male	11	11	69
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	12	75
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	317	310	5	1.9
Female	163	139	4	52
Male	153	126	7	48
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	46	4	19
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	52	1	21
White	188	161	5	59
English Learners	--	--	--	.32
Foster Youth	--	--	--	--
Homeless	10	9	2	3.2
Socioeconomically Disadvantaged	70	52	7	22
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	30	3	14

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.56	0.32	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	.07	.08	.07

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 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.

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
Other	17	17		

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
Other	19	17		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
Other	21	19		

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	17	10		
Mathematics	17	10		
Science	17	10		
Social Science	17	10		

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	19	11		
Mathematics	19	11		
Science	19	11		
Social Science	19	11		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	12		
Mathematics	21	12		
Science	21	12		
Social Science	21	12		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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		\$67,399
Percent Difference - School Site and District	N/A	N/A		-13.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-23.4	-29.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/ff/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,059	\$51,352
Mid-Range Teacher Salary	\$70,023	\$80,424
Highest Teacher Salary	\$94,143	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$158,465	\$145,237
Percent of Budget for Teacher Salaries	23.03	26.17
Percent of Budget for Administrative Salaries	6.87	6.29

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.1
--	-----

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 Where there are student course enrollments of at least one student.	0

Professional Development

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

IV - E



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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 School District	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

Goal 1

Goal Description

ENHANCE PARTNER ENGAGEMENT TO BUILD SCHOOL CONNECTIONS

FPCS aims to create a school culture of inclusivity and connectedness through staff development and family engagement to create a supportive, collaborative learning environment that fosters student success and well-being.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	FULLY CREDENTIALLED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	2023-24 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned Source: Pathways SIS			2024-25 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned. Source: Pathway SIS	Maintain 100% appropriately credentialed and assigned teaching staff.
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	TRAINING AND WORKSHOPS 2023-24 Baseline: 0 events Source: Local Planning			TRAINING AND WORKSHOPS Fall 2024 Scheduled 3 Virtual Workshops for Spring	Provide 2-4 family education events each school year.
1.3	SCHOOL CLIMATE SURVEYS (Priority 6)	SCHOOL CLIMATE RESULTS: COMMUNICATION AND INPUT = 86.0% 89% Students K-5 78% Students 6-12 91% Family SCHOOL CONNECTEDNESS = 88.6% 91% Students K-5 78% Students 6-12 97% Family			SCHOOL CLIMATE SURVEY Planned for Spring 2025	Achieve and maintain annual Staff, Family, and Student Survey results of 90% or higher for providing input and decision making, school connectedness, and a sense of safety at the centers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	SCHOOL ATTENDANCE RATE (Priority 5)	SENSE OF SAFETY = 85.7% 94% Students K-5 75% Students 6-12 88% Family Source: Annual School Surveys, Spring 2024			2023-24 K-12 Attendance: 98.9% Source: Pathways SIS Attendance by Teacher Report	Maintain 95% or higher attendance rate.
1.5	CHRONIC ABSENTEEISM, K-8 (Priority 5)	2022-23 Chronic Absenteeism Rating: Blue, 1.3% ALL Blue 2.3% Socio-economically Disadvantaged No Color 0% Students with Disabilities Blue 0% Hispanic Green 2.3% White Source: 2023 CA Dashboard			2023-24 Chronic Absenteeism Rating: Blue .4% ALL Blue 0% Socio-economically Disadvantaged, White Green - 1.3% Hispanic Source: 2024 CA Dashboard	Maintain a Blue chronic absenteeism rating.
1.6	DROPOUT RATES (Priority 5)	2022-23 Middle School: 0% High School: 11% Source: Pathways SIS			2023-24 Middle School 0% High School 5.5% Source: Pathways SIS	Maintain 0% middle school dropout rate.
1.7	SUSPENSION INDICATOR & EXPULSIONS (Priority 6)	2022-23 Suspension Indicator: Blue 0% ALL			2023-24 Suspension Indicator: Blue 0% ALL	Maintain a Blue suspension rating with no expulsions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.8	WILLIAMS/VALENZUELA COMPLIANCE (Priority 1)	<p>Blue 0% Socio-economically Disadvantaged</p> <p>Blue 0% Students with Disabilities</p> <p>Blue 0% Hispanic</p> <p>Blue 0% White</p> <p>Expulsion Rate: 0%</p> <p>Source: 2023 CA Dashboard, DataQuest</p>			<p>Blue 0% Socio-economically Disadvantaged</p> <p>Blue 0% Students with Disabilities</p> <p>Blue 0% Hispanic</p> <p>Blue 0% White</p> <p>Expulsion Rate: 0%</p> <p>Source: 2024 CA Dashboard</p>	Maintain 0 complaints for assigned teaching staff, sufficiency of materials, and adequate facilities.

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>FULLY CREDENTIALLED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1) QUALIFIED TEACHING STAFF FPCS will continue to employ credentialed and appropriately assigned teaching staff. As new staff are hired, qualified teachers with strong subject knowledge and a passion for education will be the priority through the hiring process. Providing the necessary support to grow as an educator through county induction programs, mentoring partnerships with seasoned staff, and training or workshops will be offered for new teachers to enhance their instructional skills. For all qualified current staff professional training will be provided that are effective, research-based practices. Acknowledgement of teaching development support and resources to excel in their roles will be a focus each year with staff input for training goals.</p> <p>***This Action also impacts and addresses metrics 1.4, 1.5, 1.6, 1.7, and 1.8***</p>	No				\$2,041,154.00	\$1,128,362.00
1.2	<p>FAMILY EDUCATION OPPORTUNITIES (Priority 3) FPCS will provide educational events and resources on topics related to child development, social emotional issues, student health/safety, as well as academics</p>	No				\$29,000.00	\$9,849.00

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>to address overall student well-being and success.</p> <p>1- ANNUAL SURVEY Provide parents with the opportunities to give input to topics of need or interest as it relates to their student or overall family life. Utilize staff and guest speakers to address interests by scheduling 2-4 events per school year remotely to give easy access to all families.</p> <p>2- HOME TO SCHOOL CONNECTION Promote strong relationships between staff and families to support all students in their individual growth. Seek ways to promote student progress and learning. Regular communication will be handled through emails, phone calls, meetings, digital platforms, etcetera to keep families informed and involved. (ParentSquare, Edlio, GoToConnect/Zoom)</p> <p>3- FAMILY RESOURCES Provide families with resources, tips, and guidance to support learning at home, including recommended books, activities, and online tools. In addition, make available community and out-of-school agency contacts or resources as needed based on individual needs. (ParentSquare and school website)</p> <p>***This Action also addresses metric 1.3***</p>						

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

Goal 2

Goal Description

IMPROVE STUDENT ACADEMIC OUTCOMES:

