

This document was provided to the California Department of Education (CDE) from **Trivium Charter School, San Luis Obispo County**. This document is posted to the CDE Web site to meet the legal requirement of *Education Code* Section 33009.5.

For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.

Trivium Charter, San Luis Obispo County

Charter Petition
October 21, 2015

Submitted by:
Trisha Vais

Trivium Charter, San Luis Obispo
Affirmations and Assurances:

As the authorized lead petitioner, I, Trisha Vais, hereby certify that the information submitted in this petition for Trivium Charter, San Luis Obispo County, a California public charter school, located within the boundaries of the Atascadero Unified School District as required by law is true to the best of my knowledge and belief. As an Independent Study Charter School, Trivium Charter, San Luis Obispo County may have multiple learning centers both within the County of San Luis Obispo and in adjacent counties as allowed by statute. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school. In this petition, Trivium Charter, San Luis Obispo may also be referred to as Trivium, Trivium Charter, Charter School, charter or Trivium, SLOCO. I understand that if awarded this charter the Charter School:

Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

Shall ensure that teachers in the Charter School hold a valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

Shall at all times maintain all necessary and appropriate insurance coverage.

Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to Charter Schools including but not limited to the following:

The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

The Charter School shall comply with any jurisdictional limitations to locations of its facilities as required by statute as of the date of the renewal.

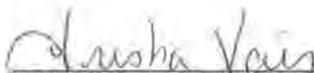
The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

The Charter School shall comply with all applicable portions of the No Child Left Behind Act.

The Charter School shall comply with the Family Educational Rights and Privacy Act.

The Charter School shall meet or exceed the legally required minimum of school days.

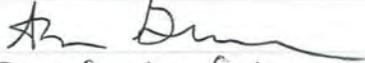
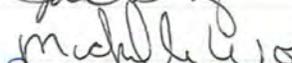
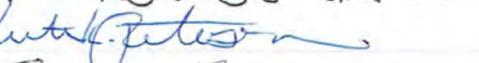
This petition includes teacher signatures who are meaningfully interested in being employed by Trivium, SLOCO in the first year of operation.


Trisha Vais, Lead Petitioner

October 21, 2015
Date

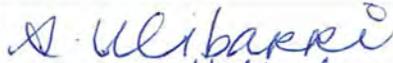
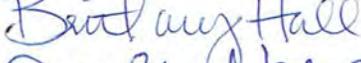
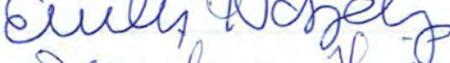
California Credentialed Teacher Signatures for Trivium Charter, San Luis Obispo County's charter petition

By signing this document, I am declaring that I am a California certificated teacher and am meaningfully interested in being employed by and working at Trivium Charter, San Luis Obispo County.

PRINT First and Last name	SIGNATURE
Alexis Gharavi	
Julie Hilton	
Jackie McCune	
Nanci Nations	
Barbara Hawkins	
Jill Beyer	
Michelle Wolstenholm	
Ruth Peterson	
Amy Goodman	
Michelle Phares	

California Credentialed Teacher Signatures for Trivium Charter, San Luis Obispo County's charter petition

By signing this document, I am declaring that I am a California certificated teacher and am meaningfully interested in being employed by and working at Trivium Charter, San Luis Obispo County.

PRINT First and Last name	SIGNATURE
Stephanie Ulibarri	
Jessica Hiltcher	
Ginelle Lara	
Brittany Hall	
Emily Naszady	
Jennifer Thies	
Alice Turpin-Johnson	

Educational Philosophy and Program

Governing Law: “A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(b) (5) (A) (i).

Educational Philosophy

This Charter School shall be known as Trivium Charter, San Luis Obispo (Trivium, SLOCO). Trivium Charter, SLOCO is a school of choice where students have the option to attend the learning center classes each week where the focus is on History and Science courses or attend Independent Study for all courses and not attend the learning center classes. Students attending Independent Study five days a week are encouraged to participate in small and large group activities. Trivium Charter, SLOCO is open to all students in grades K-12. Trivium Charter, SLOCO is non-sectarian in its program, admissions policies, employment practices, and all other operations. Trivium Charter, SLOCO specifically targets students seeking a non-traditional educational setting and who desire to use Classical methodologies for academic achievement. Trivium Charter, SLOCO does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin ability, or disability.

The purpose of Trivium Charter, SLOCO is to plan, monitor, and assist in the educational achievement of students in K–12 in both a home and learning center environment enabling them to become self-motivated, competent, life-long learners. Students will be taught core academic skills and knowledge in the subject areas of language arts, mathematics, science and social studies, as specified by state standards using Classical methodologies; current technology, project-based learning, classical elements and other life skills. Personal development in the arts is also provided. High school graduation requirements are based on those of representative public high schools in San Luis Obispo County and include multiple pathways to graduation. Each high school student plans a course of study based on interest, ability, and need.

Trivium Charter, SLOCO will provide students with the resources necessary to achieve success and meet state standards in core academic subjects, technological skills, and personal development appropriated to their level. This will be achieved in a collaborative effort with parents as primary deliverers of the educational program, certificated teachers as both supervisors of the educational program and instructors of core curriculum subjects, special interest instructors, and the community as a resource for the educational program. A team of advisors will assist parents and students in all aspects of each student’s education. Collaboration between the parents, teacher and students is central to the Trivium’s approach.

Special attention will be given to the continuing development of the educational program as an effective strategy to assist low-achieving students to experience success in improving skills and knowledge in all areas identified above.

Each student and home setting is unique. We understand that students learn best when they are motivated, involved, and appropriately challenged. Therefore, we will individualize each student's educational program to his or her interests and ability levels and provide the resources for each student to learn at his or her own optimal rate and level. In addition, we will help the child develop their skills to work well in a group environment and develop skills working in various assigned teams to complete projects and assignments during the classroom days for those students who attend the learning center program. A goal-oriented curricula developed utilizing home-based learning programs, cooperative school programs and classes, apprenticeships, community-based educational programs, distance learning via current technology, supplemental learning projects and/or current educational research will be used to achieve the educational goals. All student curricula will be subject to Trivium Charter, SLOCO approval. Skills and knowledge will be taught through the use of textbooks and supplementary visual and audio technology (computers, technological devices, projectors, microscopes), large group classroom settings and group work within the classroom for students attending the learning center days and tutorial services to support parent and student. Each student has a teacher assigned to them to monitor progress, assignments and projects and support the parent in their homeschooling endeavor. In addition, Trivium Charter provides staff members who are specifically trained to assist and encourage the parent(s) in their homeschooling journey.

With the assistance of the homeschool curriculum advisors, instructional aides and certificated teaching staff; each minor student and at least one parent and each adult student, shall design, consistent with Trivium Charter and the student standards and policies, the appropriate curricula based on the student's educational needs and objective. Each parent and student shall sign one or more contracts with Trivium Charter that clearly describes the student's individual educational goals and curricula for each year the student is enrolled with Trivium Charter. For purposes of this charter, "parents(s)" includes guardian(s). Any parent of legally responsible entity may designate an alternated party to act in place of the parents. Adult students do not require parental participation in educational or admission contracts, or performance evaluations.

As an educated person in the 21st century, students will need to possess the following:

- Mastery of basic academic skills
- Critical thinking and problem solving skills
- Positive self-esteem and self-awareness
- Creativity and imagination
- Honesty and a sense of responsibility for self and community
- Respect and appreciation for differences among people and cultures
- Ability to use technology as a tool

- Understanding of the political process
- A feeling of self-worth that their contributions make a difference
- Utilization of the community at large

It is our philosophy that the best learning occurs when:

- Each student follows a personalized learning path
- Students are given opportunities to work in a group environment – academic or social
- One-to-one teaching is used to take student's learning more in depth
- Learning is promoted by engaging student interests
- Experimental and hands-on learning is central to our Classical approach
- Socratic questioning develops critical thinking skills
- The development of scientific thought processes is understood
- Students understand how history is related to current views, issues, victories and challenges
- Formal schooling is viewed as one aspect of an education
- Community activities are a learning opportunity

Goals for students and parents include, but shall not be limited to the following:

- Students will be an actively participant in their personalized learning plan.
- Students will recognize and use their strongest skills and abilities while improving areas of need.
- Students will achieve competency in basic academic skill.
- Students will develop and practice critical thinking skills.
- Students will explore their potential in the performing and living arts and in the use of technology.
- Trivium Charter students will individually perform and achieve as well or better than similarly situated students in the traditional California public schools
- Trivium Charter fully recognizes that formal testing is only one indicator of student achievement and does not accurately reflect all learning
- Optimal student learning will be achieved via parent involvement and support.
- Students will be intrinsically motivated.

Mission Statement: Trivium Charter, SLOCO exists to blend the best of the classroom environment with the best of homeschooling/independent study methods to allow a student to thrive academically, socially and emotionally.

Educational Vision and Purpose

- Trivium Charter, SLOCO is based on the belief that unit study approaches that show how subjects are interrelated and interdependent help students develop strong critical thinking skills as well as their understanding of cause and effect.
- Strong core competency skills are critical to successful lifelong learning.
- All students have different learning styles, abilities, and background experiences.
- Non-traditional learners and traditional learners can greatly benefit from a customized program.
- Parents, supported by trained educators with effective and custom-tailored curricula and supported by homeschool advisors are capable of providing an excellent education to their children.
- Developing an educational plan tailored to meet a student's learning style, abilities, strengths, and areas of need allows them to flourish.
- Students need to become self-motivated, organized, lifelong learners, able to use different sources of information and complete tasks.
- Powerful relationships that are developed with the student or on the student's behalf are a motivating factor toward success.
- Opportunities for distance learning and online education are encouraged and supported to provide students useful skills in the age of technology.
- Beyond core courses, providing a variety of elective course options allows students to find their individual path and achieve their life goals.

