

PUC Triumph Charter Academy and PUC Triumph Charter High
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	13361 Glenoaks Blvd. Sylmar, CA , 91342-4265	Principal:	Mariesa Earl (MS) Jennifer Dobson (HS)
Phone:	818-356-2795	Grade Span:	

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Mariesa Earl (MS) Jennifer Dobson (HS)

Principal, PUC Triumph Charter Academy and PUC Triumph Charter High

About Our School



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, families, 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, building a culture of college and career readiness, 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 improving 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](tel:818-356-2795)

Email: j.dobson@pucschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name Los Angeles Unified
Phone Number
Superintendent Carvalho, Alberto
Email Address alberto.carvalho@lausd.net
Website <https://www.pucschools.org/tca/>

School Contact Information (School Year 2022–23)

School Name PUC Triumph Charter Academy and PUC Triumph Charter High
Street 13361 Glenoaks Blvd.
City, State, Zip Sylmar, CA , 91342-4265
Phone Number 818-356-2795
Principal Mariesa Earl (MS) Jennifer Dobson (HS)
Email Address c.rivas@pucschools.org
Website <https://www.pucschools.org/tca/>
County-District-School (CDS) Code 19647330133272

Last updated: 1/19/23

School Description and Mission Statement (School Year 2022–23)

In support of accelerating student learning and being responsive to the current time and situation, Triumph will progress monitor the school-based interventions for the academic and social emotional needs of all students. Through quarterly check-points, the school's targeted interventions will use baseline assessments, along with additional student data points gathered by the school site, to determine the student's areas of growth and achievement. This will be done through site-level quarterly data analysis (academic, social emotional, & behavioral), ongoing data collection and tracking, & quarterly School Advisory Committee (SAC) & English Learning Advisory Committee (ELAC) throughout the school year. PUC Triumph will bring in periodically throughout the school year consultants from NWEA Map to support the analysis of data and creating actionable next steps. The school has also hired two full-time MFT Associates to support our students' mental health. Additionally, hosting social events that foster team building, tolerance and inclusivity, and support mental health. Hosting courses for parents to support them or understand their students' challenges and workshops about social media and its negative impacts. In addition, during our data cycles that occur every eight weeks, Triumph will monitor the needs of the students and provide resources according to the data (academic data, behavioral data, and social emotional data).

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 are critical partners in our work to develop the whole child.

Like all PUC schools, Triumph Charter Academy and Triumph Charter 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 High School believe strongly in educating "the whole child." Each school provides space and time to support students in developing both academic and personal goals for themselves, and our 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 theater in addition to large, state of the art classrooms. PUC Triumph Charter Academy and PUC Triumph Charter High School share 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.

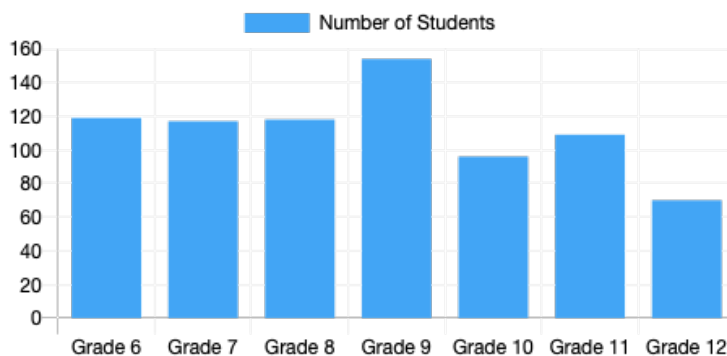
PUC Triumph Charter Academy and PUC Triumph Charter High School offers many extracurricular opportunities to get involved. Students participate in ASB, Yearbook, and other student created clubs. We have a host of CIF sports, including Volleyball, Cross Country, Soccer, Basketball, Softball, and Baseball. 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 they deserve.

