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California Department of EDUCATION

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## Informe de responsabilidad escolar 2019-2020

[Descarga de responsabilidad de traducción](#)

Spanish

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# Informe de responsabilidad escolar Reportado usando datos del año escolar 2019-2020 Departamento de Educación de California

Para el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Las escuelas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP) para todos los alumnos, con actividades específicas para abordar las prioridades consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de [California Department of Education](#).
- Para obtener información adicional sobre la escuela, los padres / tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.



Original text

Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities.

[Contribute a better translation](#)

### DataQuest

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

## Panel de control de la escuela de California

El Tablero de Escuelas de California (Tablero) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejoramiento continuo y responsabilidad de California y brinda información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar las fortalezas, los desafíos y las áreas que necesitan mejorar.

## Mariesa Earl, MS y Jennifer Dobson, HS

- Director, PUC Triumph Charter Academy y PUC Triumph Charter High

## Acerca de nuestra escuela

### TCA

PUC Triumph Charter Academy (TCA), an independent public charter school, is part of a network of schools that comprise the Partnerships to Uplift Communities (PUC) schools. Like all PUC schools, we believe in the fundamental right of all students to be fully prepared for a four-year college. Our rigorous academic program, and our commitment to collaboration among staff, parents, and students will continue to guide our students to success in high school and beyond. We have an excellent team of energetic and dedicated administrators, teachers, experienced office staff, and after school coaches and tutors who come together to create a vibrant learning community for the students in PUC Triumph Charter Academy. Our school is characterized by high expectations for all students, a college going culture, mutual respect, thriving after school program, and interventions and support for all students as needed in order to ensure that all of them graduate from PUC Triumph Charter Academy prepared for high school success with a vision of graduating from college. We work closely with our families and use their input to continue growth for PUC Triumph Charter Academy.

### TCHS

PUC Triumph Charter High School (TCHS) is an academic community that is committed to serving and supporting our students and families. Our dedicated staff fosters an environment that is warm, welcoming, and inclusive. Our loyal family's partner with us to create a school culture that is driven by relationships and full of heart. As a result, students have a safe place to take risks and push themselves toward academic and personal excellence. We believe our students have the right to a quality education that will enable them to acquire the skills and knowledge that will allow them to attend college, obtain success, and be fulfilled and contributing members of society. TCHS offers a college-preparatory and rigorous educational experience emphasizing character development and high academic achievement.

## Contact

PUC Triumph Charter Academy and PUC Triumph Charter High  
 13361 Glenoaks Blvd.  
 Sylmar, CA 91342-4265

Phone: 818-356-2795

Email: [c.rivas@pucschools.org](mailto:c.rivas@pucschools.org)

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	PUC Triumph Charter Academy and PUC Triumph Charter High
<b>Street</b>	13361 Glenoaks Blvd.

<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

<b>City, State, Zip</b>	Sylmar, Ca, 91342-4265
<b>Phone Number</b>	818-356-2795
<b>Principal</b>	Mariesa Earl, MS & Jennifer Dobson, HS
<b>Email Address</b>	<a href="mailto:c.rivas@pucschools.org">c.rivas@pucschools.org</a>
<b>Website</b>	<a href="http://pucschools.org">http://pucschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330133272

*Last updated: 1/23/2021*

**School Description and Mission Statement (School Year 2020–2021)**

**TCA AND TCHS:**

The mission for PUC Triumph Charter Academy and Triumph Charter High School is to provide a personalized learning environment in which students work for, and achieve mastery of the most rigorous academic standards while discovering and cultivating their unique gifts and talents. Triumph Charter Academy will graduate students who are on track to be college and career-ready and are committed to uplifting their community.

**Vision**

The vision for Triumph Charter Academy and Triumph High School is guided by PUC’s 3 Commitments:

1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

The vision of PUC Triumph Charter Academy and PUC Triumph Charter High School is to operate a small high-performance school in order to prepare each student to enter and succeed in college. The primary strength of TCA and TCHS is the highly accountable educational model guided by core values, such as:

1. High expectations for all students.
2. Small personalized school and classrooms.
3. Increased instructional time.
4. Highly qualified Principals and Teachers.
5. Parents as partners.