What It Means to Be an “Educated Person” in the 21st Century

Trivium Charter, SLOCO identifies an educated person in the 21st Century to be a person who is literate and can understand and function sufficiently in the world around him or her. A person who has an overview of the history of mankind and an understanding of United States' and world's political processes. A person who has the ability to solve mathematical problems, uses critical thinking skills effectively, can identify fallacies, has practiced memorization and recitation skills and possesses the values necessary to enhance the world in which he or she lives. This individual is able to use digital technology and communication tools to access, manage, integrate and evaluate information, implement new knowledge and to communicate effectively. In addition, this person is one who realizes his or her own unique educational interests, talents and abilities.

How Learning Best Occurs

Trivium Charter, SLOCO believes that learning best occurs when:

The Trivium staff partners with parents and students to support, monitor, and encourage academic growth.

- A variety of assessment tools are used to accurately assess student skill levels ensuring that curricula and instructional methodologies are appropriate for each student.
- Students are challenged to stretch and meet their potential.
- Experiential learning and enrichment are part of every student's learning plan.

- Tutoring and small group instruction is offered to provide support to independent learning.
- Student, parent and teacher communication is supportive and frequent.
- A Homeschool Specialist will help support each family to implement successful strategies at home to optimize learning.

Program Description

Trivium Charter, SLOCO is a K-12 Charter School and falls under the Trivium Academy of Classical Education umbrella which is established as a California non-profit, public benefit corporation. Trivium Academy of Classical Education is managed by the Trivium Academy of Classical Education Board of Trustees serving the educational needs of students and families who desire an alternative to traditional public school programs.

Trivium Charter, SLOCO provides a Personalized Learning Program that follows California's Charter School's Independent Study law and regulations, including but not limited to state independent study attendance accounting. Each student in the Personalized Learning Program will be assigned a Trivium Charter, SLOCO credentialed teacher with whom they may interact with in the classroom, in person and via e-mail, phone, live chat, webinar and virtual conferencing.

Students who enroll must meet the admission criterion of Trivium Charter, SLOCO and complete its admissions process. Furthermore, Trivium Charter, SLOCO will establish the means for each family with enrolled students to participate fully with the curricula and support needed to be successful in an Independent Study Program. Trivium Charter as a public school does not charge tuition.

Admission Criteria

Governing Law: "Admission requirements, if applicable." Education Code Section 47605(b)(5)(H)

Trivium Charter, SLOCO will comply with all laws establishing minimum and maximum age for public school attendance. Admission to Trivium Charter, SLOCO will require a commitment from prospective students and parents/guardians to understand, accept and agree to participate responsibly in the educational program offered as an alternative choice for families. Trivium Charter, SLOCO will actively seek those students who will benefit from a personalized learning model of instruction. Admission to Trivium Charter, SLOCO will require an orientation and student assessment. This alternative instructional strategy is not necessarily appropriate for every student because not all students possess the pre-requisites necessary for success (i.e., self-discipline, diligence, motivation and the ability to learn without the support of a structured classroom five days a week). Therefore admission to Trivium Charter, SLOCO will require parents, as primary deliverers of the education program, to attend an orientation meeting or acknowledge they have read (or understand) the informational literature before enrolling. It is essential that parents or guardians or a responsible adult designee be available to instruct, facilitate, monitor, review and hold the student accountable for his or her work on a daily basis. Therefore,

parent or guardian participation and supervision of the student will be a determining factor for initial and continuing enrollment. The enrollment process will include a Trivium Charter, SLOCO agreement signed by the parent, student, and charter school. This agreement will include goals, objectives, guidelines, participation requirements and outlines potential reasons for dis-enrollment to be followed for the time period specified in the contract. In the event that a family becomes unable or unwilling to meet the requirements for continued enrollment, a mediation process led by the Director or Designee will be conducted. If resolution is not achieved within the parameters of that process, the student may be asked to transfer to a school in the family's school district of residency offering open enrollment.

Trivium Charter, SLOCO will comply with all federal and state Special Education requirements to ensure that a free and appropriate education is provided to all students with exceptional needs. Special Education Students who wish to enroll in Trivium Charter must have an Individual Educational Plan (IEP) that clearly states participation in an independent study (home study) program is an appropriate placement for that student. (Education Code Section 51745C).

Trivium Charter, SLOCO shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Admission to Trivium Charter, SLOCO shall not be determined according to the place of residence of any pupil, or his or her parent or guardian, within this state, except for such restrictions or preferences that are required or allowed by law.

In accordance with Ed. Code Section 47605(d)(2)(B), preference for enrollment will be given to siblings of current students. If the number of pupils who wish to attend exceeds the school's capacity, new enrollees will be determined by random public lottery. A waiting list will be established based upon the order in which a student's name is drawn in this random public lottery.

Students selected from the waiting list will have a specified time to sign a commitment letter or respond to an enrollment offer email to indicate the pupil will attend the school. If the signed commitment letter or emailed acceptance is not returned within the allotted period of time, the school will proceed to offer enrollment to the next student on the waiting list.

Trivium Charter, SLOCO requires the following admission criteria to be met in order to enroll and attend.

- 1) Each family must attend virtually or an in-person informational meeting or read the informational meeting text or indicate they understand the informational text so they are fully informed on their role and requirements for attendance.

2) Each student must complete placement testing before enrollment is granted. The placement testing results are not used to determine whether or not a student is admitted. The results are only used to determine appropriate curricula, teacher assignment and classroom placement. All parts of placement testing must be completed within the timeline provided.

3) Although parents are asked for their preferred learning center, any learning center may be assigned to any student based on availability and appropriate fit. If a parent declines a placement, the spot will be offered to the next student waiting.

4) Students may be required to place academically within two grade levels of their current grade level in order to attend the learning center classes. Students who need more customized support (those testing more than two grade levels below their current grade) may be required to attend Independent Study five days a week. Personalized remediation will commence. Once the student is within two grade levels of their current grade, the student will be eligible to attend the learning center classes.

5) Students who attend Independent Study five days a week will have the first right of refusal if a spot opens up in for learning center courses and the student has successfully placed academically within two grade levels of their current grade.

A learning team will be composed of a Trivium Charter, SLOCO teacher, a homeschool advisor, parent (or guardian) and High School advisor (for High School students). The Trivium Charter, SLOCO student will use a variety of educational systems and methodologies to help students meet or exceed school and state learning standards. Instructors and homeschool advisors will become personal and professional guides in the educational journey of each child, partnering with parents to support and encourage academic growth. An ongoing dialogue will be established that focuses on the elements and flow of individual student learning, exploring ways to expand each child's skills and knowledge, discussing what works for each pupil, monitoring and adjusting for the success of the student.

Trivium Charter, SLOCO will focus on improving the quality of the academic life for a diverse student population and their families through the delivery of an individualized, personalized curricula. The curricula will emphasize the development of strong core learning competencies, knowledge, skills, and attributes necessary to lead a fulfilled and successful life. Particular attention will be devoted to the core curricular areas of English/Language Arts, Mathematics, Science, and Social Studies. Additional resources and instruction will be provided in additional areas, which may include: Fine/Performing Arts, Physical Education, Technology, and a variety of elective subjects using vendors, computer software programs, and community college classes.

Targeted School Populations:

Trivium Charter, SLOCO will focus its resources and efforts on elementary (Gr. K-8) and secondary (Gr. 9-12) students who learn best independently and in a supportive home environment. Independent learning along with the learning center classes will be the primary curricula delivery method for most students; however students are not required to attend the learning center classes. At times, the learning center classes may be full and students may have to wait for an opening while completing their studies completely in an Independent Study environment five days a week. Personalized options appropriate to

the success of individual students are considered at Trivium which includes a fully independent study model and a hybrid model. Students who will benefit from this charter school will include, but not be limited to:

- Students who have been attending a personalized learning program within homeschooling or an Independent Study program.
- Students who have been seeking an alternative to traditional site-based education.
- Students who have one or more academic areas that are accelerated.
- Students who have one or more academic areas that are remedial.
- Students who have been expelled from a school district, or placed in an alternative education placement and may benefit from a customized experience.
- Students who have not been enrolled in the public system.
- Students of all ability levels, including but not limited to, college preparatory, special populations, and gifted.
- Students whose parents want to be highly involved in the daily learning of their children with support and resources provided by credentialed educators;
- Home-schooled students who want the support and accountability of a standards-based public school and the option of learning center classes.
- Students who want to combine career and technical training with their core academic subjects.

Where Learning Takes Place:

Instruction and learning opportunities will be primarily in the student's home or other location utilized by the family and provided in Trivium's leased facilities, at Blochman Union School District, and other centers as established. Instructors will use a variety of delivery methods that will include, but not be limited to: learning center classes, one-on-one direct instruction, small group instruction, independent learning, computer-based instruction, on-line inquiry, and specific content-based coursework to include the use of specialized programs of instruction (elective courses), area ROP programs, and possible concurrent attendance at California colleges when appropriate.

Trivium Charter, SLOCO students may take college courses on college campuses as part of their high school education plan. Some classes are open for students younger than high school age. Local junior colleges include Cuesta Junior College in San Luis Obispo, Hancock Junior College in Santa Maria and Lompoc, and Santa Barbara City College in Santa Barbara.