Last updated: 1/21/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	119
Grade 7	117
Grade 8	118
Grade 9	154
Grade 10	96
Grade 11	109
Grade 12	70
Total Enrollment	783



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/21/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.40%
Male	51.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.30%
Black or African American	0.10%
Filipino	0.10%
Hispanic or Latino	95.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.20%
Foster Youth	0.00%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	92.30%
Students with Disabilities	17.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.00	85.70	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.52	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.19	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	7.55	1060.30	3.90	12115.80	4.41
Unknown	0.80	2.01	1651.30	6.07	18854.30	6.86
Total Teaching Positions	39.70	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/21/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						

Total Teaching Positions

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

Last updated: 1/21/23

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.80	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	3.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	3.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>TCA:</p> <p>EngageNY</p> <p>Curriculum available to students:</p> <p>https://classroom.google.com/c/NTM4NTc0ODcyMjk1</p> <p>https://classroom.google.com/c/NTM4NTc1NDQ4MDAx</p> <p>https://classroom.google.com/c/NDk3NTE4NzE5OTg5</p> <p>https://classroom.google.com/c/NTM4NTc0NTEwMTYz</p> <p>Title: iReady grade level English workbooks</p> <p>Social-emotional Learning Lessons-Teacher created</p> <p>Community Circle Lessons-Teacher created</p> <p>Additional books:</p> <p>Title: Wonder, R.J. Palacio</p> <p>Title: American Born Chines, Gene Luen Yang, 2006</p> <p>Title: Harry Potter and the Sorcerer's Stone, J.K. Rowling</p> <p>Title: The Lightning Thief, Percy Jackson</p> <p>Title: A Long Walk to Water, Linda Sue Park</p> <p>Title: The Book Thief, Markus Zusak</p> <p>Title: Maus I & II, Art Spiegelman</p> <p>Title: Night, Elie Wiesel</p> <p>Title: Fahrenheit 451, Ray Bradbury</p> <p>Title: Enrique’s Journey, Sonia Nazario</p> <p>Title: I Am Malala, Malal Yousafzai and Patricia McCormick</p> <p>Title: Outsiders, S.E. Hinton</p>	No	0%

	<p>TCHS:</p> <p>Title: MYPERSPECTIVES 2022 GRADE 9, Prentice Hall, Savvas Learning Company: https://www.savvasrealize.com/</p> <p>Title: ERWC Modules (CSU Expository Reading and Writing Curriculum), Subject: English 12, Date of Adoption: 2017</p> <p>Title: Study Sync, McGraw Hill, Subject: ELA, 2021</p> <p>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</p>		
<p>Mathematics</p>	<p>TCA: For grades 6 - 8:</p> <p>Title: Maneuvering the Middle, Math Common Core Standards, curriculum online: https://www.maneuveringthemiddle.com</p> <p>Title: XtraMath, online math fact fluency program: https://home.xtramath.org</p> <p>Title: iReady grade level math workbooks. Year of Adoption: 2021</p> <p>Title: Spectrum Math Workbooks, Publisher: Carson-Dellosa Publication Group, 2015 https://my.amplify.com/#/account/classes</p> <p>TCHS:</p> <p>Title: Pre-Calculus (Online), Cengage Learning, James Stewart 7th Edition</p> <p>Title: Reveal Algebra 1, McGraw Hill, 2020, Volume 1, online: https://my.mheducation.com</p> <p>Title: Mathematical Reasoning With Connections Curriculum (MRWC)</p> <p>Title: Reveal Algebra 1, McGraw Hill, 2020, Volume 2, online: https://my.mheducation.com</p> <p>Title: Reveal Geometry, online: https://my.mheducation.com</p> <p>Title: 180 Days of Math, Scholastic</p> <p>Title: Math Tests, Scholastic</p> <p>Title: Success with Math, Scholastic</p> <p>Students are able to access online or electronic instructional materials.</p>	<p>No</p>	<p>0%</p>