Our staff is dedicated and we are “In It to Win It”, “Everything Speaks”, and “Scholarliness = Success” for our scholars and staff.

Like all PUC schools, Triumph Charter Academy and Triumph Charter Academy High School maintains high academic expectations for all students. Our teachers work collaboratively to create learning experiences that promote cognitive engagement for students in all content areas. We are especially committed to developing students’ skills in reading, writing, and mathematical reasoning.

In addition to emphasizing a college-going curriculum and culture, PUC Triumph Charter Academy and Triumph Charter Academy High School believes strongly in educating “the whole child.” A daily Advisory period supports students in developing both academic and personal goals for themselves. Clinical counseling staff provide individual and group sessions for students in need.

In the 2015-16 school year, PUC Triumph Charter High School was merged under PUC Triumph Charter Academy to ensure a continuous education in grades 6-12 in the same school. That same year, the school moved into our beautiful new PUC Sylmar Education Complex in Sylmar. The facility has a beautiful field, gymnasium, and theatre in addition to large, state of the art classrooms. PUC Triumph Charter Academy and PUC Triumph Charter High School shares our outstanding new campus with PUC Lakeview Charter High School.

An excellent team of energetic and dedicated administrators, teachers, experienced office staff, and after school coaches and tutors come together to create a vibrant learning community for the students in PUC Triumph Charter Academy and PUC Triumph Charter High School. Our school is characterized by high expectations for all students, a college going culture, mutual respect, a rich after school program, and interventions and support for all students as needed in order to ensure that all of them graduate prepared for high school and college success with a vision of future college graduation.

PUC Triumph Charter Academy and PUC Triumph Charter High School offers many extracurricular opportunities to get involved. Students participate in ASB,

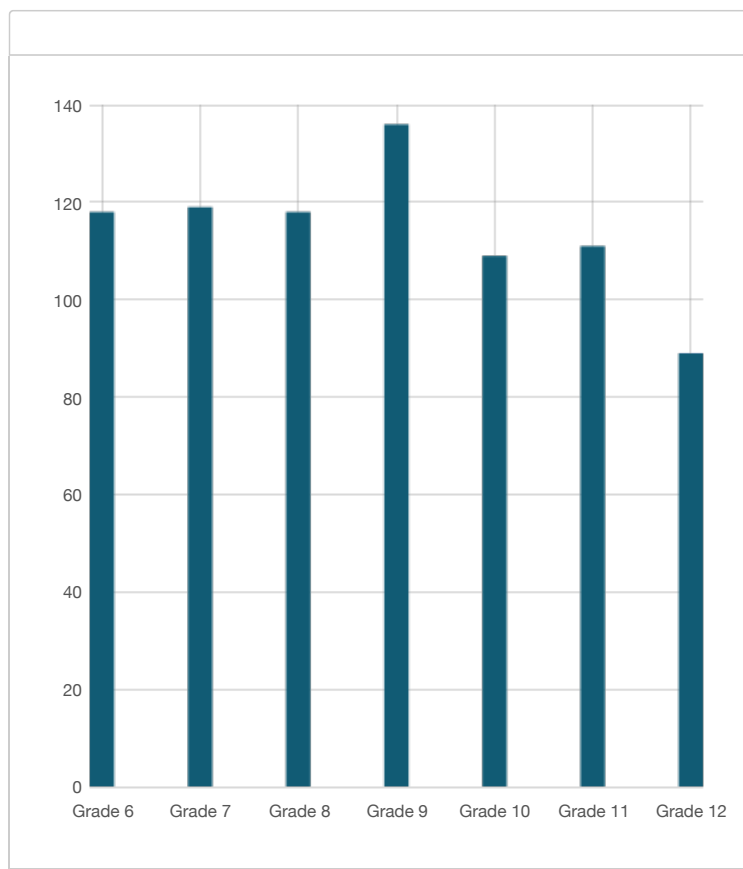
Environmental Club, and the Dance Team. We have a host of CIF sports, including Volleyball, Cross Country, Soccer, Basketball, Softball, and Baseball. We also have a thriving after school program, run by Think Together as well as ASES. Through our programs, students can be a part of Cheer Club, Archery Club, receiving tutoring services or even Cooking Club. We offer a robust academic program, which includes our Advanced Placement courses, as well as a variety of engaging electives such as Creative Writing, Global Studies, and Leadership. Furthermore, we highly value the arts and are proud of our Visual Arts and Dance programs. Finally, in partnership with a local community college, students have the opportunity to take college classes on our campus, which we offer each semester as well as over the summer. Instruction at our school is data-driven and student-centered. Teachers facilitate lessons that are rigorous, and challenge students to take ownership of their learning. We believe that fostering student responsibility, initiative, and leadership will prepare students to be empowered—not only to attend college, but to uplift our community now and forever.