Trivium Charter, SLOCO may have multiple learning center locations in the future and reserves the right to add learning centers or change the location of the learning center(s). Currently the locations are within the boundaries of Blochman Union School District, Lompoc Unified School District, Santa Maria-Bonita Unified School District/Santa Maria Joint Union High School District, Santa Barbara Unified School District, Lucia Mar Unified School District, and Atascadero Unified School District.

Instructional Calendar

The students receive instruction during the traditional school year of a minimum of 175 days, with two semesters (Fall and Spring) scheduled from late August or early September through early June. Students may attend learning center classes and complete independent study assignments while other students may not attend learning center classes and focus completely on Independent Study courses or may be attending Community College classes instead. Independent Study activities are reported to the facilitating instructors for review at least once each learning record period for evaluation. Different situations will call for more or less monitoring. Trivium will offer two learning center days on most weeks. An additional third day of electives and/or academic support is also offered.

Curriculum and Instructional Design

Trivium Charter, SLOCO core curriculum focuses on English/Language Arts, Mathematics, Science and Social Studies. This will provide a solid, coherent foundation for learning; providing age-appropriate, sequential subject content. Trivium Charter, SLOCO is designed to allow flexibility in scheduling and methodology while meeting state requirements with student progress assessed by the school. Trivium Charter, SLOCO will also provide instruction in famous artists, musicians and popular thought of the historical time periods as part of the Social Studies curriculum. We incorporate public speaking, memorization, debate, critical thinking, literature analysis and experiential learning within our learning center days.

Teachers and the homeschool advisor work with parents and students to choose curriculum appropriate to a student's current ability level, interests, and learning styles. Options may include but will not be limited to:

- Standards aligned curriculum in core subjects
- Publisher examples may include: Harcourt, Houghton Mifflin, MacMillian/McGraw-Hill, Glencoe, Prentice Hall, Holt, and others.
- Standards based textbooks, workbooks, and study guides
- Publisher examples may include: AGS, Modern Curriculum Press, Evan Moore, Pearson, Great Source, Write Source, Zane-Blosser, Math-U-See, Saxon, Envision, Reading Street, Oxford University Press, Teachers Created Institute, CK12
- Supplemental instructional materials to support textbook learning
- Educational games
- Teacher created materials
- A wide array of books to supplement and support reading skills and to support topic investigation in all subjects
- Educational software or online programs
- *Examples may include: Compass Learning, Mavis-Beacon typing tutor, Explode the Code, Discovery, Science Virtual Labs, Reading Eggs, Thinkwell and others.*
- Online math programs
- *Examples may include: Pearson's Gradpoint, ALEKS, Time 4 Learning, Fuel Ed*

- Online educational programs
- Examples include: CyberHigh, ALEKS, Pearson's Gradpoint, UC's online courses, Fuel Ed.
- College courses:
 - Local options include: Cuesta College, Allen Hancock College, Santa Barbara City College
- Reference or Research materials
- *Examples include: Dictionaries, Thesauruses, Encyclopedias, Atlases and the use of online search engines*
- Art supplies, enrichment and online classes

The scope and sequence of the curriculum will be articulated in a manner that enables students to enter or return to the programs offered at traditional schools at any grade level. Employing multiple assessment methods and instruments, students will be placed at an appropriate entry level that encourages successful progress.

Trivium Charter, SLOCO curriculum will be performance-based with an individualized learning focus, enabling students to progress at their own pace. The goal is for students to successfully meet or exceed the course standards. In addition, students will also have the opportunity to participate in a variety of enrichment courses and related learning activities. Courses and learning opportunities such as health, physical education, fine/performing arts, and specialized subjects or interest areas will be offered through the use of independent study, community-based programs and individual instructors. Course offerings will be based on state standards, structured by curricular outlines with appropriate goals, objectives, and assessment methods available external review and validation. Course offerings will vary from year to year.

All standards and benchmarks will be developmentally sensitive, age-appropriate and sequenced to enable students to make consistent progress to prepare for and complete high school. Content knowledge, process skills, and work habits will be addressed. We will also emphasize real-world applications and authentic, community-based opportunities where possible.

Accountability, assurance of quality and congruence with California curriculum standards for core subjects will be assessed by the state testing program. The school will monitor and analyze assessment results after receiving student scores. In the fall of each school year, teachers will analyze available student data to ensure students are receiving the appropriate amount of support and have been placed in the appropriate curricula levels and classes.

Students may be concurrently enrolled in college courses and distance learning opportunities. Several online options for core courses, electives, foreign languages, advanced placement courses, and credit recovery opportunities will be available.

Trivium Charter, SLOCO will offer elementary (K - 8) and high school (9 - 12) curriculum catalogs that provide choices in state standards aligned curriculum to help parents and teachers develop the educational plan. The high school catalog includes course options in both core and elective courses, with planning worksheets to successfully map out high school graduation requirements.

Curriculum Delivery Options

Trivium Charter, SLOCO will offer a variety of curriculum delivery options to support our personalized learning model. Information such as placement assessments and goals will be used to develop an educational plan to meet the student's educational needs, learning style, and interests. The teacher and homeschool advisor, parent and student may choose a different delivery option for each subject or use one delivery option for all subjects. Curriculum delivery options include the following:

Traditional Print-Based Curriculum:

Print-based curriculum enables a student who so chooses to complete coursework without technology. Courses will be provided using traditional textbook, workbook, study guides and other paper-and-pencil formats. The assigned teacher, the homeschool curriculum advisor and parent will work with each child to develop skills and knowledge appropriate for each age or grade level. The student will follow a guided course of study that includes sequenced sets of lessons or a project-based syllabus, using learning objectives and lesson plans clearly understood by the parent and student. Pupils will complete assignments and exercises and have the work evaluated by parent and teacher. This method will be enhanced by telephone, email and in-person contact with the instructor and school support staff. Instructional staff will be available to provide support and feedback in addition to the written responses and personal attention provided by the parent. Depending on the age of the student, options for enrichment may be provided through the community library, local museums, and other area resources. Students will also have access to tutoring or small group classes where appropriate to enhance this curriculum option.

Traditional Print-Based Curriculum Plus Computer (on-line internet or software)

Option: This model offers a rich learning environment that combines a vast amount of age-appropriate learning resources available through the Internet with prescribed print curricula and other electronic educational materials. This option involves an Internet-based or Software approach in conjunction with traditional print curriculum, integrating the power of flexible, individualized web exploration with the structure of textbook units and outlines. Students, working with instructors and parents, can choose a variety of on-line providers to customize their learning. Trivium Charter, SLOCO will work to expand students' awareness of and use of Internet-based or software educational resources. The instructional staff will personalize student learning for positive and successful results. Directed online learning may be supplemented with traditional activities and assignments, third-party software, teacher/parent/student discussions, as well as individual and collaborative project-based units.

Trivium Charter, SLOCO students may participate in Internet courses offered by educational programs that are standards-based and appropriate for the age and grade levels of the pupils. Approval by school staff and parents, as well as establishment of valid assessment of student progress reported to the school will be required. The facilitating Trivium Charter, SLOCO teacher will monitor student progress in the courses and work in conjunction with the course staff, if any, to evaluate the quality, quantity and content of coursework. All Internet courses would be included as part of the Personalized Learning Plan for each student who chooses to use this method.

All Computerized Courses (online or software)

Trivium Charter, SLOCO students may choose to participate in a fully computerized educational approach. Computerized courses may include instructional staff employed by Trivium Charter, SLOCO or appropriately credentialed staff (as allowed by California statute) employed by a course delivery company. Each Personalized Learning Plan is approved by the assigned, credentialed teacher for each student.

College Courses:

When appropriate, students will be given the opportunity to attend local colleges on a concurrent enrollment basis to take courses for credit. Internet-based college courses may also be accessed, with school and parent approval. Regular reports regarding student progress in college courses would be received and monitored by the facilitating charter school teachers as part of the Personalized Learning Plan. The grades and units earned would be submitted to the charter school to be documented on semester Report Cards. This option provides a motivating and exciting opportunity for students to challenge themselves academically and gain work habits and attitudes that help them prepare for full-time college enrollment after high school.

Regardless of the curriculum delivery option selected, there are three essential components that will enable Trivium Charter, SLOCO students to learn well and achieve high standards;

- 1) The school will meet content and performance objectives based on academic standards for all students
- 2) The school will use a variety of observational and written assessments to determine if children are achieving learning goals.
- 3) The school staff will use effective instructional strategies that are individualized and leveled for each student enrolled.

Trivium Charter, SLOCO is designed to personalize student learning and provide assistance to meet pupil needs. The school philosophy centers around two intertwined concepts: 1) quality, standards-aligned learning, and 2) flexibility in the methods, materials, and scheduling of that learning. Our goal is for students to understand that they not only need to know subject area content, but be able to use it in practical applications. Working with curricula in a variety of experiential learning settings will enable students to be more engaged in their education. Part of the process will require students, with parental and school staff guidance, to reflect on their learning, evaluate their progress,

and take steps for self-improvement. Students will be encouraged to use information as a lifelong tool in identifying problems, finding and evaluating resources, planning work strategies, and synthesizing and presenting their ideas. As pupils gain confidence and mature as independent learners, they will value knowledge and appreciate its importance and usefulness.

Trivium Charter, SLOCO offers highly academic and engaging learning center courses to supplement the text and online course choices. Students may engage in a variety of science experiments and history discussions and simulations throughout the academic year if they are enrolled in the learning center days. All students may participate in academic and social clubs at the learning center.

