

PUC Triumph Charter Academy and PUC Triumph Charter High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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.

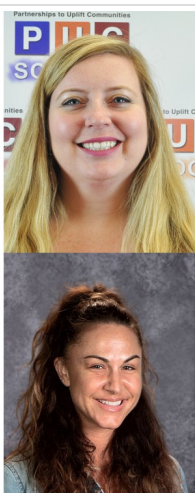
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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

DataQuest

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

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.



Emily Devers (TCHS) & Mariesa Earl (TCA)

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, 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

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
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	Emily Devers (TCHS) & Mariesa Earl (TCA)
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330133272

Last updated: 12/27/2019

School Description and Mission Statement (School Year 2019—20)

MISSION:

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.

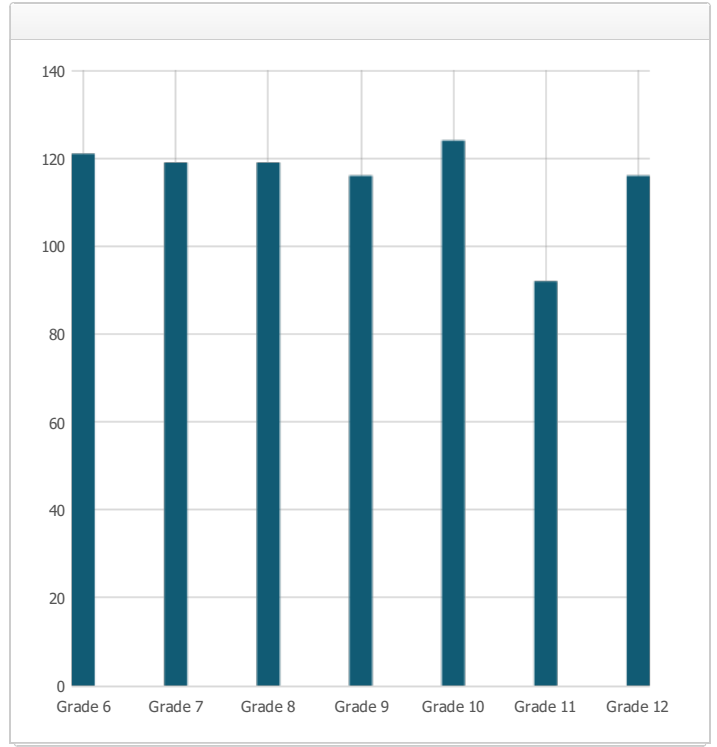
PUC Triumph Charter Academy and PUC Triumph Charter High School offers many extracurricular opportunities to get involved. Students participate in ASB, Environmental Club, and the Dance Team. We have a host of CIF sports, including Volleyball, Cross Country, Soccer, Basketball, Softball, and Baseball. 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: 12/27/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	121
Grade 7	119
Grade 8	119
Grade 9	116
Grade 10	124
Grade 11	92
Grade 12	116
Total Enrollment	807



Last updated: 12/27/2019

Student Enrollment by Student Group (School Year 2018—19)

DATA FOR TCA/TCHS WAS CALCULATED USING THIS FORMULA:

$$TCA \% + TCHS \% / 2 = \%$$

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	0.10 %
Asian	0.40 %
Filipino	0.20 %
Hispanic or Latino	97.50 %
Native Hawaiian or Pacific Islander	0.10 %
White	0.40 %
Two or More Races	0.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.90 %
English Learners	9.20 %
Students with Disabilities	15.90 %
Foster Youth	0.20 %
Homeless	0.00 %