PUC Triumph Charter Academy and PUC Triumph Charter High School were the proud recipients of the California Gold Ribbon School and Title I Academic Achievement Awards during the 2016-17 school year for our outstanding school culture and our academics. We are proud to be serving our community, and will continue to push our practice so that students receive the high-quality education that they deserve.

*Last updated: 1/30/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Grade 6	118
Grade 7	119
Grade 8	118
Grade 9	136
Grade 10	109
Grade 11	111
Grade 12	89
Total Enrollment	800



*Last updated: 1/23/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

DATA FOR TCA/TCHS WAS CALCULATED USING THIS FORMULA:

TCA % + TCHS % /2=%

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	%

Asian	0.30 %
Filipino	0.10 %
Hispanic or Latino	97.10 %
Native Hawaiian or Pacific Islander	0.10 %
White	0.30 %
Two or More Races	0.30 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	90.40 %
English Learners	10.30 %
Students with Disabilities	12.30 %
Foster Youth	0.40 %
Homeless	%

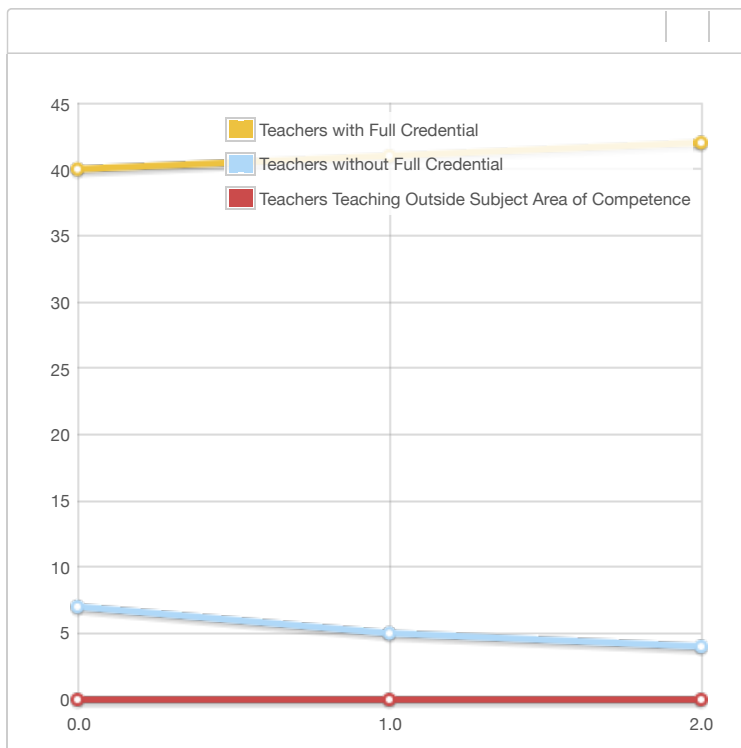
### State Priority: Basic

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

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

### Teacher Credentials

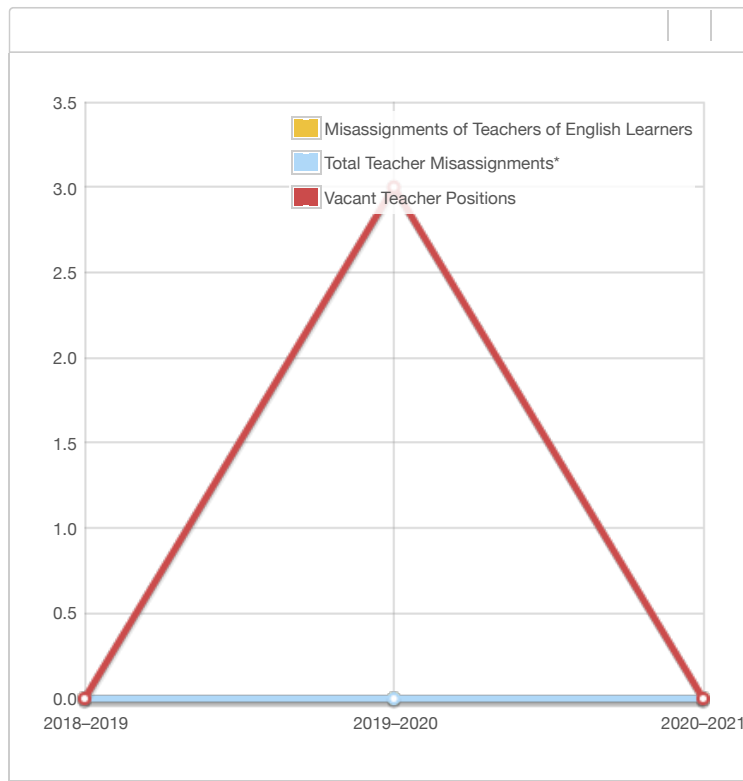
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	40	41	42	20610
Without Full Credential	7	5	4	669
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1337



Last updated: 1/30/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	3	0



Nota: “Asignaciones incorrectas” se refiere a la cantidad de puestos ocupados por maestros que carecen de autorización legal para enseñar ese nivel de grado, materia, grupo de estudiantes, etc.

\* Las asignaciones incorrectas de maestros incluyen la cantidad de asignaciones incorrectas de maestros de estudiantes de inglés.