Plan for students that are academically high achieving:

The individual learning plan of high achieving students will be adapted for their individual needs. For those students attending the learning center classes, the hybrid approach allows a student to be accelerated during the homeschool days and be able to enjoy group interactions in the classroom with peers of similar age. The high achieving student will be encouraged to develop strong leadership skills in the classroom. When a student demonstrates strong, above grade level skills in any core subject area adjustments can be made in their educational plan to challenge the student and support their skills and interests. The Independent study model allows accelerated pacing to occur which engages and challenges the gifted student. Teachers and parents may quicken the pace of learning, assign subjects outside of their grade level, and/or provide opportunities for in-depth study of areas of high student interest or ability.

Students who are high achieving and self-motivated are typically proactive in selecting projects and establishing timelines for completing work in cooperation with their assigned teacher and parent. The following learning plan options will be available for those students:

- 1) Curriculum supplements that are designed to challenge high-achieving students
- 2) Attend classes at the community college (if age-appropriate)
- 3) Online computer based programs in advanced courses, including AP courses
- 4) Extracurricular Activities

High achieving students will have access to challenging curriculum choices.

Trivium Charter, SLOCO is accredited by Western Association of Schools and Colleges for grades K-12. All secondary courses will be transferable to other public high schools and will be eligible to meet college entrance requirements.

Plan for students that are academically low achieving:

The personalized learning approach is well suited to address the needs of students who are academically low achieving. Because an individualized plan is developed from the time of enrollment, students who are assessed as academically low achieving are identified

immediately through current and historical data. Appropriate curricula is selected which is designed to meet the needs of these students in specific areas. The classroom days (if applicable) and the independent study days will be used as a time to both encourage and challenge a student who is academically low achieving.

After initial assessment or a student demonstrates difficulty in below grade level skills in language arts or mathematics, the assigned teacher and homeschool adviser will work with the parent and student to create an intervention or remediation plan which will include a number of options which may include, but not limited to:

- Weekly tutoring in identified areas
- Periodic assessment testing, which identifies learning gaps
- Skill-building worksheets
- Curriculum supplements
- Online computer-based skill builders
- An Intervention plan that specifically addresses the student's need(s).

All teachers will have expertise or be trained to help students with learning difficulties. These students may be identified initially through state testing test results, other assessments, learning center class observations and parental report. Learning problems will be identified and strategies implemented to help the student succeed. The student's progress toward the goals and objectives will be monitored and documented by the teacher, parent and homeschool coordinator. If the student is responding to these interventions, the process is continued at that level. If the student's needs cannot be met through this process, a formal referral for a Student Study Team (SST) will be made. The SST team will consist at minimum; the assigned teacher, the student's parent, an administrator or designee, and the student. Through the SST process, goals and objectives are further defined and monitored. Regular follow-up meetings will be determined. If the student is not showing improvement after applying consistent academic effort, a referral for assessment for special education services will be made. Students who test into Trivium Charter, SLOCO as two or more grade levels behind may be required to attend Independent Study five days a week in order to fully customize remediation. Students who do not apply consistent effort will be referred to a traditional, five-day a week model because Independent Study is not appropriate for that student.

Plan for English Language Learners:

Trivium Charter, SLOCO has adopted policies and procedures ensuring the identification of English Language Learners (ELL), the development of a program designed to provide assistance to ELL students, and the development of appropriate evaluation standards including formalized testing procedures to identify levels of proficiency. Trivium Charter, SLOCO shall comply with all federal and state laws concerning services and the education of English Language Learners students.

Students with limited English proficiency receive support services according to their needs to ensure that the instructional programs are comprehensible and understandable.

Trivium Charter, SLOCO in accordance with our mission considers the individual student's needs and learning style, and the family's needs when choosing their particular English Language Learner (ELL) instructional approach. Trivium Charter, SLOCO ensures that its ELL students have full access to the school's curriculum.

Trivium Charter, SLOCO complies with all state regulations regarding identification of English Language Learners, including the following:

- a) Home Language Survey: Trivium Charter, SLOCO will administer the state-required home language survey.
- b) CELDT (California English Language Development Test): Any new student who indicates on the Home Language Survey that English is not their native language will be administered the CELDT within 30 days after enrollment.

A Language Development Team (LDT) made up of the parents and student, the assigned advisor, and teacher who holds the CLAD or BCLAD certification, and others involved in the student's instruction will come to a consensus on the selection of the ELL student's curriculum. The team will train parents in the use of adopted curriculum, evaluate the student's progress at each meeting, and modify curriculum as needed.

All programs chosen for an ELL student will address the progress of the student through these four important steps to English mastery:

1. Oral, Aural, Reading and Writing Comprehension
2. Oral Language Production
3. Guided Reading and Writing
4. Independent Reading and Writing

Our instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English, (SDAIE), to help ensure that ELL students comprehend the curriculum and the assignments. ELL students at Trivium Charter, SLOCO receive instruction that focuses on English language development skills that is provided either in a tutoring program at home or at the learning center. This instruction may use direct instruction and/or using specialized, online curriculum. In our model, the student will not receive instruction by the CLAD or BCLAD certificated teacher on a daily basis. The parent will receive additional help as needed to work successfully in the homeschool environment. There are many, quality online resources to assist the ELL learner to achieve academic success at Trivium.

The English Language Development (ELD) Standards will provide the basis for instruction: this set of California state content standards for English Language Learners in grades K-12 will be utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing.

Special Education and Section 504:

Trivium Charter, SLOCO shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the

Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Act (“IDEA”).

Trivium Charter, SLOCO shall be categorized as a public school of the District in accordance with Education Code Section 47641(b) unless and until Trivium Charter, SLOCO establishes its own LEA (Local Education Agency) for purposes of Special Education. Trivium Charter, SLOCO will apply for membership to the El Dorado County Office of Education’s Charter SELPA (Special Education Local Plan Area) or another charter school SELPA in order to receive customized support in the area of Special Education as a California public charter school.

Trivium Charter, SLOCO shall comply with all state and federal laws related to the provision of special education instruction and related services and all applicable SELPA policies and procedures; and shall utilize appropriate and applicable SELPA forms. Trivium Charter, SLOCO will apply to become its own LEA for Special Education. Trivium Charter shall be solely responsible for its compliance with Section 504 and the ADA.

Trivium Charter, SLOCO personalized learning approach can work extremely well with students who have special needs. The personalized learning approach provides an individual plan to all students in the general education program through the Master Student Agreement (MSA). The MSA is required by Independent Study regulations and as such defines the specifics of the personalized learning/general education plan for each student. This plan is then enhanced by the special needs student’s Individualized Education Plan (IEP) as defined in Special Education to provide an additional level of specificity for the individual students’ educational program design.

Services to Students with Disabilities

A child with disabilities attending Trivium Charter, SLOCO shall receive special education instruction or designated instruction and services, or both, in the same manner as a child without disabilities as described in their offer of Free Appropriate Public Education (FAPE). Trivium Charter, SLOCO will comply with all applicable State and Federal Laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEA.)

Early Intervention

Early Intervention is a function of general education and we utilize historic data, the Trivium Charter, SLOCO enrollment placement tests and any SST data. Every student and parent receives information and is provided with multiple opportunities to ask questions and receive explanations on how our program works during the enrollment process, which also serves as an opportunity to identify students with existing IEPs, 504 plans or students who may be at risk for failure within our model. Teachers give additional attention to any identified needs at this point of entry for accommodations or modifications to general education program curriculum and/or instruction. Teachers

begin carefully monitoring the progress of these students to assure programs will be appropriate and successful.

Section 504 of the Rehabilitation Act

Trivium Charter, SLOCO recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Trivium Charter, SLOCO. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Trivium Charter, SLOCO.

A 504 team will be assembled by the Executive Director or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records. The 504 team is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they will be used and will be administered by trained personnel.

Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent quotient.

Tests will be selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan should be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

LCFF - 8 state priorities as related to the Educational Program:

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Please refer to Attachment A

Measurable Student Outcomes and Student Assessment

Governing Law: *“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Education Code 47605(b) (5) (B).*

Trivium Charter, SLOCO acknowledges the uniqueness of all students. In order to achieve success the combination of the student’s individual learning style, the parent’s teaching style and the most effective and efficient instructional strategies in a Personalized Learning Plan (PLP) will be developed for each charter school student. The PLP will be a cooperative effort of the child, parent, homeschool coordinator and charter school teacher. Specific PLP goals will be determined on the basis of a combination of formal or informal pre-assessment, student interest, parent objectives, advisor evaluation and statewide standards. The PLP will help resolve questions of appropriate pacing and academic and non-academic expectations. Teacher, parent and homeschool advisor will jointly determine appropriate curriculum materials and educational methodologies.

The cooperatively determined goals of the PLP will be translated into measurable outcomes. The measuring of these outcomes will determine the extent to which each

student has progressed toward the attainment of the PLP goals. These goals will include, but not be limited to, academic and interpersonal skill, knowledge, and experiences. Emphasis will be placed on the ability of students to demonstrate integration of knowledge across major subject areas.

“Student outcomes,” for purposes of this element, mean the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s education program (Education Code Section 47605(b)(5)(B)). Trivium Charter, SLOCO students in K-8th grade will demonstrate that they have obtained grade appropriate foundational skills in order to graduate 8th grade with the ability to succeed in high school. Trivium Charter, SLOCO students will demonstrate the following skills, knowledge, and attitudes upon 12th grade graduation:

English/Language Arts Student Outcomes

- Read and comprehend written instruction, information and leisure materials
- Effectively communicate ideas in writing, using appropriate grammar, tone and style of writing
- Separate fact from opinion and respect differing opinions.
- Comprehend and follow verbal instructions.
- Verbally communicate ideas to groups and individuals in a manner appropriate to audience.