<p>Science</p>	<p>TCA: grades 6 - 8:</p> <p>Title: Amplify Science Curriculum and NGSS Content Standards. Author: UC Regents, Year of Adoption: 2022</p> <p>Social-emotional Learning Lessons-Teacher created</p> <p>Community Circle Lessons-Teacher created</p> <p>TCHS:</p> <p>Title: Biology for NGSS, BioZone, Biozone International Ltd, 2022</p> <p>Title: Chemistry in the Earth System, Biozone, Biozone International Ltd, 2022</p> <p>Title: Environmental Science, Biozone, Third Edition</p> <p>Title: 180 Days of Science, online resource.</p> <p>Title: Environmental Science for the AP® Course; Friedland; Relyea; 2019</p> <p>Students are able to access online or electronic instructional materials.</p>	<p>Yes</p>	<p>0%</p>
<p>History-Social Science</p>	<p>TCA:</p> <p>For grades 6 - 8:</p> <p>Title: TCI-History Alive, Document Based Questions, English Language Arts Common Core Standards, online: https://subscriptions.teachtci.com/teacher/programs</p> <p>Title: NEWSELA. Year of Adoption: 202, online: https://newsela.com/home/</p> <p>Title: iReady</p> <p>Title: EDPUZZLE, online resource: https://edpuzzle.com/assignments/6335ab28bc276d40ee2ba781/students https://edpuzzle.com/assignments/632ce83a50ae614162c416c3/students https://edpuzzle.com/assignments/632ce1cf2ad39a41276ce9cd/students https://edpuzzle.com/assignments/631976921de6f740d2bfb76e/students</p> <p>Title: Interactive Handbook- Teacher's Curriculum Institute</p>	<p>Yes</p>	<p>0%</p>

<p>Social-emotional Learning Lessons-Teacher created</p> <p>TCHS:</p> <p>Title: IMPACT California Social Studies World History Culture, and Geography, McGraw Hill 2022</p> <p>Title: IMPACT: California Social Studies United States History & Geography, Continuity & Change, McGraw Hill, 2019</p> <p>Title: IMPACT Government, McGraw Hill, 2022,</p> <p>Title: 180 Days of Social Science, Shell Education</p> <p>Title: Geography: The Human and Physical World, Geography, Richard G. Boehm, Ph.D, McGraw-Hill</p> <p>Students are able to access online or electronic instructional materials.</p>			
Foreign Language	<p>TCHS:</p> <p>Title: Abriendo Paso Temas y Lecturas-Pearson Subject: Spanish I, Date Adopted: 2014</p> <p>Title: Nuevas Vistas Curso Dos-Holt, Subject: Spanish II, Date Adopted: 2014</p>		0%
Health	TCHS: Peer Health Exchange Adopted: 2016		0%
Visual and Performing Arts	Use Content Standards.		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/22/23

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: 1/21/23

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: November 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Created new classroom.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Upgraded hand dryers in restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Added 9 parking spaces, resurfaced basketball courts and repaired pitching mound in softball field.

Overall Facility Rate

Year and month of the most recent FIT report: November 2022

Overall Rating

Exemplary

Last updated: 1/21/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	24%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/21/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	456	455	99.78	0.22	46.59
Female	210	210	100.00	0.00	52.86
Male	246	245	99.59	0.41	41.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	432	431	99.77	0.23	46.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	11.32
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	425	424	99.76	0.24	45.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	86	100.00	0.00	16.28

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

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

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

Last updated: 1/21/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	456	453	99.34	0.66	23.84
Female	210	208	99.05	0.95	23.08
Male	246	245	99.59	0.41	24.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	432	429	99.31	0.69	23.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	425	422	99.29	0.71	24.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	86	100.00	0.00	5.81

Note: 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.

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

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

Last updated: 1/21/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	18.10	21.72	25.29	20.02	28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/21/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	198	99.50	0.50	21.72
Female	102	101	99.02	0.98	24.75
Male	97	97	100.00	0.00	18.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	191	190	99.48	0.52	22.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	179	99.44	0.56	20.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	16.67

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

Last updated: 1/21/23

Career Technical Education (CTE) Programs (School Year 2021–22)

?TCHS offered Allied Health Sciences CTE pathway. ?