Última actualización: 30/1/2021

### Calidad, vigencia, disponibilidad de libros de texto y otros materiales educativos (año escolar 2020-2021)

Año y mes en que se recopilaron los datos: diciembre de 2020

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Lectura / Artes del lenguaje	<p>At PUC Triumph we pride ourselves on tailoring curriculum to meet the needs of our students. Although we use multiple resources to guide our planning, we customize each lesson to our specific student audience, and tie content standards to each daily objective.</p> <p>English Language Arts Common Core Standards, NEWSLEA articles, and the below novels.</p> <p>Grade 8 TCA: Title: Maus I &amp; II, Art Spiegelman Title: Night, Elie Wiesel Title: Fahrenheit 451, Ray Bradbury</p> <p>Grade 7</p>	Yes	0.00 %

Title: I Am Malala, Malal Yousafzai and Patricia McCormick  
 Title: A Long Walk to Water, Linda Sue Park  
 Title: Outsiders, S.E. Hinton  
 Title: The Book Thief, Markus Zusak  
 Grade 6  
 -Wonder, R.J. Palacio  
 -Enrique's Journey, Sonia Nazario  
 -The Lightning Thief, Percy Jackson

TCHS:

Title: To Kill A Mockingbird, Lee Harper, Subject: English 9, Year of Adoption: 2010  
 Title: Lord of the Flies, William Golding, Subject: English 9, Year of Adoption: 2010  
 Title: Fahrenheit 451, Ray Bradbury, Subject: English 10, Year of Adoption: 2010  
 Title: Othello, William Shakespeare, Subject: English 10, Year of Adoption: 2010  
 Title: The Great Gatsby, F. Scott Fitzgerald, Subject: English 11, Date of Adoption: 2010  
 Title: Across a Hundred Mountains, Reyna Grande, Subject: English 11, Date of Adoption: 2017  
 Title: Hamlet, William Shakespeare, Subject: English 12, Date of Adoption: 2010  
 Title:ERWC Modules (Expository Reading and Writing Curriculum), Subject: English 12, Date of Adoption: 2017