FPCS aims to enhance student performance, close achievement gaps, and promote a well-rounded education that aligns with both local and state priorities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2023-24 Local Indicators, Pathways SIS			ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: Pathways SIS	Maintain 100% of students with access to a broad course of study defined in the charter petition.
2.2	TARGETED STAFFING	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's Source: Pathways SIS			INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 4 Clerical/IA's Special Education: 1 IA Source: Pathways SIS	Hire an instructional assistant for each K-5 blended independent study classroom to support the students who struggle with standards.
2.3	LOCAL READING BENCHMARK (Priority 8)	PERCENT WITHIN A YEAR OR MORE OF GRADE LEVEL STANDARD 87% Kindergarten 24% First 60% Second 88% Third 68% Fourth 40% Fifth 50% Sixth			PERCENT OF STUDENTS ON OR ABOVE GRADE LEVEL AT THE BEGINNING OF THE SCHOOL YEAR 27% Kindergarten 26% First 10% Second 57% Third 52% Fourth	Maintain 95% participation rate and increase the number of students within one year or more of reading grade level standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	LOCAL MATH BENCHMARK (Priority 8)	<p>55% Seventh 44% Eighth 15% Ninth 39% Tenth 31% Eleventh 20% Twelfth</p> <p>46% ALL STUDENTS</p> <p>Participation Rate: 98.6%</p> <p>Source: Spring 2024 iReady Scores "Diagnostic Growth"</p>			<p>68% Fifth 46% Sixth 44% Seventh 34% Eighth 27% Ninth 22% Tenth 36% Eleventh 29% Twelfth 38% ALL STUDENTS</p> <p>Participation Rate: 95%</p> <p>Source: Fall 2024 iReady Scores "Diagnostic Results"</p>	Maintain 95% participation rate and increase the number of students within one year or more of math grade level standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.5	LOCAL WRITING BENCHMARK (Priority 8)	<p>PERCENT RUBRIC SCORE 3 OR 4</p> <p>61% Kindergarten 24% First 10% Second 35% Third 32% Fourth 50% Fifth 40% Sixth 18% Seventh 51% Eighth 37% Ninth 37% Tenth 33% Eleventh 23% Twelfth</p> <p>35% ALL STUDENTS</p> <p>Participation Rate: 98.3%</p> <p>Source: Spring 2024 Benchmark Scores</p>			<p>Source: Fall 2024 iReady Scores "Diagnostic Results"</p> <p>PERCENT RUBRIC SCORE 3 OR 4</p> <p>6% Kindergarten 19% First 15% Second 33% Third 47% Fourth 48% Fifth 26% Sixth 38% Seventh 39% Eighth 43% Ninth 35% Tenth 49% Eleventh 53% Twelfth</p> <p>35% ALL STUDENTS</p> <p>Participation Rate: 97.2%</p> <p>Source: Fall 2024 Benchmark Scores</p>	Maintain 95% participation rate and increase the number of students scoring a 3 or 4 rubric score on the writing benchmark.
2.6	CAASPP ENGLISH LANGUAGE ARTS INDICATOR (Priority 4)	<p>PARTICIPATION RATE: 97%</p> <p>ALL STUDENTS</p> <p>Declined 27.1 Points</p> <p>YELLOW with -5.0 Distance from Standard (DFS)</p> <p>Orange, -26.5 DFS, Socio-economically Disadvantaged</p> <p>No Color, +14.4 DFS, English Learners</p>			<p>PARTICIPATION RATE: 96.2%</p> <p>ALL STUDENTS</p> <p>Increased 10.2 Points</p> <p>GREEN 5.2 Points Above Standard</p> <p>Green: 6.1 Above Standard, White</p> <p>Yellow: -9.1 DFS, Socio-economically Disadvantaged, Yellow: -3.1 DFS, Hispanic</p>	Maintain 95% participation rate and increase the Distance from Standard to achieve GREEN and maintain the performance level on the California Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	CAASPP MATHEMATICS INDICATOR (Priority 4)	No Color, +3.7 DFS, Students with Disabilities Yellow, +3.7 DFS, Hispanic Orange, -9.5 DFS, White Source: Spring 2023 SBAC Scores			No Color: English Learners -61.5 DFS Students with Disabilities -50.4 DFS No Color/Data: African American, Asian, Homeless, Long-Term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2024	Maintain 95% participation rate and increase the Distance from Standard to achieve YELLOW and maintain the performance level on the California Dashboard.
		PARTICIPATION RATE: 97% ALL STUDENTS Declined 13.3 Points (DFS) ORANGE with -60.6 Distance from Standard Orange, -89.2 DFS, Socio-economically Disadvantaged No Color, -72 DFS, English Learners No Color, -82.7 DFS, Students with Disabilities Orange, -72.1 DFS, Hispanic Orange, -51.8 DFS, White Source: Spring 2023 SBAC Scores			PARTICIPATION RATE: 95.8% ALL STUDENTS Maintained 2.3 Points ORANGE -58.4 DFS Yellow: -68.3 DFS, Socio-economically Disadvantaged Yellow: -43.5 DFS, White Red: 97.1 Points DFS, Hispanic No Color: English Learners -86.5 DFS Two or More Races - 46.5 DFS Students with Disabilities -112.8 DFS No Color/Data: African American, Asian, Long-term English Learners, Homeless, (<11 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	CAASPP CALIFORNIA SCIENCE TEST (Priority 4)	CALIFORNIA SCIENCE TEST: 98.4% (Grades 5, 8, High School) Source: Spring 2023 CAST Scores			Source: CA Dashboard 2024 PARTICIPATION RATE: 96.9% Percent Meeting Standard ALL: 22.11% Grade 5: 16.7% Grade 8: 29.03% High School: 20% No Color: Hispanic -13.7 DFS Socio-economically Disadvantaged -11.5 DFS Students with Disability -20.8 DFS White -10.4 DFS No Color/Data: Native American, Asian, English Learners, Long-term English Learners, Homeless, Two or More Races, (<11 students) Source: CA Dashboard 2024	Maintain 95% participation rate and establish a baseline when the CAST is part of CA Dashboard's annual release.
2.9	ENGLISH LEARNER PROFICIENCY ASSESSMENTS for CALIFORNIA (Priority 4)	ELPAC PARTICIPATION RATES: 84.6% No Color Reclassifications: 3 Source: 2023 CA Dashboard, Pathways SIS			Source: CA Dashboard 2024 100% Participation Rate for Spring Summative ELPAC Administration No Color - English Learners, Long-term English Learners (<11 students)	Achieve and maintain 95% or higher ELPAC participation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.10	CALIFORNIA PHYSICAL FITNESS TEST (Priority 8)	PFT PARTICIPATION RATES: 93% (Grades 5, 7, 9) Source: Spring 2023 Local PFT Scores			No Score of 4 for Reclassification Eligibility Source: CA Dashboard 2024 PFT PARTICIPATION RATES: ALL: 98.3% Grade 5: 100% Grade 7: 100% Grade 9: 95% Source: Spring 2024 Local PFT Scores	Achieve and maintain 95% or higher PFT participation rate.

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	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7) FPCS will effectively implement state standards through a comprehensive and diverse curriculum, ensuring that all students receive a well-rounded education aligned with educational benchmarks and California State Standards. 1- CURRICULUM TEAM AND REVIEW OF CURRENT COURSE OF STUDIES Utilize the Curriculum Team of staff inclusive of a cross-section of centers, grade levels, and	Yes				\$249,890.00	\$117,099.00

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>departments to identify existing courses and educational programs offered to ensure the state standards are being taught and identify any gaps in instruction.</p> <p>2- ACADEMICS WITH INTEGRATED INTERVENTION AND SUPPORTS</p> <p>Provide a well rounded education experiences to all students in core subjects K-12. In high school, offer a variety of career/tech courses and electives to engage student interests. English Learners will receive designated English Language Development instruction with integrated ELD whole class to enrich vocabulary and increase students' English proficiency in the four domains of Listening, Speaking, Reading, and Writing. For students struggling with on grade level standards, assign additional instructional support through small groups, online programs, tutoring, etc and monitor their progress.</p> <p>K-5 PROGRAM: Journeys Math in Focus Mystery Science Saavas MyWorld</p> <p>MIDDLE SCHOOL: Journeys Math in Focus Mystery Science or Amplify Saavas MyWorld</p> <p>HIGH SCHOOL: Edgenuity Virtual Synchronous Courses</p>						

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>Community College Enrollments</p> <p>INTERVENTIONS AND SUPPORTS</p> <p>Kindergarten - 8th Grade:</p> <ul style="list-style-type: none"> • iReady Reading or Math individualized lessons <p>High School:</p> <ul style="list-style-type: none"> • iReady Math or Reading • Edgenuity MyPath • Tutor on Demand • Summer Credit Recovery <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Read Live per IEP • CoWriter per IEP <p>English Learners:</p> <ul style="list-style-type: none"> • Grades 6-12 Read Live <p>Virtual Tutors:</p> <ul style="list-style-type: none"> • Contract with tutors as needed <p>SOCIAL EMOTIONAL SUPPORT:</p> <ul style="list-style-type: none"> • Yale University's RULER Method • Presence Learning Counseling (MBH) <p>3- PROFESSIONAL LEARNING COMMUNITIES FOR STAFF INPUT</p> <p>Based on data and the Curriculum Team meetings, communicate to teaching staff the proficiencies and gaps in student progress to ensure that all required standards are covered across grade levels and subject areas.</p> <p>4- INTEGRATE APPROACHES FOR EQUAL ACCESS AND DIVERSE CURRICULUM EXPERIENCES</p>						

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>Encourage interdisciplinary approaches within the curriculum. Identify opportunities to connect concepts across different subjects, promoting broader understanding and application of knowledge. Expand elective and enrichment programs to provide students with a broader course of study. Offer a range of options spanning arts, sciences, humanities, and vocational subjects to cater to diverse interests and learning styles.</p> <p>5- PROFESSIONAL GROWTH AND DEVELOPMENT Provide ongoing professional development opportunities for educators to enhance their understanding of state standards and effective teaching methodologies. Offer training sessions and workshops focused on curriculum implementation and integration to improve awareness of student comprehension and progress along academic grade level standards.</p> <p>6- SOCIAL EMOTIONAL SUPPORT Through the MTSS process, offer mental behavioral health (MBH) counseling to any student with a need for professional emotional support. Student with disabilities who require MBH will have the service added to their Individualized Education Plan.</p> <p>7- EDUCATIONAL PARTNERSHIPS</p>						

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
2.2	<p>Regularly seek input from staff, students, the Governing Board, and families regarding the progress towards the LCAP goals and metrics with the deliberate goal of transparency, inclusiveness, and improvement.</p> <p>***This Action also addresses metrics 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9***</p> <p>TARGETED STAFFING FPCS will hire an instructional assistant for each K-5 blended independent study classroom to provide instructional support.</p>	Yes				\$155,000.00	\$53,970.00