Mathematical Student Outcomes

- Demonstrate the use of arithmetic skills to function in a business world.
- Demonstrate the use of basic geometry skills for measurement.
- Demonstrate the basics of algebra.
- Demonstrate working knowledge of basic statistics and probability.
- Use basic problem solving and critical thinking skills.
- Scientific and Problem Solving Student Outcomes
- Demonstrate technological competency and the ability to use available technology to access knowledge, enhance communication, and research effectively.
- Demonstrate the ability to analyze data and make logical conclusions.
- Recognize the effects of the sciences, technologies and societies on one another and on the environment.
- Demonstrate the basic understanding of life and physical sciences.

Historical and Social Student Outcomes

- Demonstrate appreciation for history of how past and present events or situations influence decisions of people: Understanding Cause and Effect, Similarities and Differences, Classifying, Drawing inferences about the future based on past and present events
- Explain events and situations as political, economic, social and/or intellectual
- Apply physical and cultural geography to the understanding of societies

National and Global Student Outcomes

- Demonstrate the understanding and responsibility in political process in USA.
- Demonstrate the basic understanding of other forms of government.
- Identify the course of history that formed the USA and other nations.
- Demonstrate knowledge of Earth’s physical geography and basic life and physical science

Demonstrate the basic understanding of cultural diversity, its causes, and how diversity affects interpersonal relationships.

Individual/Special Interest Student Outcomes

Demonstrate an ability to set goals and maintain a course of progress towards those goals.
 Demonstrate self-discipline and self-direction, the ability to work independently, to seek help as needed, to be reflective, and carry a project to completion in a timely manner.
 Identify the benefits of maintaining health: good nutrition, exercise and life choices.
 Identify the importance of participation in community, including volunteer services.
 Identify his or her individual strengths and seek methods to develop them.
 Demonstrate the skills and processes needed to seek employment and higher education.
 Demonstrate honesty, respect and discipline.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is central to the philosophy of Trivium Charter, SLOCO. Knowledge of multiple subjects, how they overlap, how systems affect each other and the use of critical thinking skills to identify cause and effect relationships will be emphasized.

Student Assessment:

The method by which pupil progress in meeting those pupil outcomes is to be measured.

---California Education Code Section 47605 (b) (5) (C)

All students will achieve the student standards by graduation, but not all students will progress at the same rate. Trivium Charter, SLOCO shall administer the mandated state assessments and shall also meet any required state performance standards developed. An annual evaluation of student academic performance will be conducted to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within the District and across the state. Charter school students will also be assessed in each of the core academic skill areas by a combination of ongoing assessments. These assessments will be aligned to the curriculum and statewide standards pursuant to Section 60605 of the Education Code and may include but not be limited to:

- Frequent review of work
- Norm and criterion referenced tests
- Assessment portfolios
- Publisher/teacher/parent/student designed tests
- Projects and reports
- Electronic recordings
- Demonstrations
- Standardized testing to be administered as per state requirements.
- Pupil grades and transcripts of record to be prepared at the end of each semester
- High School exit exam

Governing Law: *A description of “the method by which pupil progress in meeting the pupil outcomes will be measured.” Education Code 47605(b)(5)(C)*

Trivium Charter, SLOCO will administer nationally norm-referenced and standards-referenced tests required by law in the state of California. Trivium Charter, SLOCO shall provide the following information to the appropriate stakeholders:

(these may change depending on state actions – Trivium will stay compliant)

Smarter Balanced/Common Core	Grades required
California Physical Fitness Test	Grades 5, 7, 9
CELDT (California English Language Development Test)	Grades K-12
CAHSEE (California High School Exit Exam)	Grades 10-12
CMA (California Modified Assessment)	Grades 3-10

Assessments in addition to the above state mandates may also include:

Teacher evaluation of student progress. Including, but not limited to, a review of assignments, evaluation of curriculum worksheets, projects, and special assignments. Summative assessments will be used at the conclusion of units, sequences of lessons, and/or courses. Chapter and unit tests, final exams, final drafts of writing projects, and project exhibitions or presentations are all examples of summative assessments.

Portfolio evaluation will include a purposeful and systematic collection of selected student work and self-assessment developed over time in collaboration with the parent and teacher. Trivium Charter, SLOCO staff will formulate procedures and assessment criteria to review and evaluate student portfolios. The portfolio will be a collection or gathering of representative work from all aspects of his/her learning experiences with examples from academic curriculum.

Rubric Evaluations are holistic and analytical. The matrix of narrative statements or examples differentiating varying levels of quality in student work provides excellent performance benchmarks. Day to day work, as well as longer projects and writing assignments lend themselves well to rubric assessments. The rubrics may be generated in advisor/parent/student discussions, provided as part of a curriculum series or published resource, or downloaded from internet sources. They enable students to become more involved in and aware of their own ability to evaluate the quality of their work. We believe this is an important step toward becoming a truly independent learner.

All instruction is designed with regular evaluation of student work. Assignments and examinations will measure student performance in each course. Instructional staff will perform systematic reviews of student work that will include, but not be limited to, reviews of assignments, assessment of skills progress and evaluations of the quality and quantity of work completed. Instructors, working closely with parents (and/or other concerned adults), have the first responsibility for monitoring and measuring student progress and performance.

Successful completion of assigned courses (Gr. 9-12) will be required of all students desiring to obtain a Trivium Charter, SLOCO Diploma which signifies successful completion of all high school graduation requirements. In order to earn a high school diploma, student must also pass the California High School Exit Examination (CaHSEE). Students will be required to display an understanding and working knowledge of the core skills contained in course descriptions and curriculum outlines. Measures will be implemented to ensure secure testing and confidentiality of records, as well as transmission of test results and related information to appropriate school and state offices.

Trivium Charter, SLOCO will have students who enroll who may have been out of school for a period of time, are “at risk” academically, or have diagnosed learning disabilities. In such instances, the usual assessment measures may not clearly evaluate the effectiveness of the school’s intervention and success with those students, particularly during the first year of enrollment. Even if these low-performing students make excellent improvement from their low initial skills level they usually compare poorly with grade-level peers for a year or two on traditional assessment measures. Trivium Charter, SLOCO will monitor the “rate of recovery” for those students. A student who increases one and a half grade levels in one academic year will be considered a success even if they are still functioning below grade level.

Trivium Charter, SLOCO will offer English Learner support that is based upon sound educational theory, adequately supported by budgeted resources and periodically evaluated and revised as necessary to increase opportunities for success.

Trivium Charter, SLOCO must show evidence that students are making demonstrated progress toward meeting:

- 1) Statewide performance standards
- 2) Specific student goals as established by the individual student Personalized Learning Plan (PLP)

Trivium Charter, SLOCO is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote substantial amounts of time to analyze the data and to propose research-based changes to the educational program based upon it.

In order to reach appropriate levels of achievement, measurable student outcome goals will be set for each student at the beginning of each year, based on test results, assessments and/or computerized core curriculum assessments. Through careful review and reflection of the assessment results and the learning plan at each meeting or the end of each learning period, the teacher is able to modify and adjust the plan in order to help the student reach the academic goals. Individual student growth will be monitored throughout the year, as individualized learning plans will be adapted to address students’ needs in a timely manner. These needs may include necessary course or curriculum change and/or targeted remediation.

Family Involvement

Trivium Charter, SLOCO is committed to the philosophy that the education of its students is a cooperative process involving the best efforts of parents/guardians, students, faculty, support staff and members of the community. While there may be widespread, differing opinions of what needs to be done to improve public education, most agree that parents who are actively involved in their child's education enhance the likelihood that their child will succeed in school. When everyone participates, the best program possible is built, everyone is kept informed, and children learn that their education is important.

Governing Law: "The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Education Code Section 47605(b)(5)(D)

Parents will be involved in Trivium Charter, SLOCO's operation. They will be consulted in both formal and informal discussions regarding decisions about Trivium Charter SLOCO's philosophy and implementation. Parents may be employees, serve on committees, raise funds, drive for field trips, serve as classroom helpers, help to maintain the centers, and prepare student materials for classroom activities. Parents may also serve on the Board of Trustees and are always welcome to attend board meetings. Trivium parents are highly engaged in their child(ren)'s education by choosing this hybrid or fully independent study approach and have input in the curricula choices available and pacing plans for remedial and accelerated planning.

The Trivium Academy of Classical Education Board of Trustees may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Trivium Charter, SLOCO or a third party any of those duties. The Trivium Academy of Classical Education Board of Trustees, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Trivium Academy of Classical Education Board of Trustees will comply with all federal, state and local laws that are applicable to independent public charter schools.

LCFF - 8 state priorities as related to Measurable Student Outcomes:

Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Please see Attachment A

Racial and Ethnic Balance

Governing Law: “*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*” Education Code Section 47605(b)(5)(G).

Trivium Charter, SLOCO will accommodate pupils of all racial and ethnic backgrounds through an open enrollment policy. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School actively seeks to match the racial and ethnic backgrounds of students enrolled in the District. This is accomplished through an open enrollment policy and active outreach activities and recruitment of underrepresented minorities. Recruitment includes:

- Development of promotional and informational materials that appeal to the racial and ethnic groups represented in Trivium Charter SLOCO's service area;
- Distribution of promotional and informational materials to a broad variety of community groups and agencies;
- Informational meetings for prospective students and parents.
- Informing the public that we have access to curriculum for ELL students.

Governance Structure of the School

The government structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement.

---California Education Code Sections 47605 (b) (5) (D)

One of the Trivium Charter SLOCO's core tenets will be to draw upon the strengths of its entire community, including students, families, staff, and community partners to collaborate in the decision making process in order to enhance and broaden Trivium Charter SLOCO's educational program. Through this structure, Trivium Charter, SLOCO will foster the intellectual, emotional, physical, and moral development of each child.