Mathematics

TCA:

Yes

0.00 %

Math Common Core Standards  
 &  
 Grade 8  
 Maneuvering the Middle  
 Year of Adoption: 2019  
 Grade 7  
 Eureka Math - Engage NY  
 Year of Adoption: 2017  
 Grade 6  
 Eureka Math - Engage NY  
 Year of Adoption: 2017

TCHS:

Title: SpringBoard, Subject: Algebra I, Date Adopted: 2017  
 Title: SpringBoard, Subject: Geometry, Date Adopted: 2017  
 Title: SpringBoard, Subject: Algebra II, Date Adopted: 2017

Science

TCA:

Yes

0.00 %

NGSS Content Standards  
 &  
 Grades 6, 7 and 8  
 Amplify  
 Year of Adoption: 2018

TCHS:

Title: Glencoe, Life Science Adopted: 2008  
 Title: Biology, Prentice Hall, Subject: Biology, Date Adopted: 2010

History-  
 Social  
 Science

TCA:

No

0,00%

Estándares Básicos Comunes de Artes del Lenguaje Inglés,  
 Historia Viva, Preguntas Basadas en Documentos

y NEWSELA TCHS: Título: Historia mundial, Materia: Historia mundial, Fecha de adopción: 2009 Título: Aprendizaje de Cengage del gobierno estadounidense, Materia: Gobierno, Fecha de adopción: 2013 Título: Historia estadounidense Alan Brinkley, Materia: Historia de EE.			
Idioma extranjero	Título: Abriendo Paso Temas y Lecturas-Pearson Asunto: Español I, Fecha de adopción: 2014 Título: Nuevas Vistas Curso Dos-Holt, Asunto: Español II, Fecha de adopción: 2014	si	0,00%
Salud	Intercambio de salud entre pares adoptado: 2016		0,00%
Artes visuales y escénicas	TCA y TCHS: El maestro creó unidades de estudio basadas en los estándares de contenido.		0,0%
Science Lab Eqpmt (grados 9-12)	N / A	N / A	0,0%

Nota: las celdas con valores N / A no requieren datos.

*Last updated: 1/30/2021*

### School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, disinfected, safe, and functional. To assist in this effort, PUC Schools uses a facility survey instrument developed by the State of California OPSC to evaluate facilities on an annual basis.

**Maintenance and Repair:**

Facilities Technicians ensure that necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service metrics and that emergency repairs are given the highest priority. The Facilities Director manages this process centrally.

**Cleaning Process and Schedule:**

PUC Schools adopted cleaning standards for all schools in the organization to ensure a healthy learning environment. The Facilities Director establishes cleanliness standards and works with school site staff to develop cleaning schedules to ensure a clean and safe school.

**Environmental Health and Safety:**

The Facilities Coordinator performs monthly site inspections of each school to observe, detect, mitigate, and eliminate hazards that may contribute to illness or injury. An Injury and Illness Prevention Plan was adopted by the governing board of PUC Schools and is implemented by the CEO.

*Last updated: 1/30/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected



- The overall rating

Year and month of the most recent FIT report: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Expanded HVAC services with sanitation of the airstream and upgraded filters to Merv-13
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Installed solar system.

### Overall Facility Rate

Year and month of the most recent FIT report: February 2020

Overall Rating	Exemplary
----------------	-----------

*Last updated: 1/30/2021*

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	51%	N/A	40%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	26%	N/A	30%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

*Last updated: 1/23/2021*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/23/2021*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/23/2021*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	21	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Última actualización: 1/23/2021

**Resultados de los exámenes CAASPP en ciencias por grupo de estudiantes de quinto, octavo grado y escuela secundaria (año escolar 2019-2020)**

Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	N / A	N / A	N / A	N / A	N / A
Masculino	N / A	N / A	N / A	N / A	N / A
Hembra	N / A	N / A	N / A	N / A	N / A
Negro o afroamericano	N / A	N / A	N / A	N / A	N / A
Indio americano o nativo de Alaska	N / A	N / A	N / A	N / A	N / A
asiático	N / A	N / A	N / A	N / A	N / A
Filipino	N / A	N / A	N / A	N / A	N / A
hispano o latino	N / A	N / A	N / A	N / A	N / A
Nativo de Hawái o de las islas del Pacífico	N / A	N / A	N / A	N / A	N / A
Blanco	N / A	N / A	N / A	N / A	N / A
Dos o mas carreras	N / A	N / A	N / A	N / A	N / A
En desventaja socioeconómica	N / A	N / A	N / A	N / A	N / A
Aprendices de ingles	N / A	N / A	N / A	N / A	N / A
Estudiantes con discapacidades	N / A	N / A	N / A	N / A	N / A
Estudiantes que reciben servicios de educación migrante	N / A	N / A	N / A	N / A	N / A
Juventud de crianza	N / A	N / A	N / A	N / A	N / A
Vagabundo	N / A	N / A	N / A	N / A	N / A

Nota: las celdas con valores N / A no requieren datos.

Nota: Los datos de 2019–2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

*Última actualización: 1/23/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

PUC Triumph Charter Academy and PUC Triumph Charter High does not offer CTE programming.

PUC Triumph Charter Academy and PUC Triumph Charter High does not offer CTE programming.

*Last updated: 1/23/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

Not Applicable. PUC Triumph Charter Academy and PUC Triumph Charter High does not offer CTE programming.

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

*Last updated: 1/23/2021*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	97.25%

*Last updated: 1/23/2021*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Data provided by CDE. Data not yet available. School will update report once data is provided.

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/23/2021*

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

**TCA**

PUC Triumph Charter Academy has monthly family nights on a variety of topics, such as learning strategies to support their child academically, attendance data, space and time to provide the school feedback, graduation requirements, and student celebrations. In addition to hosting monthly family events such as Back to School Night and Student Led Conferences, we welcome and invite parents daily as our partner in this work. This year, we also have instituted Coffee with the Principal, as one school, to strengthen our parent partnership, and some of our parents are also part of the School Advisory Council once a month, in which they help with the decision making of the school.

**TCHS**

PUC TCHS hosts monthly family nights that focus on a variety of topics, such as student academics, college applications, financial aid, and community issues. Parents also have the opportunity to sit on the School Advisory Council (SAC) or become involved in groups specific to their child’s interests, such as providing support for their child’s sports team or getting involved in the Senior Parents group, which helps with fundraising and will be hosting the upcoming Senior Brunch. The SAC creates a partnership between the parents and school that allows us to collaborate with one another in order to ensure that we stay committed and accountable to our students’ success.



Last updated: 1/30/2021

## State Priority: Pupil Engagement

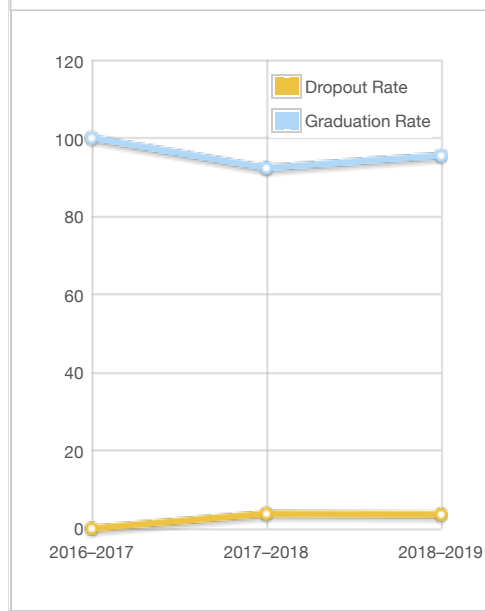
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	3.80%	3.60%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	92.30%	95.50%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/23/2021

## State Priority: School Climate

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

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

Data for TCA and TCHS was combined for all three years using data taken from DataQuest for all three years.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.50%	0.20%	0.80%	0.70%	3.50%	3.50%
Expulsions	0.00%	0.40%	0.00%	0.00%	0.10%	0.10%

**Suspensions and Expulsions for School Year 2019–2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	0.30%	2.50%
Expulsions	0.00%	0.01%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/30/2021*

**School Safety Plan (School Year 2020–2021)**

Emergency Response plan:

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property. The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to know their roles in these plans.