Goal 3

Goal Description

IMPROVE HIGH SCHOOL STUDENT OUTCOMES

FPCS aims to increase the percentage of graduating students who demonstrate proficiency in essential college and career readiness skills and knowledge necessary for success in post-secondary education and a variety of career paths.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	CAREER OR TECH EDUCATION (Priority 7)	<p>CTE PATHWAY 2023 COMPLETERS</p> <p>Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0</p> <p>Virtual CTE Pathways: Culinary Arts (2024-25 baseline) Fashion and Interior Designs (2024-25 baseline)</p> <p>Source: Pathways SIS</p>			<p>CTE PATHWAY 2024 COMPLETERS</p> <p>Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0</p> <p>Virtual CTE Pathways: Culinary Arts (2024-25 baseline) Fashion and Interior Designs (2024-25 baseline)</p> <p>Color and Design (2025-26 baseline)</p> <p>Source: Pathways SIS</p>	<p>Establish baseline data of CTE completers and expand pathway options.</p>
3.2	COLLEGE AND CAREER READINESS INDICATOR (Priority 7)	<p>CCR INDICATOR ALL STUDENTS LOW: 30.4% Prepared</p> <p>Low 19.4% Prepared, Socio-economically Disadvantaged Medium 35.9 Prepared, White No Indicator, 26.1%, Hispanic</p>			<p>CCR INDICATOR ALL STUDENTS ORANGE 24.5% Prepared Declined 5.9% Orange: Socio-economically Disadvantaged 17.6%, White - 33.3%</p>	<p>Increase the CCR Indicator rating to Yellow</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.3	GRADUATION INDICATOR (Priority 4)	<p>2023 COHORT: 62 Dual Enrollment: 0 CTE Pathway Completers: 0 a-g Completers: 16 CAASPP Scores (EAP): 1 PSAT: 0 SAT: 0</p> <p>Source: 2023 CA Dashboard, Pathways SIS</p>			<p>2024 COHORT: 53 Dual Enrollment: 0 CTE Pathway Completers: 0 a-g Completers: 6 CAASPP Scores (EAP): 4 PSAT: 0 SAT: 0</p> <p>Source: 2024 CA Dashboard, CERS Report</p>	Improve the graduation rate to 95% or higher.
		<p>GRADUATION RATE: 89% ALL STUDENTS: ORANGE</p> <p>Blue 96.8%, Socio-economically Disadvantaged No Color 91.3%, Hispanic No Color 94.9%, White</p> <p>2022 COHORT: 62 Seniors 24.2% of students were enrolled 9th-12th grade at FPCS</p> <p>Source: 2023 CA Dashboard, Pathways SIS</p>			<p>GRADUATION RATE: 94.6% ALL STUDENTS: GREEN</p> <p>Yellow 91.4%, Socio-economically Disadvantaged Blue 96.7%. White</p> <p>No Color 90.9%, Hispanic</p> <p>No Data/Color African American, American Indian, English Learners, Long-term English Learners, Foster, Students with Disabilities, Two or More Races</p> <p>Source: 2024 CA Dashboard, Pathways SIS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.4	POST GRADUATION OUTCOMES (Priority 8)	<p>PERCENTAGE OF POST GRADUATION ENROLLMENTS:</p> <p>2023 COHORT: 62 Seniors 30 Graduates 48.4% Total Graduates Enrolled in College 32.3% 2-year college 16.1% 4-year college 52.6% other learning institution</p> <p>Source: 2023 Student Clearinghouse Data</p>			<p>PERCENTAGE OF POST GRADUATION ENROLLMENTS:</p> <p>2024 COHORT: 53 Seniors 12 Graduates 23.1% Total Graduates Enrolled in College 41.7% 2-year college 50% 4-year college 8.3% other learner institution</p> <p>Source: 2024 Student Clearinghouse Data</p>	Maintain baseline or increase the number of students with post-graduation enrollments in a post-secondary institution.

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	<p>CAREER OR TECH EDUCATION Recognizing the importance of preparing students for diverse college and career opportunities, we plan to expand our current career and technology elective courses plus CTE Pathways virtually as well as through the curriculum platforms.</p> <p>PERSONALIZED LEARNING AND STUDENT CHOICE: Foster personalized learning approaches that cater to individual student needs and interests. Utilize online and virtual CTE options to support students towards CTE Pathway completion. Provide virtual tutoring for students at-risk</p>	No				\$85,022.00	\$42,349.00

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>focusing on student groups underserved.</p> <p>CENTER CULTURE: Foster a positive and inclusive learning culture that values academic achievement and personal growth. Ensure safe and supportive learning environments that promote student well-being.</p> <p>CONTINUOUS CURRICULUM REVIEW: Regularly evaluate programs and interventions to assess effectiveness. Use feedback mechanisms to continuously improve strategies and initiatives.</p> <p>By implementing these actions within a cohesive high school program, FPCS aims to significantly equip students with the skills and knowledge needed for success in higher education and the workforce.</p>					\$10,000.00	\$2,130.00
3.2	<p>COLLEGE AND CAREER READINESS (Priority 4) Students can achieve College and Career Readiness (CCR) as defined by the California Dashboard's indicator by demonstrating the following: Early Academic Proficiency (EAP) from 11th grade CAASPP scores, a-9 completer, CTE Pathway completer, dual enrollment at a community college for two</p>	Yes					

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>semesters with a grade of C or greater.</p> <p>STUDENT ENGAGEMENT: Through regular staff to student advisement appointments, Advisors will counsel and guide students through the options available to demonstrate CCI Readiness. Staff will support students through the varying ways to succeed to be CCR.</p> <p>ENGLISH LEARNERS, SOCIO-ECONOMICALLY DISADVANTAGED, and FOSTER YOUTH: The student groups above are historically underserved and traditionally at-risk for not graduation. In an effort</p> <p>FAMILY INVOLVEMENT: Through strong partnerships with families to support student learning and development, communication of progress will be regularly shared. Provide high school student education events of the options for student success virtually.</p> <p>COMMUNITY PARTNERSHIPS: Engagement of community colleges and organizations will provide exposure to varying career fields. Community college connections for dual enrollment and FAFSA student aid, attendance to career day events, and UC campus visits will expose students to the opportunities available for them beyond graduation.</p>						

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
3.3	<p>GRADUATION OUTCOMES Increase high school graduation rates applying the Governing Board policy for student engagement and adequate academic progress.</p> <p>INPUT AND DECISION MAKING: Be inclusive of students and families as students progress through high school requirements to achieve a diploma. Early detection of at-risk high school students and following the steps of the Independent Policy will ensure student engagement and academic progress, address any concerns immediately, and determine the appropriateness of an independent study program for individual students.</p> <p>EARLY INTERVENTION AND SUPPORT: Staff will regularly monitor and counsel students to remain engaged and make adequate academic progress. Through that connection students identified as at-risk will be offered targeted interventions and support to remain on track for their individual academic goals. Implement early intervention programs for at-risk students to address academic and non-academic barriers to success.</p>	No					

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	POST GRADUATION OUTCOMES Utilizing National Student Clearinghouse as a resource to monitor graduate outcomes to determine the rate of our students who enroll in a post-secondary institution.	No				\$595.00	\$0

VI - A

BOARD OF TRUSTEES MINUTES
Tuesday, January 14, 2025
Library
5:30 p.m. – Regular Meeting

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 14, 2025.

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

- I. **PUBLIC SESSION:** Mrs. Clay called the meeting to order and welcomed guests at 5:30 p.m.

- II. **Reports**
 - A. **Charter School Reports**
 - i. **Family Partnership Charter School - none**
 - ii. **Trivium Charter Schools** – Trisha Vais reported that they currently have approximately 1,000 students and that things are going well. The Winter Formal is coming up. Also, the older students put on events for the younger students. They had to close enrollment earlier than normal because they are running out of space. They currently have 90 on-line students.
 - B. **Teacher Reports - none**
 - C. **Superintendent/Principal's Report** – Doug Brown reported that current enrollment is 205 students. The first boys' basketball game is tomorrow. Dennis Thomas from SBCEO will be here on February 4 to provide SRP training and training on surviving an active shooter incident, called Stop the Bleed. Charter school personnel are invited to attend. On January 27, students will begin the second round of I-Ready testing. The Valentine Day lunch is on February 14.

- III. **ITEMS SCHEDULED FOR INFORMATION** - none

- IV. **ITEMS SCHEDULED FOR DISCUSSION**
 - A. **Facilities**
 - i. **General maintenance** – One of the portables had an issue with the gutter leaking onto the walkway. It has been repaired. The walkway to the gym has been completed. The kindergarten playground is complete, carpet was installed in rooms 4 and 9, and the signage went up over the door of the multi-use room.