Last updated: 1/24/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/24/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.13%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	74.56%

Last updated: 1/21/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	100%	100%	100%	100%	100%
9	98.0%	98.0%	99.0%	97.0%	99.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/21/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

PUC Triumph Charter Academy has monthly family nights on a variety of topics, such as learning strategies to support their child academically, impacts of social media, 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, Parent/Teacher Conferences, and Student Led Conferences, we welcome and invite parents and guardians daily as our partner in this work. This year, we meet with our parents who are part of our School Site Council quarterly, 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.

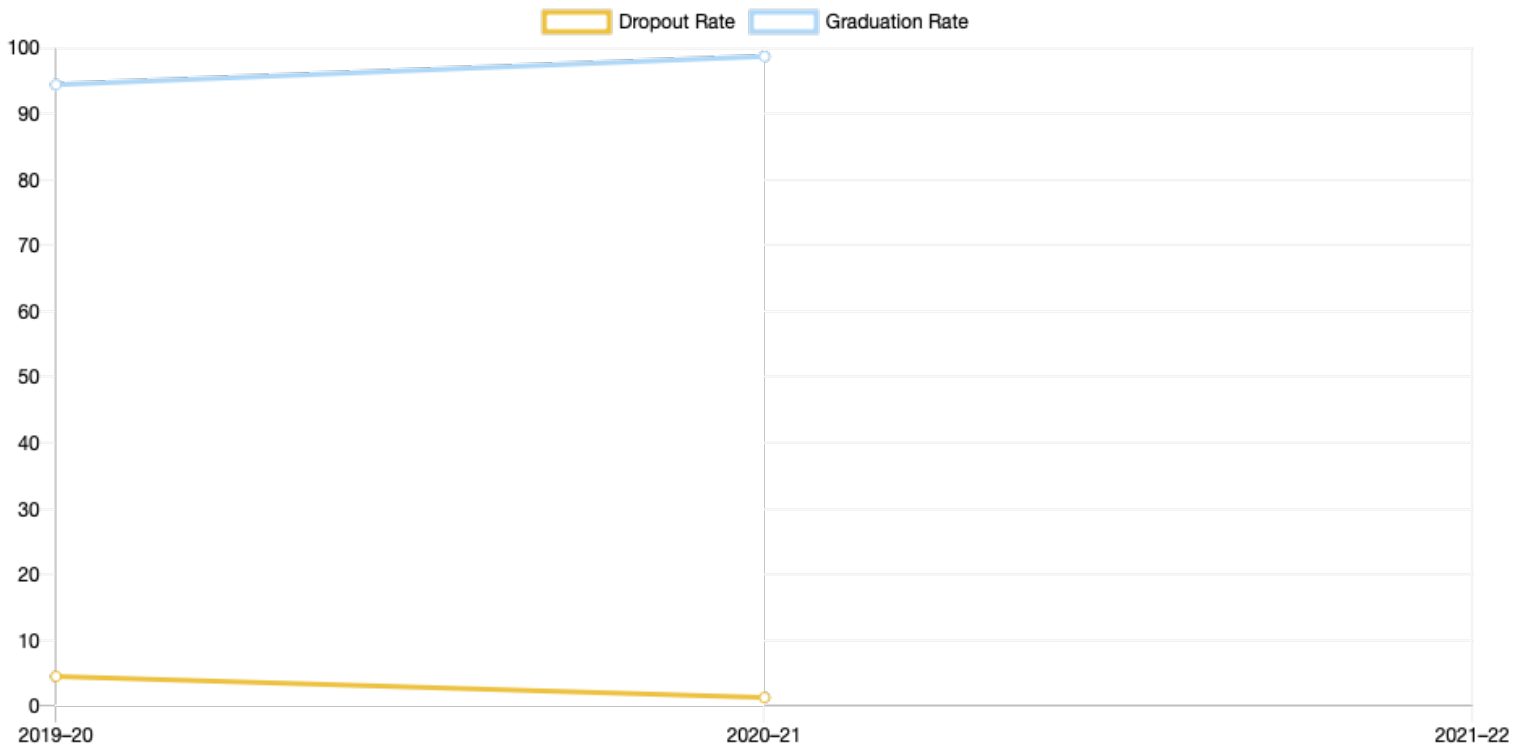
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		4.50%	1.30%		8.90%	7.80%	8.9%	9.4%	7.8%
Graduation Rate		94.40%	98.70%		82.90%	87.40%	84.2%	83.6%	87.0%