The School Emergency Response Plan addresses our responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

The School Emergency Response Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements:

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Scope:  
 The Scope encompasses our schools. It addresses a broad range of major emergencies; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, earthquakes and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

- The objectives of the plan are to:
- Protect the safety and welfare of students, employees and staff.
  - Provide for a safe and coordinated response to emergencies.
  - Protect the School's facilities and properties.
  - Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Frequency:  
 Our staff is trained annually during In-Service Professional Development held in August.

**COVID-19 SAFETY PROTOCOLS:**

PUC Schools has implemented several procedures to protect team members, students and visitors.  
 Temperature taking and screening questions: Everyone is required to take a temperature check when entering the school site plus fill out a screening questionnaire to determine their exposure to the virus and grant or deny access to the facilities.  
 Disinfecting Protocol: Maintenance disinfects the facilities daily covering all surfaces using electrostatic sprayers.  
 HVAC upgrades: All HVAC filters have been upgraded to MERV-13 and implemented an annual sanitation of the air stream to always ensure clean air.  
 Plexiglass: All front offices has plexiglass protection for our staff and every desk in classrooms that are planning to be use for in-person instruction.  
 Mask wearing: guidelines to strictly enforce mask wearing all PUC Facilities have been implemented.  
 Social Distancing: Requirements to keep a minimum of 6ft on each direction is strictly enforced, classrooms getting ready for in-person instruction are prepared by separating every desk to a 6ft. distance on every direction.

Last updated \_\_\_\_12/14/2020\_\_\_\_\_.

*Last updated: 1/30/2021*

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	29.00		36	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00		36	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.00	7	36	
Otro**				

\* El número de clases indica cuántas clases se incluyen en cada categoría de tamaño (un rango del total de estudiantes por clase).

\*\* La categoría "Otro" es para clases de niveles de varios grados.

Última actualización: 1/23/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	12	22	
Mathematics	22.00	15	20	
Science	24.00	9	18	
Social Science	27.00	2	21	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	14	21	
Mathematics	23.00	10	22	1
Science	26.00	5	22	
Social Science	27.00	5	19	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	16	31	
Mathematics	23.00	11	22	
Science	24.00	9	18	
Social Science	26.00	5	19	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/23/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/30/2021*

**Student Support Services Staff (School Year 2019–2020)**

Number of FTE* Assigned to School	
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/30/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13245.00	\$2561.00	\$10684.00	\$69256.00
District	N/A	N/A	\$9056.00	\$78962.00
Percent Difference – School Site and District	N/A	N/A	18.00%	-12.30%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	37.90%	-16.60%

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

*Last updated: 1/30/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

#### TCA

PUC Triumph Charter Academy is committed to both the academic success and social well-being of each and every student. Students access an academically rich learning environment through Common Core driven text selections, technology, and lessons that prepare students with 21st Century skills. PUC Triumph Charter Academy continues to provide Positive Behavior Intervention Supports (PBIS) school-wide. PBIS focuses on positive reinforcement around the three 3Rs: Respect, Responsibility and Readiness. Tiger Celebrations, held monthly, further promote school-wide expectations, along with our Awards Assemblies that reward students for academic excellence in all contents. In addition, with our PBIS, we also have a computer-based program for reading and math, known as iReady, that allows students to access the program from home. PUC Triumph Charter Academy's Extended Day Program offers additional Math and English support in which a credentialed teacher provides mandatory intervention to specific students who have foundational gaps in their learning based on the MAP data.

#### TCHS

PUC TCHS offers a variety of programs to support and assist students. Each teacher provides after school intervention at least once per week. In addition, PUC TCHS employs an instructional coach who works closely with our teachers to ensure all instruction is purposeful and productive. We also employ two behavior specialists who work with us to help manage and support students as needed with RTI. Like PUC TCA, PUC TCHS also has implemented PBIS. Our complementary norms, known as the ROARS, are: Respect, Ownership, Attitude, Responsibility, and Safety and are reinforced at monthly celebrations. PUC TCHS has invested a variety of resources to support both the ELA and math team: ELA instructional software, Achieve 3000; and math instructional software, Smart City, are in place to support instruction and well as assessment so that teachers can assess student gaps and address needed standards in a strategic way.