V. CONSENT AGENDA ITEMS

A. Approval of Minutes

- i. Minutes of December 10, 2024 Regular Meeting**
- ii. Minutes of December 13, 2024 Special Meeting**

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

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

B. Approval of Monthly Warrants – December, 2024

- i. Payroll** **\$251,636.55**
- ii. Commercial Warrants** **\$249,683.01**
- iii. Revolving Fund** **\$ 0.00**
- TOTAL** **\$501,319.56**

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

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

C. Approval of the following Trivium Charter School reports:

- i. Trivium Charter School 2024/2025 First Interim report**
- ii. Trivium Charter School: Adventure 2024/2025 First Interim report**
- iii. Trivium Charter School: Voyage 2024/2025 First Interim report**
- iv. Trivium Charter Schools 2023/2024 Audit Report**

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

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

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

- i. Family Partnership Charter School 2024/2025 First Interim report**

- ii. Family Partnership Charter School 2023/2024 Audit Report
- iii. Family Partnership Charter School 2024/2025 P-1 Attendance Report

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

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

VI. ITEMS SCHEDULED FOR ACTION

A. Approval of December 2024 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:	Thomas Gibbons
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Absent
Daniella Pearce:	Absent	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Aye		

B. Approval of Blochman Union School District's 2024/2025 P-1 Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2024/2025 P-1 Attendance Report as presented:**

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

C. Approval of Blochman Union School District's 2024/2025 Consolidated Application

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2024/2025 Consolidated Application as presented:**

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

D. Approval of Blochman Union School District's Fourth Quarter 2024 Williams Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's Fourth Quarter 2024 Williams Report as presented:**

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

E. Approval of Change Order #1 for the Electrical Upgrade Project.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Change Order #1 for the Electrical Upgrade Project as presented:**

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

F. Approval of Blochman Union School District's 2024/2025 LCAP Mid-Year Update

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2024/2025 LCAP Mid-Year Update as presented:**

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

G. Approval of Benjamin Foxen Elementary School's 2023/2024 School Accountability Report Card

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Benjamin Foxen Elementary School's 2023/2024 School Accountability Report Card as presented:**

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

II. Approval of Resolution 2025-01-14, completion of the kindergarten playground installation.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Resolution 2025-01-14, completion of the kindergarten playground equipment as presented:**

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

- 1. Approval of the following revised board policies and administrative regulations: BP0460; AR0460; BP1250; AR1250; BP3100; AR3100; BP3280; AR3280; BP3320; DELETE AR3320; BP3515.5; AR3515.5; BP3540; BP5113.1; AR5113.1; BP5148.2; AR5148.2; BP6170.1; BP6174; AR 6174; BB9240; BB9270**

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

MOVED:	Kelly Salas-Ernst	SECOND:	Thomas Gibbons
---------------	--------------------------	----------------	-----------------------

DISCUSSION: Mrs. Salas-Ernst noted that she is glad the Trump administration will ban students from participating in sports based on their gender identity. Biological boys must play sports with boys and biological girls must play sports with other girls. Mrs. Clay suggested that the board revisit some of the board policies that they don't feel comfortable with.

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

J. Approval of donations

- i. Jane Alfaro; \$500; general fund**
- ii. Doug Brown; \$655; ASB 8th grade class**
- iii. Orcutt Lion's Club; \$2,600; ASB 8th grade class**
- iv. Panda Express; \$167.50; ASB 8th grade class**

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

MOVED:	Kelly Salas-Ernst	SECOND:	Thomas Gibbons
---------------	--------------------------	----------------	-----------------------

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

VI – B

Pay Date 01/10/2025 through 01/31/2025

EARNINGS by Earnings Code	Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
Regular	175,374.04		Federal Withholding	12,062.48		12,062.48	155,289.24
			State Withholding	4,229.34		4,229.34	155,289.24
			Social Security	4,624.67	4,624.67	9,249.34	74,591.12
			Medicare	2,477.68	2,477.68	4,955.36	170,875.77
			SUI		85.46	85.46	170,875.77
			Workers' Comp	1,546.41	1,546.41	1,546.41	170,875.77
TOTAL	175,374.04		SUBTOTAL	23,394.17	8,734.22	32,128.39	

EARNINGS by Group	Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay	171,823.69		PERS / 62	898.01	3,470.15	4,368.16	12,828.62
Miscellaneous	2,525.46		PERS / 60	5,032.23	17,015.28	22,047.51	62,903.00
Stipends	1,024.89		STRS / 62	7,745.32	14,432.72	22,178.04	75,564.03
			Benefits	1,910.97	3,576.63	5,487.60	18,725.80
			Misc	3,943.15	603.75	4,546.90	
				555.12		555.12	
TOTAL	175,374.04		SUBTOTAL	20,084.80	39,098.53	59,183.33	

EARNINGS	Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certificated	18	13	Benefits	1,027.78	15,794.60	15,794.60	7.00
Classified	18	11	Misc	12,068.60		12,068.60	85,052.04
			Summer Savings	645.07		645.07	53,757.11
			Taxes				
TOTAL	36	24	SUBTOTAL	13,741.45	15,794.60	29,536.05	
			TOTALS	57,220.42	63,627.35	120,847.77	

Vendor Checks	1,582.90	4	Vendor Summary for Pay Date 01/10/2025 thru 01/31/2025
Vendor Liabilities	119,264.87	24	Reissued
	120,847.77	28	Cancel Checks
			Void ACH

BALANCING DATA	118,153.62	Net Pay	NET
Gross Earnings	175,374.04	57,220.42	Direct Deposits
District Liability	63,627.35	63,627.35	Checks
	239,001.39	239,001.39	Partial Net ACH
			Negative Net
			Check Holds
			Zero Net
			TOTAL
			118,153.62
			36

Selection	Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 1/1/2025, Ending Pay Date = 1/31/2025)	ESCAPE	ONLINE
			Page 1 of 1

Checks Dated 01/01/2025 through 01/31/2025					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-826485	01/06/2025	American Star Tours	01-5800		520.00
01-826486	01/06/2025	Coelho Academy of Music	01-5800		1,800.00
01-826487	01/06/2025	Farm Supply Company	01-4300		239.23
01-826488	01/06/2025	HOME DEPOT CREDIT SERVICES	01-4300		422.55
01-826489	01/06/2025	Marlin Leasing Corp.	01-7439		640.58
01-826490	01/06/2025	Mission Linen Supply Inc.	01-4300		205.92
01-826491	01/06/2025	Nancy B Shafer, CPA	01-5800		4,217.50
01-826492	01/06/2025	Procure Janitorial Supply	01-4300		419.63
01-826493	01/06/2025	Staples	01-4300		99.25
01-826494	01/06/2025	US Bank Corporate Payments	01-4300	2,351.42	
			01-5200	196.32	
			01-5520	56.54	
			01-5570	41.00	
			01-5800	1,501.52	
			01-5910	1,405.25	
			01-5919	453.51	
			13-4300	168.14	
			13-4710	403.47	
			Unpaid Tax	31.64-	6,545.53
01-827513	01/13/2025	805 Dairy Distributing LLC	13-4710		481.50
01-827514	01/13/2025	Advanced Wireless	01-5910		287.54
01-827515	01/13/2025	ALD TELECOM	01-5910		11.96
01-827516	01/13/2025	American Star Tours	01-5800		15,017.76
01-827517	01/13/2025	Blochman Union School District	01-5800		35.00
01-827518	01/13/2025	Cal-Coast Machinery	01-4300		162.71
01-827519	01/13/2025	Coast Networx, Inc.	01-5800		50.00
01-827520	01/13/2025	Coast to Coast Computer	01-4300		1,535.78
01-827521	01/13/2025	Culligan San Paso	01-4300		187.72
01-827522	01/13/2025	Edna's Bakery	13-4710		136.20
01-827523	01/13/2025	Go To Communications, Inc.	01-5910		523.07
01-827524	01/13/2025	HOME DEPOT CREDIT SERVICES	01-4300		703.58
01-827525	01/13/2025	Insight Public Sector SLED	01-4400		4,117.86
01-827526	01/13/2025	Mission Linen Supply Inc.	01-4300		196.59
01-827527	01/13/2025	Sisc III Insurance	67-5450		20,824.70
01-827528	01/13/2025	Staples	01-4300		125.79
01-827529	01/13/2025	US OMNI & TSACG Compliance	01-5800		50.00
01-827530	01/13/2025	Valley Fresh Produce	13-4710		297.60
01-828571	01/17/2025	805 Dairy Distributing LLC	13-4710		481.50
01-828572	01/17/2025	Amazon Capital Services	01-4300		81.67
01-828573	01/17/2025	Church Paper	01-4300	50.90	
			Unpaid Tax	2.73-	48.17
01-828574	01/17/2025	Edna's Bakery	13-4710		91.50
01-828575	01/17/2025	Game Time c/o Great Western	01-6200		93,654.33
01-828576	01/17/2025	Golden State Water Company	01-5530		249.86
01-828577	01/17/2025	Jordanos Food Service Division	01-4300	38.54	
			13-4300	637.83	