Governance, Governing Council – Board of Trustees

Governing Law: “*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*” Education Code Section 47605(b)(5)(D)

Trivium Charter, SLOCO is governed by the Trivium Academy of Classical Education Board of Trustees organized as a California Nonprofit Public Benefit Corporation consistent with Education Code section 47604.

Trivium Academy of Classical Education Board of Trustees will promote a cooperative and positive effort among students, families, staff and community to ensure the

achievement of the program goals and to develop the best possible education program for Trivium Charter, SLOCO. Trivium Charter, SLOCO will be governed pursuant to the bylaws and policies specified in the bylaws.

Trivium Charter, SLOCO will be governed by the Trivium Academy of Classical Education, Board of Trustees, whose major roles and responsibilities include establishing and approving all major educational and operational policies, final approval on all major contracts, final approval on the school's annual budget, overseeing the school's fiscal affairs, and selecting, evaluating and terminating the Director. The Trivium Academy of Classical Education Board of Trustees is directed in its operations and its actions by its bylaws, which shall be consistent with the terms of the charter, the Charter Schools Act, and any and all other applicable laws. The day-to-day management of Trivium Charter, SLOCO shall be delegated to Trivium Charter Director.

The membership, voting rights, terms, etc., of the members of the Board of Trustees shall be delineated in the corporate bylaws. The Board of Trustees will comply with all applicable federal, state and local laws. It will retain independent legal counsel, when necessary. It will purchase and maintain, as necessary, general liability property, workers' compensation and unemployment insurance policies. It may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with, inconsistent with or preempted by any law, and which is not in conflict with the purposes for which charter schools are established.

The Board of Trustees consists of five members: these five voting members are made up of parents, employees and community members. There will be a minimum of one parent (or grandparent), one community member, and no more than two employees.

The responsibilities of the Charter Governing Council will include but not limited to:

- Ensuring the implementation of the mission of the charter
- Establishing annual goals and objectives for Trivium
- Review and report on achievements of Trivium
- Approving amendments to the charter

These actions may include but not be limited to:

- Programs, guidelines and schedules designed to meet the evolving educational needs of the school's students, parents, teachers, and community.
- Programmatic decisions
- The annual and revised budgets
- Any single purchase of the Charter School greater than ten thousand dollars

Daily operation of the Charter School will be the responsibility of the Trivium's Executive Director who will report to the Board of Trustees. These will include:

- Develop, monitor, and implement the budget

- Coordinate, manage, and administer the education program
- Make day-to-day operational decisions
- Initiate all transfer of funds
- Approve expenditures or assign designee
- Supervise certificated and classified staff or assign designees

Trivium Charter, SLOCO will maintain in effect general liability and board errors and omissions insurance policies.

Trivium Charter, SLOCO will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

The role of the charter-granting agency, with power and responsibility for renewal and revocation, will clearly include the responsibility to oversee and monitor the charter school. When occasions require clarification, the District policies that do not apply to the Charter School shall be determined and recognized by the District. The details of the working relationship between the District and Trivium Charter, SLOCO will be delineated in a memorandum of understanding (MOU).

Financial and Programmatic Audit

Governing Law: “The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(b)(5)(I)

Trivium Charter, SLOCO will perform all financial, payroll, insurance, and other fiscal procedures consistent with the requirements set forth by the State of California. It will be fully accountable for all responsibilities and procedures according to established conditions of its charter.

Trivium Charter, SLOCO will hire a charter school management company to handle the budget for all applicable State and Federal categorical funds, lottery funds, discretionary fund, additional ADA revenues, generated grants, donations, fundraisers, and gifts. Trivium Charter, SLOCO will continue contracting with a charter school management company until and unless the Board of Trustees chooses to have Trivium Charter, SLOCO handle all or some of the budget and fiscal management as an in-house responsibility or a different company is chosen for back office support.

The Trivium Charter, SLOCO Director, with Board of Trustees’ input, will engage an independent external audit firm to conduct an annual audit of Trivium Charter, SLOCO operations in accordance with generally accepted accounting principles. The auditor shall be on the State Controller’s list of educational auditors. Such an audit, will, at a minimum, verify the accuracy of the school’s financial statements, review revenue-related data collection and reporting practices, and examine the school’s internal controls.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified under Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within 180 days, but not later than December 15th after the close of the fiscal year. A copy of the auditor's finding will be forwarded to Trivium Board of Trustees, the sponsoring district, the County Office of Education, the State Controller's Office, the CDE, and any other agency required by law. Trivium Charter, SLOCO will keep records of all audits on file.

The Director will review any audit exceptions or deficiencies and report to the Board of Trustees with recommendations. The Board of Trustees will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Audit exceptions and deficiencies shall be resolved to the satisfaction of the District.

Trivium Charter, SLOCO will submit all required reports to State and Federal agencies (CBEDS, consolidated Application, LEA plans and revisions, etc.) by the deadline set by those entities. Trivium Charter, SLOCO shall file financial reports with the school district in accordance with Education Code Section 47604.33.

The Director of Trivium Charter, SLOCO will arrange ongoing reviews of program elements, culminating in an annual report to the Board of Trustees. These reviews will be conducted with the goals and outcomes specified in this charter in mind and to ensure school compliance with applicable State and Federal regulations, as well as the provisions of this charter. Reviews will be completed to monitor records, attendance and progress toward academic goals.

The Trivium Charter Board of Trustees may submit a request for renewal of the charter to the Atascadero Unified School District. The District Governing Board agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605 (b) and the appeal process contained in Education Code Section 47605 (j).

Executive Director of Trivium Charter, SLOCO

The Director of Trivium Charter, SLOCO will be employed by the Trivium Academy of Classical Education Board of Trustees and will be empowered to have specifically delegated authority in the daily operations of the school. The Director will focus on planning and developing programs and providing educational leadership, as well as evaluating progress toward meeting the stated standards and goals of the school.

The Director should have knowledge of:

- Current charter school legislation
- Familiarity of CA Education Code and CA state standards for education
- Understanding of non-classroom based learning
- Finance and business management practices

Human Resources and human relations best management principles

The ability to:

Communicate effectively with co-workers, families, community members and school boards

Handle stress and work diligently to complete projects timely

Prioritize and appropriately schedule workload; time management

Use technology proficiently including computers, email, and the Internet

Communicate effectively in both oral and written forms

Establish and maintain effective work relationships with those contracted in the performance of required duties;

Be able to establish teams and model effective teamwork

The Director shall have:

Extensive knowledge of homeschooling philosophies and various implementations

Experience working within a homeschooling/Independent study organization

Valid CA driver license and evidence of insurability

Criminal Justice fingerprint processing

The Director will provide periodic reports to the corporate Trivium Academy of Classical Education Board of Trustees regarding school status and achievement on at least a quarterly basis. Final authority for all matters dealing with the administration of Trivium Charter, SLOCO will rest with the Trivium Academy of Classical Education Board of Trustees. The Director or designee will be responsible for posting the agenda for such meetings, insuring the recording of minutes and making such minutes a part of the public record. The Director, the Board President or a quorum of the Board of Trustees may call a meeting of the Council.

Qualifications to be Employed at Trivium Charter, SLOCO

The qualifications to be met by individual to be employed by the school.

---California Education Code 4705 (b) (5) (E)

The Trivium Charter, SLOCO will only recommend for employment teaching staff holding appropriate California teaching certificates, permits or other documents issued by the Commission on Teacher Credentialing (Education Code 47605). Recommendations shall include input from administration and the teaching staff. The credentialed teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Trivium Charter, SLOCO may also contract with non-certificated specialists to lead workshops in their area of expertise under the direction of a certificated teacher. Trivium Charter, SLOCO may employ teachers for non-core subjects who are not credentialed as defined in statute.

Qualifications for clerical staff and other classified staff will include, but not be limited to, a demonstration or history of professional competence. The best-qualified applicants for positions will always be selected. Previous home education experience is desirable but not mandatory for new charter employment.

It is the goal of the Trivium Charter, SLOCO to have exemplary, competent and professional staff. It is recognized that the uniqueness of the program requires that employees have a certain combination of skills and qualities that will maximize success for the employees and, most importantly, for students and families served by Trivium Charter, SLOCO.

The Charter School's employment practices will be non-sectarian and non-discriminatory. All charter school employment practices will comply with applicable federal and state anti-discrimination laws.

Governing Law: *"The qualifications to be met by individuals to be employed by the school." Education Code Section 47605(b) (5) (E).*

Trivium Charter, SLOCO, staff and school management employees will show a high level of commitment to all areas of instruction and school administration, as demonstrated by, but not limited to, participation in and development of school programs, workshop and training attendance, and participation in quality improvement teams that may be established for school improvement. Trivium Charter, SLOCO provides, at most, a contract for one year of employment and will only authorize future contracts in the subsequent year(s) for employees that are considered appropriately successful in their job duties as outlined in their job description. Trivium reserves the right to terminate contracts and to not issue new contracts as delineated in each employee's contract. Seniority is not a factor in employment offers, wage determination or termination decisions. Work product, work ethics, applicable experience and maintaining a positive and productive culture are the factors that are considered when determining employment offers and wage determination.

Trivium Charter, SLOCO may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All Charter School staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description.

Additionally, Trivium Charter, SLOCO teachers employed by the school must:

- Be flexible, resourceful, imaginative and proficient in a variety of learning methods;
- Learn and implement Classical methodologies
- Work well with a team;
- Be able to design and tailor curriculum for individual students;
- Be able to facilitate learning with students of varied ages and diverse learning styles;
- Be able to design, manage, and assess individual student learning plans;
- Have organizational skills consistent with the requirements of the position;
- Enjoy working and being with students;
- Be committed to making a difference in the quality of the school, and in the lives of the students and staff and;
- Be credentialed within the State of California to teach Core subjects.