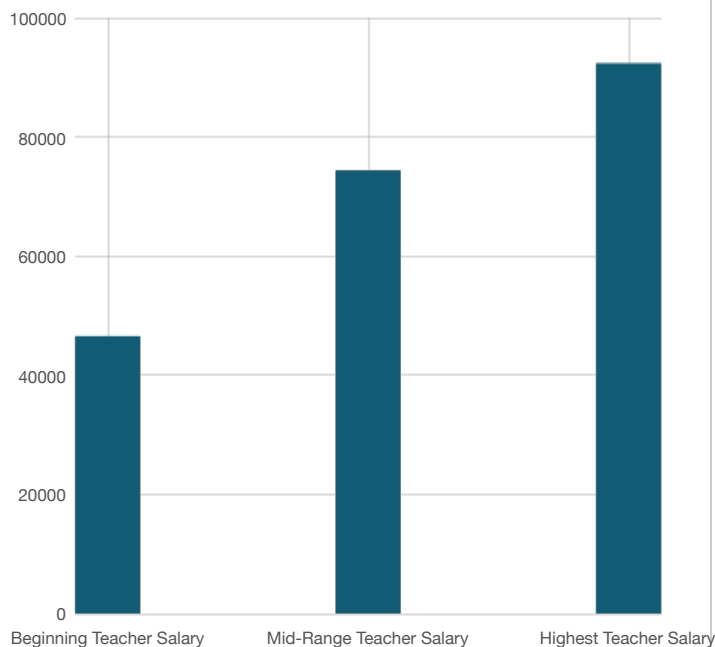
*Last updated: 1/30/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

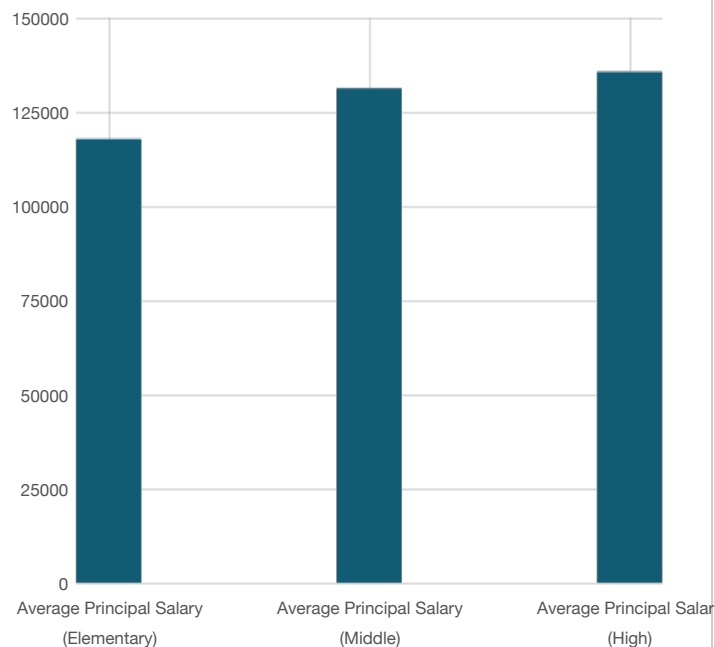
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**



**Principal Salary Chart**



*Last updated: 1/23/2021*



### Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 22.30%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered*	8

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

Last updated: 1/23/2021

### Professional Development

PUC TCA-TCHS breakdown of numbers is below:

TUES/SUPER MIN:

TCA-43/TCHS-51

FULL DAYS: TCA-10/TCHS-10

TOTAL: 61 TUES/SUPER MIN: TCA-47/TCHS-51

FULL DAYS: TCA-5/TCHS-4

TOTAL: 55 TUES:

SUPER MIN: 35

FULL DAYS: 4

TOTAL:39

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	61	55	39

Preguntas: EQUIPO SARC | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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