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

ESCAPE ONLINE

Checks Dated 01/01/2025 through 01/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-828577	01/17/2025	Jordanos Food Service Division	13-4710	2,330.94	3,007.31
01-828578	01/17/2025	MarBorg Industries	01-5570		1,343.34
01-828579	01/17/2025	Mission Linen Supply Inc.	01-4300		116.88
01-828580	01/17/2025	Nancy B Shafer, CPA	01-5800		4,217.50
01-828581	01/17/2025	Pacific Gas & Electric	01-5520		327.82
01-828582	01/17/2025	Quinn Rental Services	01-4300		42.07
01-828583	01/17/2025	SoCalGas	01-5510		412.09
01-828584	01/17/2025	Templeton Floor Co. Inc.	01-5800		13,806.00
01-828585	01/17/2025	US Bank Corporate Payments	01-4300	1,686.89	
			01-5520	886.34	
			01-5530	290.55	
			01-5800	501.13	
			01-5910	1,405.22	
			01-9505	1,678.30	
			13-4710	286.88	6,735.31
01-828586	01/17/2025	Valley Fresh Produce	13-4710		364.00
01-829428	01/27/2025	Arnold, Joni G	01-4300		67.99
01-829429	01/27/2025	805 Dairy Distributing LLC	13-4710		313.50
01-829430	01/27/2025	Amazon Capital Services	01-4300	158.62	
			13-4400	28.86	
			13-4710	14.86	202.34
01-829431	01/27/2025	Blochman Union School District	01-5800		24.00
01-829432	01/27/2025	County Of Santa Barbara	13-5800		585.00
01-829433	01/27/2025	Department Of Justice	01-5800		47.00
01-829434	01/27/2025	HOME DEPOT CREDIT SERVICES	01-4300		280.43
01-829435	01/27/2025	JACK'S PLUMBING, INC.	01-5800		456.26
01-829436	01/27/2025	Mission Linen Supply Inc.	01-4300		116.88
01-829437	01/27/2025	Pacific Gas & Electric	01-5520		295.31
01-829438	01/27/2025	Santa Barbara County Education	01-5300		150.00
01-829439	01/27/2025	SoCalGas	01-5510		412.09
01-829440	01/27/2025	Valley Fresh Produce	13-4710		284.10
Total Number of Checks			57		188,069.80

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	47	160,373.59
13	Cafeteria Spec Rev Fund	13	6,905.88
67	Self-Insurance Fund 1	1	20,824.70
Total Number of Checks		57	188,104.17
Less Unpaid Tax Liability			34.37-
Net (Check Amount)			188,069.80

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

ESCAPE ONLINE

BLOCHMAN REVOLVING FUND
Expenses by Vendor Detail
 January 2025

1:33 PM
 02/04/25
 Accrual Basis

Type	Date	Num	Memo	Account	Clr	Split	Amount	Balance
Blochman Union School District Check	01/31/2025	1287		Rural Grant		Revolving Fund	45,041.00	45,041.00
Total Blochman Union School District							45,041.00	45,041.00
TOTAL							45,041.00	45,041.00

VI - C

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-1, Reporting Period: 2024-25 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: F396105D

Details

Last Saved By: CSMCTrivism
Last Saved Date: 1/14/2025 12:31:35 PM
Last Validation By: CSMCTrivism
Last Validation Date: 1/14/2025 12:32:03 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: Irishavais - 1/14/2025 12:51:36 PM
School District: dbrown1 - 1/14/2025 1:11:38 PM
County Office of Education: None

[View Certification](#)

Charter Status: ADA ADA Allocation Summary Notes

Charter Status

Data ID: F396105D

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.

Track A: A-2a

Track B: A-2b

Track C		
Track D	<input type="checkbox"/>	
Track E	<input type="checkbox"/>	
Is this charter school in its first year of operation?	<input type="checkbox"/>	
YES (move on to Line A-4)	<input type="checkbox"/>	
NO (move on to Line A-5)	<input checked="" type="checkbox"/>	
Date (mm/dd/yyyy) Instruction Commenced		<input type="text"/>
Single Track/Track A		
Track B		
Track C		
Track D		
Track E		
Did the charter school cease operation or instruction during the current fiscal year?		<input type="text"/>
YES (move on to Line A-6)	<input type="checkbox"/>	
NO (move on to Line A-7)	<input checked="" type="checkbox"/>	
Date (mm/dd/yyyy) Operation or Instruction Ceased		<input type="text"/>
Single Track/Track A		
Track B		
Track C		
Track D		
Track E		
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.		<input type="text"/>
Single Track/Track A		
Track B		
Track C		
Track D		
Track E		
Indicate the Type of Instruction		<input type="text"/>

- A-8a
- A-8b
- A-8c

Classroom-based
 Nonclassroom-based
 Combination

ADA

Record 1 of 5

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

Classroom-based ADA	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	B-4 0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	C-1 135.70	84.39	52.21	74.24	346.54
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	C-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	C-4 0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	135.70	84.39	52.21	74.24	346.54
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	135.70	84.39	52.21	74.24	346.54
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(e)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(e)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	135.70	84.39	52.21	74.24	346.54

Transitional Kindergarten ADA

2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 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	0.00	0.00	0.00	0.00	0.00
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	14.95	0.00	0.00	0.00	14.95
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	14.95	0.00	0.00	0.00	14.95

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	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00

ADA

Record 2 of 5

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

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	0.00	0.00	0.00	0.00	0.00	0.00
D-3						
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	0.00	0.00	0.00	0.00	0.00	0.00
D-4						
ADA Totals for Track (Sum of D-1 through D-4)	0.00	0.00	0.00	0.00	0.00	0.00
D-5						

Transitional Kindergarten ADA

2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 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)	0.00	0.00	0.00	0.00	0.00	0.00
E-1						
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)	0.00	0.00	0.00	0.00	0.00	0.00
E-2						
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	0.00	0.00	0.00	0.00	0.00	0.00
E-3						

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
E-4						
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
E-5						
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	0.00	0.00	0.00	0.00	0.00	0.00
E-6						

Summary

Summary of Reported ADA for All Tracks	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	0.00	0.00	0.00	0.00	0.00
I-1					
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	135.70	84.39	52.21	74.24	346.54
I-2					
ADA Totals for All Tracks					
Total Regular ADA (Sum of All Records D-1)	135.70	84.39	52.21	74.24	346.54
J-1					
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	0.00	0.00	0.00	0.00	0.00
J-2					
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	0.00	0.00	0.00	0.00	0.00
J-3					

Nonsecta... Schools - Licensed Childrens Institutions
 ADA (Sum of All Records D-3)

Total Extended Year Special Education - Nonpublic,
 Nonsectarian Schools [EC 56386(a)(7)] and/or
 Nonpublic, Nonsectarian Schools - Licensed Childrens
 Institutions ADA (Sum of All records D-4)

J-4	0.00	0.00	0.00	0.00	0.00
J-5	135.70	84.39	52.21	74.24	346.54

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)

K-1	0.00	0.00	0.00	0.00	0.00
K-2	0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA Totals for All Districts (sum
 of all records G-5)

L-1	0.00	0.00	0.00	0.00	0.00
L-2	0.00	0.00	0.00	0.00	0.00

ADA Totals for All Districts of Residence

Total Regular ADA (sum of all records H-1)

L-1	0.00	0.00	0.00	0.00	0.00
L-2	0.00	0.00	0.00	0.00	0.00

Total Extended Year Special Education [EC 56345(b)
 (3)] ADA (Divisor 175) (Sum of All Records H-2)

L-3	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

Total Special Education - Nonpublic, Nonsectarian
 Schools [EC 56386(a)(7)] and/or Nonpublic,
 Nonsectarian Schools - Licensed Childrens Institutions
 ADA (Sum of All Records H-3)

L-4	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

Total Extended Year Special Education - Nonpublic,
 Nonsectarian Schools [EC 56386(a)(7)] and/or
 Nonpublic, Nonsectarian Schools - Licensed Childrens
 Institutions (Divisor 175) ADA (Sum of All Records H-
 4)

L-5	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

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

Notes

Type in your message

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-1, Reporting Period: 2024-25 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: B3515C15

Details

Last Saved By: trishavais
Last Saved Date: 1/7/2025 6:12:25 PM
Last Validation By: trishavais
Last Validation Date: 1/7/2025 6:17:57 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: trishavais - 1/7/2025 6:20:08 PM
School District: dbrown1 - 1/8/2025 8:33:04 AM
County Office of Education: None

[View Certification](#)

Charter School Physical Location

Record 1 of 4

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 Co

School District

Santa Maria-Boni

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 Co

School District

Santa Maria Joint

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district.

A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo

School District

Lucia Mar Unified

Charter School Physical Location

Record 4 of 4

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 Unifie

Notes

Type in your message

500 remaining

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-1, Reporting Period: 2024-25 P-1

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

Attendance Charter School

Record Information

Entity Information

County: Santa Barbara
 School: Trivium Charter School: Adventure
 CDS Code: 42 69112 0137877
 Charter Number: 1994
 Data ID: B1FA6F79

Details

Last Saved By: irishavais2
 Last Saved Date: 1/14/2025 12:25:24 PM
 Last Validation By: irishavais2
 Last Validation Date: 1/14/2025 12:35:13 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: irishavais2 - 1/14/2025 12:53:26 PM
 School District: dbrown1 - 1/14/2025 1:11:38 PM
 County Office of Education: None

[View Certification](#)

Charter Status: ADA ADA Allocation Summary Notes

Charter Status

Data ID: B1FA6F79

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.

Track A: A-2a

Track B: A-2b

Track C

Track D

Track E

Is this charter school in its first year of operation?