The Trivium Charter, SLOCO Director or designee will advertise for, screen applications, interview and select individuals who meet these requirements.

In accordance with Education Code 47605(d)(1), Trivium Charter, SLOCO shall be nonsectarian in its employment practices and all other operations. Trivium Charter, SLOCO shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees will be expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening)

All non-instructional staff will possess the experience, attributes, and skills appropriate to their position as outlined in their job description. Employees will manage the educational programs and facilitate learning services that will be offered to students enrolled in the school.

All employees will be hired as “At-Will” employees unless Trivium Academy of Classical Education Board of Trustees approves a written contract which defines the term and specifics of employment or designates that duty to the Director.

Employment policies will be established by the Trivium Academy of Classical Education Board of Trustees

Professional Development

The Trivium Academy of Classical Education Board of Trustees encourages its staff to participate in professional development opportunities so that they may better serve students. It is also important that they stay up-to-date on changes that may occur by attending conferences and trainings related to charter schools, curriculum, and independent study programs.

Retirement Systems

Governing Law: “The manner by which staff members of Trivium Charter, SLOCO will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” Education Code Section 47605(b)(5)(K)

Participation in State Teachers’ Retirement System (STRS) is offered for all Trivium Charter, SLOCO teachers unless and until Trivium Charter SLOCO’s Board of Trustees revokes participation in STRS. Non-certificated employees shall also contribute to Social Security. No retirement benefits will be available for vendors or contractors of the school. A retirement plan will be offered to those full time employees who are not covered by STRS.

Employee Rights

Governing Law: “Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (b)(5)(M).

Persons employed by Trivium Charter, SLOCO are not considered employees of the District for any purpose whatsoever. All employees of Trivium Charter, SLOCO shall be employed on an “at-will” basis unless a signed written contract states the terms of employment.

Employees of the sponsoring District who resign from employment to work for Trivium Charter, SLOCO and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment.

Persons employed by Trivium Charter, SLOCO are considered employees of Trivium Charter, SLOCO for all purposes. Trivium Charter, SLOCO shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act (Gov. Code 3540, et seq.).

Trivium Charter, SLOCO has adopted and implemented a comprehensive Employee Policy Manual that will be distributed to all employees annually.

Health and Safety Procedures

Governing Law: “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237.” Education Code Section 47605 (b) (5) (F)

Trivium Charter, SLOCO will create and maintain health and safety policies which will be implemented, strictly adhered to and reviewed regularly with staff, students and parents.

Emergency Preparedness

Trivium Charter, SLOCO shall adhere to the Emergency Preparedness procedures drafted specifically to the needs of each Learning Center. This shall include, but not be limited to the following responses: fire, earthquake, terrorist threats, and hostage situations.

Blood Borne Pathogens

Trivium Charter, SLOCO shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Director or designee shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Trivium Charter, SLOCO shall function as a drug, alcohol and tobacco free workplace.

Comprehensive Sexual Harassment Policies and Procedures

Trivium Charter, SLOCO is committed to providing a school that is free from sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

Procedures for Background Checks

Employees of the charter school will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. Volunteer requirements are established by the Director and any volunteer may be required to undergo a background check at any time in order to remain a volunteer.

Role of Staff as Mandated Child Abuse Reports

Employees will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

Faculty and staff will be tested for tuberculosis or screened for risk factors by a healthcare professional prior to commencing employment and working with students as required by Education Code Section 49406.

Health Services and Prescription Medications

Trivium Charter, SLOCO shall administer life saving medications at the learning center such as epi-pens, asthma inhalers or similar.

Student Supervision

Students will be supervised at all times when present at any Trivium Charter, SLOCO facility by teachers, paraprofessionals, or other qualified adults according to state law.

Evacuation Plan

In the event an evacuation is warranted, staff and teachers will proceed with their students as outlined on the evacuation plan posted in each learning center. Before leaving the room, the teacher will make sure they have their class attendance roster with them. Students who are not in a classroom will attach themselves to the nearest teacher exiting the school for the purpose of getting to a designated evacuation site. Once at the evacuation site the teacher and staff will make sure that students find their proper class and assigned teacher. The teacher will take roll to ensure all students are accounted for and safe. The names of any students unaccounted for will be immediately provided to administrative personnel and a staff member will be assigned the task of finding any missing students. The teacher will stay with their class for the duration of the emergency. All students will stay with their

teacher at the designated evacuation site until the administration staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff or designee will notify parents and/or the media where students can be picked up. A designated staff member will sign out students as they are being picked up by a parent or other authorized adult listed on the emergency information card. Parents will be asked to remain in a designated pick-up area, and the students will be escorted to their parents for release.

Procedures by Which Pupils May Be Un-enrolled, Restricted, Suspended or Expelled

This Pupil Un-enrollment, Restriction, Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at Trivium Charter, SLOCO. When the policy is violated, it may be necessary to restrict, to suspend, or to expel a student. This policy shall serve as Charter School’s policy and procedures for student restriction, suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the year and accessible through the Trivium website.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, learning center access restriction, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Trivium Charter, SLOCO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures by reviewing behavior expectations at the informational meetings, orientations and posting the parent/student handbook on the website.

ACADEMIC Expectations and Requirements

Students who do not make appropriate academic progress will be un-enrolled from Trivium Charter, SLOCO pursuant to the terms in the Master Student Agreement (MSA). All students are required to attempt and master coursework as assigned based on their individual ability in order to stay enrolled at Trivium Charter, SLOCO. All students are required to make appropriate academic progress. Students struggling with consistency or with applying appropriate effort within our independent study program will receive increased monitoring and intervention by Trivium Charter, SLOCO staff members. If the

intervention isn't successful and appropriate academic progress is unlikely in an Independent Study Program, students will be referred to a traditional, five-day a week school and un-enrolled at Trivium Charter, SLOCO. Conferences and meetings with parents and students may be called as often as necessary by Trivium Charter SLOCO's staff members for academic intervention and accountability check ups. Missed meetings and/or conferences are grounds for dismissal from Trivium Charter, SLOCO as designated in the MSA.

BEHAVIOR Expectations and Requirements

Students are required to display respectful behavior as outlined in our Parent/Student Handbook and as defined at each Learning Center. All students are subject to restriction from the learning center classes, clubs and events and formal suspension from Trivium Charter, SLOCO.

Procedures for un-enrolling Trivium Charter, SLOCO students will be implemented pursuant to the written agreement signed by the parent, student and charter school teacher or school rules distributed to all parents during each enrollment. All students who are asked to leave the program will receive sufficient notification, have an opportunity to be heard and allowed due process.

Students who do not make appropriate academic progress will be un-enrolled from Trivium Charter, SLOCO pursuant to the terms in the MSA. All students are required to attempt and master coursework as assigned based on their individual ability in order to stay enrolled at Trivium Charter, SLOCO.

Restricted, suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of restriction or suspension. Students may be restricted from accessing Learning Center classes for a designated timeframe as a disciplinary measure which is not considered a formal suspension unless it is designated as such. Students on restriction from the Learning Center will continue all coursework in an Independent Study environment.

A student identified as an individual with disabilities or for whom Trivium Charter, SLOCO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for restriction, suspension, expulsion and un-enrollment procedures and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Trivium Charter, SLOCO will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, for whom Trivium Charter, SLOCO has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Restriction, Suspension and Expulsion of Students

A Pupil may be restricted from the learning center, suspended or expelled from Trivium Charter, SLOCO for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the break or lunch period, whether on or off the school campus; or
4. During, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be restricted, suspended or expelled for any of the following acts when it is determined the pupil:

- *Caused, attempted to cause, or threatened to cause physical injury to another person.
- *Willfully used force of violence upon the person of another, except self-defense.
- *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 students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- *Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- *Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- *Committed or attempted to commit robbery or extortion.
- *Caused or attempted to cause damage to school property or private property.
- *Stole or attempted to steal school property or private property.
- *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. This section does not prohibit the use of his or her own prescription products by a pupil.
- *Committed an obscene act or engaged in habitual profanity or vulgarity.
- *Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- *Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- *Knowingly received stolen school property or private property.
- *Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

*Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

*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.

*Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs

*Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

*Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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 it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family...

*Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

*Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

*Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Alternatives to restriction, suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension and Restriction Procedure from the Learning Center classes, clubs and activities

Suspensions shall be initiated according to the following procedures. Suspension procedures may be formal and parent/student will receive the suspension notice in writing that will include a restitution requirement before returning to campus. Suspension procedures may also be informal, designated as “Restriction”, and used as a behavior modification tool for a student who has been disruptive in the learning center. Restricted students continue all coursework but may be restricted from all or any part of Learning Center classes and activities. Restrictions may also include a restitution requirement before returning to campus. All students are subject to suspension and restriction.

Conference

Suspensions and Restrictions shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is restricted or suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to the learning center for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within five school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended or restricted pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension or restriction, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended or restricted, the parent/guardian shall be notified in writing of the suspension or restriction and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school and any requirement for re-entry to the learning center classes. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension or restriction, the notice may request that the parent/guardian respond to such requests without delay.