Last updated: 1/21/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	74	98.7
Female	44	44	100.0
Male	31	30	96.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	73	72	98.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	72	71	98.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/27/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	813	792	190	24.0
Female	395	385	94	24.4
Male	418	407	96	23.6
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	2	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	771	754	178	23.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	12	11	5	45.5
English Learners	107	107	26	24.3
Foster Youth	0	0	0	0.0
Homeless	5	5	0	0.0
Socioeconomically Disadvantaged	743	730	177	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	135	30	22.2

Last updated: 1/21/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.49%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/21/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.25	0.00
Male	0.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.93	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.82	0.00

Last updated: 1/21/23

School Safety Plan (School Year 2022–23)

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: SEPTEMBER 2022

Last updated: 1/21/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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	29.00		29	
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 2021–22

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	28.00	1	29	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	12	21	1
Mathematics	25.00	7	21	
Science	27.00	2	20	
Social Science	28.00	6	23	1

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	19	16	

Mathematics	21.00	14	19
Science	25.00	4	20
Social Science	23.00	14	18

* 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: 1/21/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	391.50

* 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: 1/21/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

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

Last updated: 1/21/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14341.00	\$2503.00	\$11838.00	\$77040.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	34.60%	-2.00%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	79.50%	-9.70%

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)**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. Our 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.

PUC Triumph Charter Academy's Extended Day Program offers additional Math and English tutoring to support the academic needs of our students who were impacted by distance learning. Our certificated teachers provide office hours on top of tutoring to support and provide students with individual support. During the school day we have a dedicated hour of intervention instruction in which students are grouped based on ability level from the MAP (internal) pre-assessment results. In this dedicated hour, we use the iReady program as an on-line intervention tool that meets the students where they are academically and targets the instructional learning path for each student.

TCHS:

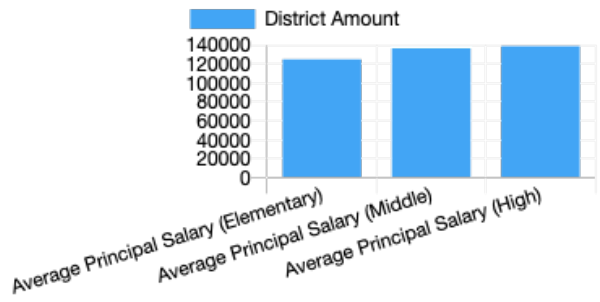
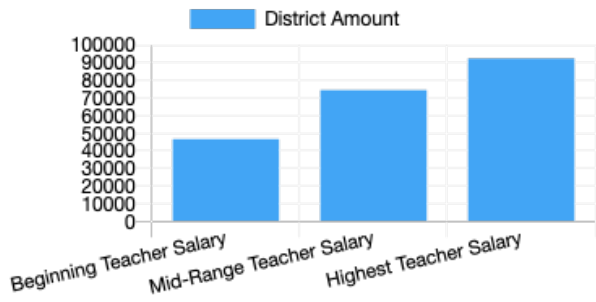
PUC TCHS offers a variety of programs to support and assist students. Each teacher provides after school intervention at least once per week. In addition, PUC TCHS employs an instructional coach who works closely with our teachers to ensure all instruction is purposeful and productive. We also employ 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, iReady; and math instructional software, Khan Academy, in place to support instruction and well as assessment so that teachers can assess student gaps and address needed standards in a strategic way. Tri-annually all students take the MAP assessment in Math and ELA. All teachers review the data and create next steps and supports for students.

Last updated: 1/21/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/21/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	5.00%

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

Last updated: 1/28/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	39	46	41

Last updated: 1/21/23