YES (move on to Line A-4)

NO (move on to Line A-5)

Date (mm/dd/yyyy) Instruction Commenced

Single Track/Track A

Track B

Track C

Track D

Track E

Did the charter school cease operation or instruction during the current fiscal year?

YES (move on to Line A-6)

NO (move on to Line A-7)

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

Single Track/Track A

Track B

Track C

Track D

Track E

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

Track B

Track C

Track D

Track E

Indicate the Type of Instruction

A-2c

A-2d

A-2e

A-3

A-3a

A-3b

A-4

A-4a

A-4b

A-4c

A-4d

A-4e

A-5

A-5a

A-5b

A-6

A-6a

A-6b

A-6c

A-6d

A-6e

A-7

A-7a

A-7b

A-7c

A-7d

A-7e

A-8

- Classroom-based
- Nonclassroom-based
- Combination

- A-8a
- A-8b
- A-8c

ADA

Record 1 of 5

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

Classroom-based ADA	TK/K-3	Grades 4-5	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	B-4 0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	C-1 91.34	64.82	52.99	79.37	288.52
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	C-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	C-4 0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	91.34	64.82	52.99	79.37	288.52
ADA Totals for Track					
Total Regular ADA (B-1 + C-1)	91.34	64.82	52.99	79.37	288.52
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	91.34	64.82	52.99	79.37	288.52
Transitional Kindergarten ADA					
2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 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 (TKK-3 Column, First Year ADA Only)	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TKK-3 Column, First Year ADA Only)	1.21	0.00	0.00	0.00	1.21
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	1.21	0.00	0.00	0.00	1.21
Other ADA					
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	0.00	0.00	0.00	0.00	0.00

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

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	0.00	0.00	0.00	0.00	0.00	0.00
D-3						0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
D-4						0.00
ADA Totals for Track (Sum of D-1 through D-4)	0.00	0.00	0.00	0.00	0.00	0.00
D-5						0.00

Transitional Kindergarten ADA

2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 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)	0.00	0.00	0.00	0.00	0.00	0.00
E-1						0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
E-2						0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	0.00	0.00	0.00	0.00	0.00	0.00
E-3						0.00

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
E-4						0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
E-5						0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	0.00	0.00	0.00	0.00	0.00	0.00
E-6						0.00

Summary

Summary of Reported ADA for All Tracks	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	0.00	0.00	0.00	0.00	0.00
I-1					
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	91.34	64.82	52.99	79.37	288.52
I-2					
ADA Totals for All Tracks					
Total Regular ADA (Sum of All Records D-1)	91.34	64.82	52.99	79.37	288.52
J-1					
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	0.00	0.00	0.00	0.00	0.00
J-2					
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	0.00	0.00	0.00	0.00	0.00
J-3					

Nonsectarian Schools - Licensed Childrens Institutions
ADA (Sum of All Records D-3)

Total Extended Year Special Education - Nonpublic,
Nonsectarian Schools [EC 56366(a)(7)] and/or
Nonpublic, Nonsectarian Schools - Licensed Childrens
Institutions ADA (Sum of All records D-4)

ADA Totals for All Tracks (Sum of J-1 through J-4)

Summary of Reported ADA for All Districts of
Residence

Applicable to countywide charter schools authorized
pursuant to EC 47605.6 and State Board of Education
authorized charters

Classroom-based ADA Totals for All Districts (sum of
all records F-5)

Nonclassroom-based ADA Totals for All Districts (sum
of all records G-5)

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)

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)

Notes

Type in your message

500 remaining

0.00

0.00

0.00

0.00

0.00

288.52

79.37

52.99

64.82

91.34

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-1, Reporting Period: 2024-25 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: 1F46EB72

Details

Last Saved By: trishavais2
Last Saved Date: 1/7/2025 6:28:27 PM
Last Validation By: trishavais2
Last Validation Date: 1/7/2025 6:28:47 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: trishavais2 - 1/7/2025 6:28:56 PM
School District: dbrown1 - 1/8/2025 8:33:04 AM
County Office of Education: None

[View Certification](#)

Charter School Physical Location

Record 1 of 3

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 Co

School District

Lompoc Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo

School District

Lucia Mar Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district.

A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo

School District

Atascadero Unifie

Notes

Type in your message

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-1, Reporting Period: 2024-25 P-1

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

Attendance Charter School

Record Information

Entity Information

County: Santa Barbara
 School: Trivium Charter School: Voyage
 CDS Code: 42 69112 0137885
 Charter Number: 1995
 Data ID: BBC01571

Details

Last Saved By: CSMCTrivism
 Last Saved Date: 1/14/2025 11:56:43 AM
 Last Validation By: CSMCTrivism
 Last Validation Date: 1/14/2025 11:58:19 AM

Validation Information

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

Certification Information

Charter School - District Oversight: Inshavais3 - 1/14/2025 12:55:13 PM
 School District: dbrown1 - 1/14/2025 1:11:38 PM
 County Office of Education: None
[View Certification](#)

Charter Status: ADA ADA Allocation Summary Notes

Charter Status

Data ID: BBC01571

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.

Track A: A-2a

Track B: A-2b

Track C

Track D

Track E

is this charter school in its first year of operation?

YES (move on to Line A-4)

NO (move on to Line A-5)

Date (mm/dd/yyyy) Instruction Commenced

Single Track/Track A

Track B

Track C

Track D

Track E

Did the charter school cease operation or instruction during the current fiscal year?

YES (move on to Line A-6)

NO (move on to Line A-7)

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

Single Track/Track A

Track B

Track C

Track D

Track E

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

Track B

Track C

Track D

Track E

Indicate the Type of Instruction

A-2c

A-2d

A-2e

A-3

A-3a

A-3b

A-4

A-4a

A-4b

A-4c

A-4d

A-4e

A-5

A-5a

A-5b

A-6

A-6a

A-6b

A-6c

A-6d

A-6e

A-7

A-7a

A-7b

A-7c

A-7d

A-7e

A-8

- A-8a
- A-8b
- A-8c

Classroom-based
 Nonclassroom-based
 Combination

ADA

Record 1 of 5

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

Classroom-based ADA	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	B-4 0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	C-1 114.57	87.54	57.97	57.43	317.51
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	C-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	C-4 0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	114.57	87.54	57.97	57.43	317.51
ADA Totals for Track					
Total Regular ADA (B-1 + C-1)	114.57	87.54	57.97	57.43	317.51
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56368(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	114.57	87.54	57.97	57.43	317.51
Transitional Kindergarten ADA					
2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 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)	0.00	0.00	0.00	0.00	0.00
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)	3.80	0.00	0.00	0.00	3.80
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	3.80	0.00	0.00	0.00	3.80
Other ADA					
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	0.00	0.00	0.00	0.00	0.00

Record 2 of 5

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

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	0.00	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	0.00	0.00	0.00	0.00	0.00	0.00

Transitional Kindergarten ADA

2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 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)	0.00	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	0.00	0.00	0.00	0.00	0.00	0.00

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	0.00	0.00	0.00	0.00	0.00	0.00

Summary

Summary of Reported ADA for All Tracks	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	114.57	87.54	57.97	57.43	317.51
ADA Totals for All Tracks					
Total Regular ADA (Sum of All Records D-1)	114.57	87.54	57.97	57.43	317.51
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	0.00	0.00	0.00	0.00	0.00

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-4	0.00	0.00	0.00	0.00	0.00
J-5	114.57	87.54	57.97	57.43	317.51

**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

K-1	0.00	0.00	0.00	0.00	0.00
K-2	0.00	0.00	0.00	0.00	0.00

ADA Totals for All Districts of Residence

L-1	0.00	0.00	0.00	0.00	0.00
L-2	0.00	0.00	0.00	0.00	0.00

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)

L-3	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

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)
 Total Extended Year Special Education - Nonpublic,
 Nonsectarian Schools [EC 56366(a)(7)] and/or
 Nonpublic, Nonsectarian Schools - Licensed Childrens
 Institutions (Divisor 175) ADA (Sum of All Records H-
 4)

L-4	0.00	0.00	0.00	0.00	0.00
L-5	0.00	0.00	0.00	0.00	0.00

Notes

Type in your message

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-1, Reporting Period: 2024-25 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: D1FBA708

Details

Last Saved By: trishavais3
Last Saved Date: 1/8/2025 1:39:36 PM
Last Validation By: trishavais3
Last Validation Date: 1/8/2025 1:39:58 PM

Validation Information

Number of Records: 5
Number of Errors: 0
Number of Warnings: 0
Passed Data Validation: Yes

Certification Information

Charter School - District Oversight: trishavais3 - 1/8/2025 1:40:20 PM
School District: dbrown1 - 1/8/2025 1:48:37 PM
County Office of Education: None

[View Certification](#)

Charter School Physical Location

Record 1 of 5

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo *

School District

Lucia Mar Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo

School District

Atascadero Unifie

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 Co

School District

Santa Barbara Ur

Charter School Physical Location

Record 4 of 5

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 Co

School District

Hope Elementary

Charter School Physical Location

Record 5 of 5

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 Co

School District

Blochman Union I

Notes

Type in your message

500 remaining

**4269112 Blochman
Union Elem District**

4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666
Generated on 02/04/2025 12:45:33 PM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 01/01/2025 - 01/31/2025 School(s): 1 Calendar(s): 2
Grade: TK, K, 1, 2, 3, 4, 5, 6, 7, 8