Upon a recommendation of Expulsion by the Director or Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following

determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Board of Trustees following a hearing before it or by an administrative panel of Trivium staff. The administrative panel should consist of at least three staff members. The administrative panel may recommend expulsion of any student found to have committed an expellable offense. Generally, the charter school Board of Trustees anticipates that it will rely upon the recommendations of an administrative panel rather than conducting the hearing itself.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Council for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Trivium Charter SLOCO's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Trivium Charter, SLOCO may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both,

would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Council, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Trivium Charter, SLOCO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, Trivium Charter, SLOCO must present evidence that the witness' presence is both desired by the witness and will be helpful to Trivium Charter, SLOCO. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or

contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, 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. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Council, administrative panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the administrative panel shall be in the form of written findings of fact and a written recommendation to the Governing Council who will make a final determination regarding the expulsion. The final decision by the Governing Council shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Council is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. The student may be placed in an alternate Trivium Charter, SLOCO program.

Written Notice to Expel

The Director or designee following a decision of the Governing Council to expel shall send written notice of the decision to expel, including the Governing Councils' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- 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 Trivium Charter, SLOCO.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Disciplinary Records

Trivium Charter, SLOCO shall maintain records of all student suspensions and expulsions at Trivium Charter, SLOCO. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Trivium Charter, SLOCO as the Board of Trustee's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from Trivium Charter, SLOCO shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Trivium Charter , SLOCO for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of Trivium Charter , SLOCO following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and/or to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make the determination following the meeting.

The pupil's readmission is also contingent upon Trivium Charter SLOCO's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of District

Trivium Charter, SLOCO shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who Trivium Charter, SLOCO or District would be deemed to have knowledge that the student had a disability

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum without the learning center classes, and to progress toward meeting the goals set out in the student's IEP. Students restricted from Learning Center classes and activities shall continue receiving all services designated in the student's IEP.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Trivium Charter, SLOCO, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Trivium Charter, SLOCO the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Trivium Charter, SLOCO, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Trivium Charter, SLOCO had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and Trivium Charter, SLOCO agree to a change of placement as part of the modification of the behavioral intervention plan.

If Trivium Charter, SLOCO, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then Trivium Charter, SLOCO may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or if Trivium Charter, SLOCO believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Trivium Charter, SLOCO the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Trivium Charter, SLOCO agree otherwise.

Special Circumstances

Trivium Charter SLOCO's personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Trivium Charter, SLOCO had knowledge that the student was disabled before the behavior occurred.

Trivium Charter, SLOCO shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Trivium Charter, SLOCO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Trivium Charter, SLOCO supervisory personnel.

If Trivium Charter, SLOCO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Trivium Charter, SLOCO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Trivium Charter, SLOCO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Trivium Charter, SLOCO pending the results of the evaluation.

Trivium Charter, SLOCO shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Attendance Alternatives

Governing Law: "The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code Section 47605(b)(5)(L).

Trivium Charter, SLOCO is designed as a public education alternative to site-based schools. Students who decide not to continue attending this charter school may attend school in their school district of residence or another school district in accordance with existing district enrollment and transfer policies. Enrollment and transfer policies and procedures of the sponsoring district only apply for those students who are residents of that district. No special rights to attend any school shall be conferred by nature of enrollment in Trivium Charter, SLOCO. No student is required to attend Trivium Charter, SLOCO.

Dispute Resolution Process

Governing Law: "The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code Section 47605(b)(5)(N).

The intent of this dispute resolution process is to:

Resolve disputes within Trivium Charter, SLOCO pursuant to the school's policies.
Minimize the oversight burden on the District.
Ensure a fair and timely resolution to disputes.

Disputes Arising Within Trivium Charter, SLOCO

Disputes arising from within Trivium Charter, SLOCO including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the administration of the school, and if necessary the Board of Trustees of Trivium Charter SLOCO. The District will not intervene in any such internal disputes without the consent of the Board of Trustees of Trivium Charter, SLOCO. The District will refer any complaints or reports regarding such disputes to the administrative staff of Trivium Charter, SLOCO for resolution, and if necessary the Governing Council of Trivium Charter, SLOCO. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Council of Trivium Charter, SLOCO has requested the District to intervene in the dispute.

Disputes between Trivium Charter, SLOCO and the sponsoring district

Trivium Charter, SLOCO agrees to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

Trivium Charter, SLOCO will always attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Trivium Charter, SLOCO and the District, Trivium Charter, SLOCO and the District agree to first define the issue in written format and refer the matter to the District Superintendent and the Trivium Charter, SLOCO Director. In the event that the District Board of Directors believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Trivium Charter, SLOCO requests that this be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede, impair or otherwise prohibit the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Director of Trivium Charter, SLOCO and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Director and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The Superintendent and the Director shall develop the format of the mediation session jointly. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the

District and Trivium Charter, SLOCO. All timelines or procedures in the section may be revised if mutually agreed upon by the District and Trivium Charter, SLOCO.

Term, Renewal and Revocation

The term of this Charter shall begin July 1, 2016, and shall expire June 30, 2021. Trivium Charter, SLOCO shall initiate renewal of the charter at least six (6) months prior to expiration of the charter term. This Charter shall be governed by the applicable standards and criteria set forth by Education code at the time approval is requested.

The District may revoke this Charter by a majority vote of the District Governing Board in accordance with the process and timeline contained in Education Code Section 47607.

Prior to revocation, the District Chartering Board shall notify Trivium Charter, SLOCO of any violation(s) and give Trivium Charter, SLOCO a reasonable period of time, based on the nature of each of the violations, to correct the violations unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of students. In the event a violation is not corrected to the District's satisfaction within the reasonable period of time specified, the District may take action to revoke the Charter.

Oversight and Reporting

Trivium Charter, SLOCO will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to Trivium Charter, SLOCO in a timely fashion. The District and Charter School will negotiate in good faith to develop and review, on an annual basis if necessary, a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified in Trivium Charter SLOCO's Act and/or necessitated for the implementation of the Charter. It shall be entitled to reimbursement by Trivium Charter SLOCO for its actual costs not to exceed three percent (3%) of the state general purpose entitlement and categorical block grant revenues received by the Charter. The District is required to provide, rent-free facilities to Trivium Charter, SLOCO. If the District provides rent-free facilities, the District may charge Trivium Charter, SLOCO its actual costs of supervisor oversight, not to exceed three percent (3%) of state general purpose entitlement and categorical block grant revenues received by Trivium Charter, SLOCO.

The District may inspect or observe any part of Trivium Charter, SLOCO at any time, but shall provide reasonable notice to the Trivium Charter, SLOCO administrator prior to any observation or inspection. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the consent of Trivium Charter SLOCO's Board of Trustees.

Labor Relations

Governing Law: “A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.” Education Code Section 47605(b)(5)(O).

Trivium Charter, SLOCO shall be deemed the exclusive public school employer of the employees of Trivium Charter, SLOCO for the purposes of the Educational Employment Relations Act (“EERA”). In accordance with the EERA, employees may join and be represented by an organization of their choice for professional and employment relationships.

School Closure Provisions

Governing Law: “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(b)(5)(P).

Closure of the School will be documented by official action of the Trivium Charter, SLOCO Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Trivium Charter, SLOCO’s Governing Council will promptly notify parents and students of Trivium Charter, SLOCO, the District, **the San Luis Obispo County Office of Education**, Trivium Charter SLOCO’s SELPA, the retirement systems in which Trivium Charter SLOCO’s employees participate (State Teachers’ Retirement System, 401K plan), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Governing Council will ensure that the notification to the parents and students of Trivium Charter, SLOCO of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Council's decision to close the School.

The Governing Council will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family

Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the District to store original records of Trivium Charter, SLOCO students. All records of the School shall be transferred to the District upon the Charter School closure. If the District will not or cannot store the records, Trivium Charter, SLOCO shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Trivium will prepare final financial records. Trivium will also have an independent audit completed within six months after closure. Trivium will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Trivium and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Trivium Charter, SLOCO.

The Charter will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Trivium Charter, SLOCO all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Trivium Charter, SLOCO, remain the sole property of Trivium Charter, SLOCO and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon the Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Trivium Charter, SLOCO shall remain solely responsible for all liabilities arising from the operation of the School.

As Trivium Charter, SLOCO is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget, Trivium Charter, SLOCO will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

Trivium Charter, SLOCO shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of Trivium Charter, SLOCO or for claims arising from the performance of acts, errors or omissions by Trivium Charter, SLOCO if the authority has complied with all oversight responsibilities required by law. Trivium Charter, SLOCO shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Trivium Charter, SLOCO.

Further, Trivium Charter, SLOCO and the District shall enter into a memorandum of understanding, wherein Trivium Charter, SLOCO shall indemnify the District for the actions of Trivium Charter, SLOCO under this charter.

The corporate bylaws of Trivium Charter, SLOCO shall provide for indemnification of Trivium Charter SLOCO's Governing council, officers, agents and employees. Trivium Charter, SLOCO will purchase general liability insurance, Governing Council Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and Trivium Charter SLOCO's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Trivium Charter, SLOCO.

Trivium Charter SLOCO's Governing Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Potential Effects of the School on the Authorizing Agency

Operation and Location:

Trivium Charter, SLOCO will operate as an independent study program with multiple learning centers. Atascadero Unified School District is the authorizing agency.

Administrative Services:

Atascadero Unified School District will administrative oversight services as defined in Education Code 47604.32. The charter authorizer and the charter school will establish an agreement regarding the format, frequency, and scope of oversight services.

Civil Liability Issues

The potential civil liability effects, if any, upon the charter school and upon the district will be limited by insurance coverage which includes Property, General Liability, Workers' Compensation, Errors and Omissions, Crime, and School Board Legal Liability.

CONCLUSION

By approving this charter, the Atascadero Unified School District will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Trivium Charter, San Luis Obispo pledges to work cooperatively with the District to answer any concerns over this document.