SUMMARY Total Schools: 1 Total Calendars: 2

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
TK	4	76	5	71	4.00	3.74	0	0.00	93.42%	
K	18	342	22	320	18.00	16.84	1	0.05	93.57%	
1	17	323	20	303	17.00	15.95	4	0.21	93.81%	
2	19	361	18	343	19.00	18.05	3	0.16	95.01%	
3	27	513	27	486	27.00	25.58	4	0.21	94.74%	
4	21	390	19	371	20.53	19.53	1	0.05	95.13%	
5	24	456	32	424	24.00	22.32	6	0.32	92.98%	
6	26	494	14	480	26.00	25.26	3	0.16	97.17%	
7	26	494	41	453	26.00	23.84	4	0.21	91.70%	
8	23	437	23	414	23.00	21.79	9	0.47	94.74%	
Total	10	205	3886	221	3665	204.53	192.90	35	1.84	94.31%

School: Benjamin Foxen School Calendar: 24-25 Blochman K-4

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Count	Days					Days	Avg. Daily	
TK	4	76	5	71	4.00	3.74	0	0.00	93.42%
K	18	342	22	320	18.00	16.84	1	0.05	93.57%
1	17	323	20	303	17.00	15.95	4	0.21	93.81%
2	19	361	18	343	19.00	18.05	3	0.16	95.01%
3	27	513	27	486	27.00	25.58	4	0.21	94.74%
4	21	390	19	371	20.53	19.53	1	0.05	95.13%
Total	6	106	2005	111	105.53	99.69	13	0.68	94.46%

School: Benjamin Foxen School Calendar: 24-25 Blochman 5-8

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Count	Days					Days	Avg. Daily	
5	24	456	32	424	24.00	22.32	6	0.32	92.98%
6	26	494	14	480	26.00	25.26	3	0.16	97.17%
7	26	494	41	453	26.00	23.84	4	0.21	91.70%
8	23	437	23	414	23.00	21.79	9	0.47	94.74%
Total	4	99	1881	110	99.00	93.21	22	1.16	94.15%

Blochman Union School District

Comprehensive School Safety Plan

Benjamin Foxen Elementary School

2024 - 2025

Required Members	Title
Doug Brown Sam Orozco	Superintendent/Principal Special Education Director/School Psychologist
Holly DeKorte, Nancy Myers, Adrienne Perkins, Stacey Rapp	Teacher
Deanna Barnes	Classified Staff
Samantha Canongo, Mateo De Santiago	Student
Cindy Shay, Angelina Sumner, Michelle Whitney, Travis Whitney	Parent of Child Attending the School

Date Adopted by School Site Council: January 28, 2025

Background

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. For schools built before 1998, the initial plans were to be adopted by September 1, 1998. For schools built after 1998, the plans are to be developed and adopted prior to the school's opening.

According to the education code, the School Site Council may delegate this responsibility to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal or designee
- Teacher
- Parent Whose Child Attends the School
- Classified Employee

You are strongly encouraged to consult with staff, parents, students (where appropriate), and the broader community, in the development of the plan.

The plan is to be updated annually and kept on file at both the school site AND the district office, and readily available for inspection by the public.

The plan shall consist of two parts:

Part 1 – The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

Part 2 – The "Emergency Preparedness Plan" shall include disaster procedures (routine and emergency), including earthquakes and other manmade or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

Section I

State your sites' GOALS for the 2024-2025 school year. Please remember to have at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP. Our goals outlined in this plan are as follows:

1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.
2. Increase school attendance rates.
3. Reduce pupil suspension and expulsion rates.

Assessment of current status of school crime, safety and climate (provide site specific data and at least 3 years of trend data) The primary source of data for school crime, safety and climate is provided by annual CALPADS reporting. The three-year trend as shown below indicates that chronic absenteeism, suspensions, and expulsions are low and continue to decrease. This data reinforces that our current efforts in most areas of crime, safety and climate are within the range of expectations for our district.

The three-year trend is as follows:

Year	Chronic Absenteeism Rate	Suspension Rate	Expulsion Rate
2023/2024	6.4%	2.5%	0%
2022/2023	7%	4%	0%
2021/2022	12.16%	0%	0%

Our Chronic Absenteeism rate is declining back toward pre-pandemic rates.

In an effort to reduce pupil suspensions and expulsions we have a school psychologist who meets with students who have social and emotional issues. Our teachers emphasize practicing good character traits in the classroom. School assemblies address bullying issues. Teachers have consistent classroom, cafeteria, and playground rules so that students know what is expected of them.

“State your site goals from your 2023-2024 comprehensive school safety plan (or LCAP) and the status of those goals. Be specific with what the site has accomplished, or not done, regarding each specific goal.

1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.
Our goal is to provide opportunities for parental involvement with making decisions that affect the school. We provide multiple opportunities for parental involvement throughout the year. We have a strong group of parents who participate in the majority of the events. Other parents are not able to participate due to barriers that are out of the school's control. Parental involvement is evidenced by parent participation in School Site Council and LCAP meetings, attendance at school events, and attendance at parent-teacher conferences.
2. Increase school attendance rates.
The majority of the actions/services were already in place and we simply continued them from the prior year. In 2017/2018 we added a monthly lottery to win lunch field trips with the Principal for students with perfect attendance during the month and a lunch with the Principal for all students with perfect attendance during the trimester.
3. Reduce pupil suspension and expulsion rates.
While our school suspension and expulsion rates are low, as shown in the chart above, there is always room for improvement. We will continue to work with our students to minimize bullying and encourage tolerance and cooperation.

Section II

Strategies and programs - Board Policies, Procedures and California Education Code that support student and staff safety, and positive school climate

These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff. Benjamin Foxen Elementary School commits to:

Sharing the comprehensive school safety plan, the emergency plan, and our action plan, with both site council and all staff members, before the end of October of the current school year.

A. Positive School Climate (BP 5137)

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

BP 5137(b)

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.94 - History/Social Science Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent/Principal or designee may develop other strategies to enhance students' feelings of connectedness with the school, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the school.

(cf. 1240 - Volunteer Assistance)

(cf. 5126 - Awards for Achievement)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5148.2 - Before/After School Programs)

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

BP 5137(c)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

Policy **BLOCHMAN UNION SCHOOL DISTRICT**

adopted: November 14, 2017 Santa Maria, California

B. Nondiscrimination/Harassment/Anti-Bullying (BP 5145.3)

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student by anyone, based on the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or, association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy BLOCHMAN UNION SCHOOL DISTRICT

Original adopted date : 11/14/2017 Last revised date: 8/13/2024 Santa Maria, California

C. Child Abuse Reporting Procedures

(AR 5141.4)

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Blochman Union School District (name of appropriate agency)

4949 Foxen Canyon Rd., Santa Maria, CA 93454 (address)

805-937-1148
(phone number)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class

- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected

person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Regulation BLOCHMAN UNION SCHOOL DISTRICT

Original approval: November 14, 2017 Revised: 8/10/2021 Santa Maria, California

D. Suspension and Expulsion/Due Process Procedures

(AR 5144.1)

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except

that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image

- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or

teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The

conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

4. In addition, the notice may state the date and time when the student may return to school.
5. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay.

However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
 - c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
 - e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K- 12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate

a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.

However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - b. The student's possession of over-the-counter medication for use by the student for medical purposes
 - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment
This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))
3. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
4. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))
5. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds

for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

6. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

7. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - iii. The person conducting the hearing may:
 - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - C. Permit one of the support persons to accompany the complaining witness to the witness stand
8. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the

Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program The suspension of the enforcement of an expulsion shall be governed by the following:
 1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
 2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
 3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
 4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
 5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
 6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Policy BLOCHMAN UNION SCHOOL DISTRICT

Original adoption date: November 14, 2017 Revised: 4/11/2023 Santa Maria, California

Response to an Opioid Overdose/Safety Procedure for Narcan

Narcan is available in the school office for emergency care for accidental overdose. Trained staff are equipped to assess and give Narcan on campus. Training includes viewing of the California Department of Public Health- [Naloxone Training Video](#) and follow-up verbal and written instructions from the school nurse.

Procedure to treat a suspected overdose:

If an overdose is suspected, staff will contact one of the following trained individuals: School Secretary, Superintendent/Principal, School Psychologist, or School Nurse. The trained individual will call 911 and retrieve the Narcan and AED from the AED cabinet in the office. A CPR mask will be available for use by personnel trained in CPR> They will follow the training instructions for assessment and administering Narcan. They will support students' breathing and monitor students' response until emergency medical care arrives. The AED will be used, only if necessary. Narcan may be repeated if needed every 2-3 minutes.

Section III A

Action plan for 2025-2026: (School Safety, Climate and Character Development Matrix)

Program, Curriculum, Other Efforts (Please include an overview of how the program, curriculum, and/or other effort is specifically utilized at your site, by whom, the frequency, and if it is done with fidelity, how the site ensures that fidelity)	Target Population (school-wide, specific grade level(s), parents, etc.)	Specific Character Trait(s) (check all that apply)						Person(s) Responsible (for implementation and evaluation)	Evaluation Method (For each program, curriculum, etc., please document what evidence will be gathered and analyzed by the site in order to determine if the desired outcomes have been achieved?)
		Citizenship*	Empathy	Fairness	Respect	Responsibility	Trustworthiness		
Attendance Awareness of attendance issues will be communicated to all stakeholder groups, including parents, students and staff. Accurate real-time information will be provided on a regular basis	Parents and students grades K - 8	X					X	Principal Attendance secretary Site Council Teachers Students	Annual review of attendance data.
RED RIBBON WEEK- Each year, red ribbons are worn and displayed during National Red Ribbon Week to demonstrate a visible and unified commitment toward making healthy choices. During Red Ribbon Week the school community promotes and encourages a healthy and safe lifestyle.	K - 8	X	X	X	X	X	X	Parents Teachers Students	Student participation
CHARACTER TRAITS – Teachers choose a monthly character trait and awards are given to students who exemplify that trait.	K – 8	X	X	X	X	X	X	Teachers Students	A review of student disciplinary actions.
PARENT PARTICIPATION - We will provide opportunities for all parents 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 sessions at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	K - 8				X	X		Parents	A review of parent participation in events.

Below are the internal working definitions of the 6 character traits. Sites may post and discuss definitions that are age/developmentally appropriate.

Citizenship – Citizenship is taking responsibility for yourself and your community, in order to make it a better place.

Empathy – Empathy is putting yourself in someone else’s place and trying to understand how he/she may be feeling (through caring, understanding, kindness and respect).

Fairness – Fairness is treating others equitably, consistently, and without bias.

Respect – Respect is being considerate of property, people, and yourself.

Responsibility – Responsibility is being accountable for your words, actions, and attitudes and being an advocated for yourself.

Trustworthiness – Trustworthiness is acting in a dependable and loyal way, including telling the truth, being honest, being reliable, and keeping your word.

Reporting

Benjamin Foxen Elementary School

Date Adopted by School Site Council: January 21, 2025

A former member of the Los Angeles Fire Department and certified California paramedic was consulted regarding this plan on January 8, 2025. A copy of this plan will be distributed to the Santa Barbara County Fire Department and the Santa Barbara County Sheriff's office.

A copy of this plan will be placed on the district website and in each classroom. Staff will be trained on the plan during monthly staff meetings.

Pursuant to Education Code Section 32282 the school has procedures for the safe ingress and egress of pupils, parents, and school employees to and from the school site. These procedures include maintaining a crossing guard program, posted speed limits in the parking lot, and a digital school zone sign to encourage drivers near the school to slow down.

State your sites' GOALS for the 2024-25 school year. Please remember to have at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP.

- 1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school (LCAP Goal 4).**
- 2. Increase school attendance rates (LCAP Goal 4).**
- 3. Maintain low pupil suspension and expulsion rates (LCAP Goal 4).**

Note that the Blochman Union School District's Emergency Management Plan is a separate document but that it is an integral part of this document and that it fulfills the requirements of Education Code Section 32282. A copy of the Emergency Management Plan is attached to this document.

School Site Council
1/28/2025

Agenda

Welcome

Approval of Minutes (October 22, 2024)

Public Comments

(Members of the public are welcome to attend SSC meetings. Input to the SSC is appreciated. Agenda items should be directed to the Principal 10 days prior to the next scheduled meeting.)

Principals Report

LCAP

Comprehensive School Safety Plan

Budget

SSC Requests

Sponsorship Discussion

Items From Council Members

Next Meeting February 25, 2025

Adjournment

Blochman Union School District
School Site Council Meeting Minutes
January 28th, 2025

In Attendance: Doug Brown, Stacey Rapp, Holly DeKorte, Nancy Myers, Michelle Whitney, Travis Whitney, Sam Orozco, Cindy Shay, Jennifer Arkinson

Absent: Samantha Canongo, Mateo De Santiago, Adrienne Perkins, Angelina Sumner
Guest: Nancy Shafer to present LCAP and Comprehensive School Safety Plan

The meeting was called to order by Doug Brown at 3:05 pm

Motion to approve October minutes: Sam Orozco

2nd: Stacey Rapp

Approval of minutes: 9 - 0 in favor

Public Comments: None at this time

LCAP Report: Presented by Nancy Shafer.

- The LCAP goals, of which there are 5, remain the same as of last meeting
- Nancy Shafer opened up discussion for input from the SSC for ways LCAP goals can be improved. There were no suggestions for improvement from Council members.
- Mid-Year update was presented to the school board at their January meeting
- Nancy Shafer introduced the California School Dashboard. It is a tool for looking at our school data to see how we compare to other schools. She explained that the dashboard is a place to put test scores that can be used to analyze school progress. The website for the dashboard was provided on the handout.
- Questions/Comments about LCAP from the Council: none at this time.

Comprehensive School Safety Plan: presented by Nancy Shafer

- Safety Plans are individual to every school using a template provided by the State.
- Our Comprehensive School Safety Plan is comprehensive and includes, but is not limited to, emergency procedures, playground safety, and well-being of students and staff. The safety plan is available for anyone to read on our website.

Motion to approve current safety plan: Jennifer Arkinson

2nd: Cindy Shay

9-0 in favor to approve Comprehensive School Safety Plan

Principal's Report

- Current enrollment is 206 students. As of Monday February 3rd, enrollment will be 207 students.
- Basketball season is going well. Discussion was held regarding uniforms for next year.
- Kindergarten/TK class for next school year is full with a current waiting list of 20.
- Valentine's lunch will be Friday February 14th for immediate family members only!

Remaining Budget for the 2024/2025: \$4,015

- SSC Requests: None at this time
- 2 field trips planned for this school year: SB Art Museum and Lopez Lake waterslides!

Items from Council Memebers:

Jennifer Arkinson:

- ASB will be selling Valentine's Day leis in the next 2 weeks. 8th graders will be passing out leis on Valentine's Day.
- Spirit Wear Store opens next week for 2 weeks, February 3rd - 17th.

Cindy Shay:

- The Talent Show will be held on Thursday April 17th. More details to follow...
- Dr. Seuss Day will be celebrated with a door decorating contest and the Cat in the Hat making appearances to read books for any class that signs up.
- Science camp will be March 18th - 21st

Next meeting will be on February 25th, 2025

Motion to adjourn - Jennifer Arkinson

2nd - Holly DeKourt

9 - 0 in favor of adjournment

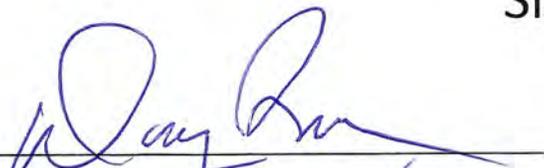
Meeting adjourned at 3:45 pm

Respectfully submitted,

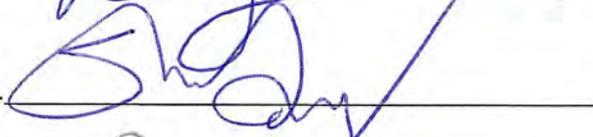
Nancy Myers

School Site Council Meeting 1-28-2025

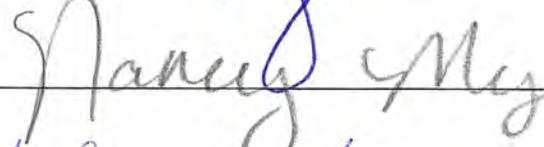
Sign In Sheet

1. 

16. _____

2. 

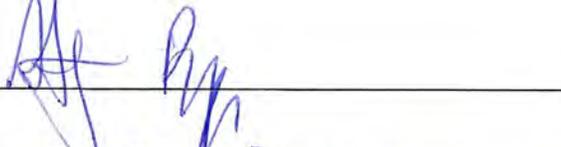
17. _____

3. 

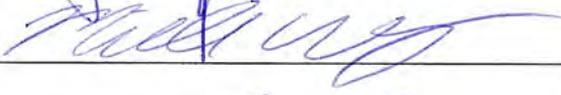
18. _____

4. 

19. _____

5. 

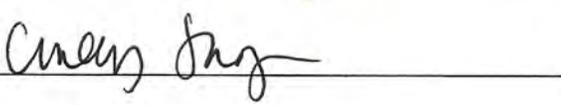
20. _____

6. 

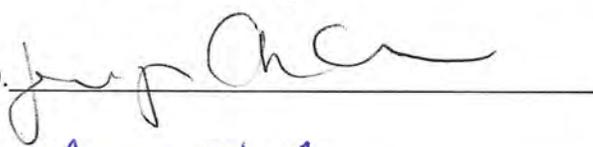
21. _____

7. 

22. _____

8. 

23. _____

9. 

24. _____

10. 

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____