A. Conditions of Learning

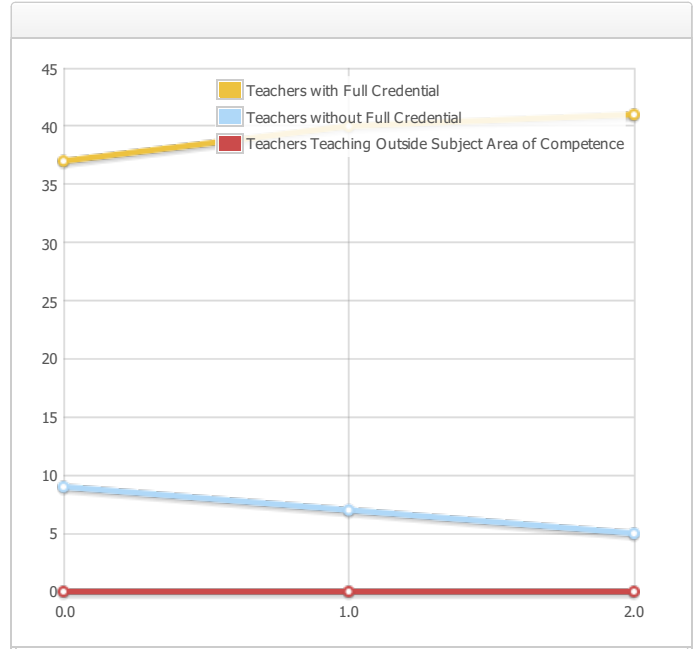
State Priority: Basic

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 Credentials

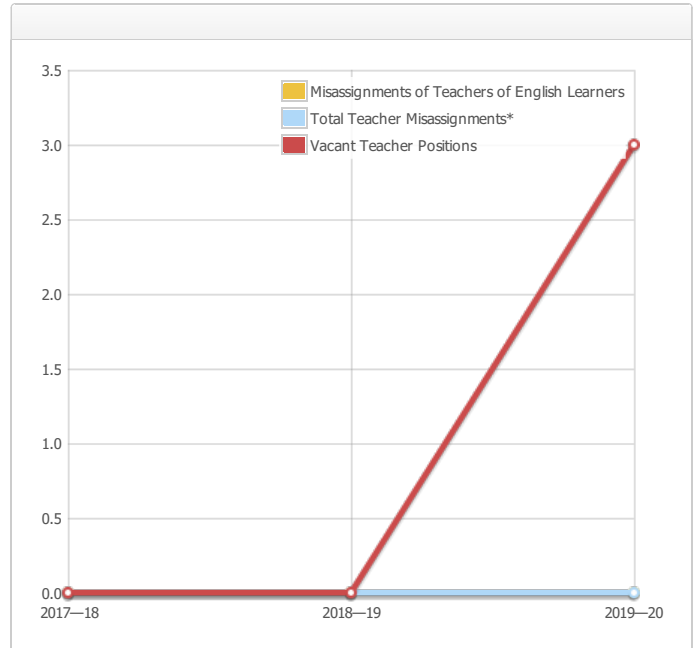
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	37	40	41	21054
Without Full Credential	9	7	5	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/28/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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 style="text-align: center;">TCA:</p> <p>English Language Arts Common Core Standards, NEWSELA articles, and the below novels.</p> <p style="text-align: center;">Grade 8</p> <p style="text-align: center;">Title: Maus I & II, Art Spiegelman Title: Night, Elie Wiesel Title: Fahrenheit 451, Ray Bradbury</p> <p style="text-align: center;">Grade 7</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Grade 6</p> <p style="text-align: center;">-Wonder, R.J. Palacio -Enrique’s Journey, Sonia Nazario -The Lightning Thief, Percy Jackson</p> <p style="text-align: center;">TCHS:</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 Title: ERWC Modules (Expository Reading and Writing Curriculum), Subject: English 12, Date of Adoption: 2017</p>	Yes	0.00 %
Mathematics	<p style="text-align: center;">TCA:</p> <p style="text-align: center;">Grades 6 & 7</p> <p>Every student receives a copy of the lesson as the curriculum is online digitally.</p> <p>Grade 8 curriculum is designed by the 8th grade teacher using the CCSS for math.</p> <p style="text-align: center;">Math Common Core Standards</p> <p style="text-align: center;">Grade 8</p> <p style="text-align: center;">Maneuvering the Middle, Year of Adoption: 2019</p> <p style="text-align: center;">Grade 7</p> <p style="text-align: center;">Eureka Math - Engage NY, Year of Adoption: 2017</p> <p style="text-align: center;">Grade 6</p> <p style="text-align: center;">Eureka Math - Engage NY, Year of Adoption: 2017 NGSS Content Standards</p> <p style="text-align: center;">Grades 6, 7 and 8</p> <p style="text-align: center;">Amplify, Year of Adoption: 2018</p> <p style="text-align: center;">TCHS:</p> <p>Title: SpringBoard, Subject: Algebra I, Date Adopted: 2017 Title: SpringBoard, Subject: Geometry, Date Adopted: 2017 Title: SpringBoard, Subject: Algebra II, Date Adopted: 2017</p>	Yes	0.00 %
Science	<p style="text-align: center;">TCA:</p> <p style="text-align: center;">NGSS Content Standards</p> <p style="text-align: center;">&</p> <p style="text-align: center;">Grades 6, 7 and 8</p> <p style="text-align: center;">Amplify, Year of Adoption: 2018</p>	Yes	0.00 %

TCHS:

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

History-Social Science	<p>TCA:</p> <p>Each teacher has digital access to the History Alive curriculum, however teachers photocopy lessons for every student.</p> <p>History teachers from across the PUC organization created units of study around DBQs, Core Standards, History Alive, Document Based Questions & NEWSLA</p> <p>Title: History Alive- Ancient Civilization, 6th gr. Adopted: 2007</p> <p>Title: History Alive, The Medieval World and Beyond, 7th gr. Adopted: 2007</p> <p>Title: History Alive! The United States Through Industrialism, 8th gr. Adopted: 2007</p> <p>Title: McDougal Littell American History: Beginning Reconstruction, 8th grade, adopted: 2011</p> <p>TCHS:</p> <p>Title: World History, Subject: World History, Date Adopted: 2009</p> <p>Title: American Government Cengage Learning, Subject: Government, Date Adopted: 2013</p> <p>Title: American History Alan Brinkley, Subject: US History, Date Adopted: 2013</p>	Yes	0.00 %
Foreign Language	<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>	Yes	0.00 %
Health	Peer Health Exchange Adopted: 2016	No	0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2020

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, 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 Manager 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 Manager 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 Manager 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 Superintendent.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Not applicable.
Interior: Interior Surfaces	Good	Not applicable.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Established Pest Management Program in place.
Electrical: Electrical	Good	Not applicable.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Filtered drinking fountain installed in 2019.
Safety: Fire Safety, Hazardous Materials	Good	Annual Fire-Life Safety Testing passed in 2019.
Structural: Structural Damage, Roofs	Good	Not applicable.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Not applicable.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 1/16/2020

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, 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	52%	51%	43%	40%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23%	26%	32%	30%	38.0%	39.0%

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: 12/29/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	449	443	98.66%	1.34%	50.79%
Male	227	223	98.24%	1.76%	41.26%
Female	222	220	99.10%	0.90%	60.45%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	439	433	98.63%	1.37%	50.58%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	357	353	98.88%	1.12%	48.73%
English Learners	149	145	97.32%	2.68%	27.59%
Students with Disabilities	68	65	95.59%	4.41%	15.38%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 12/30/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	449	443	98.66%	1.34%	26.41%
Male	227	224	98.68%	1.32%	24.55%
Female	222	219	98.65%	1.35%	28.31%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	439	433	98.63%	1.37%	26.10%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	357	353	98.88%	1.12%	25.21%
English Learners	149	145	97.32%	2.68%	6.21%
Students with Disabilities	68	64	94.12%	5.88%	3.13%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 12/30/2019

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/29/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

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.
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Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

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: 1/15/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	55.45%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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 2018—19)

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	16.00%	20.20%	23.50%
9	24.30%	12.60%	37.90%

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: 1/30/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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.

State Priority: Pupil Engagement

Last updated: 1/15/2020

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

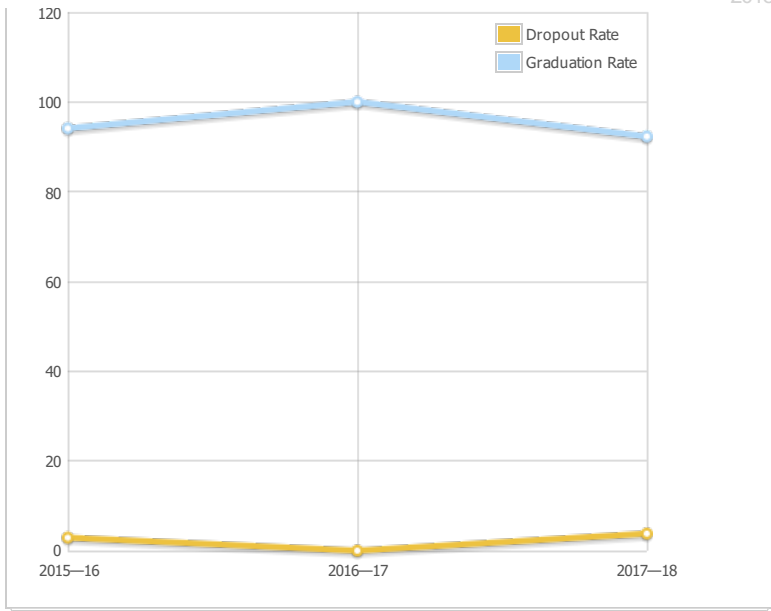
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	2.90%	13.70%	9.70%
Graduation Rate	94.10%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	3.80%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	100.00%	92.30%	79.70%	96.00%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/30/2019

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

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.60%	0.50%	0.20%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.40%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/29/2019

School Safety Plan (School Year 2019—20)

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.

Last updated September 2019.

Last updated: 1/16/2020

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 (2016—17)

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		28	
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 (2017—18)

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		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—19)

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	13	21	
Mathematics	25.00	12	17	1
Science	25.00	5	21	
Social Science	27.00	4	20	

* 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 2017—18)

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—19)

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.

Last updated: 12/30/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	403.50

*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.

**Average Number of Pupils per Counselor

Last updated: 1/18/2020

Student Support Services Staff (School Year 2018—19)

Title	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: 12/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17242.00	\$3448.00	\$13793.00	\$68232.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	71.00%	-8.80%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	83.70%	-17.20%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)**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

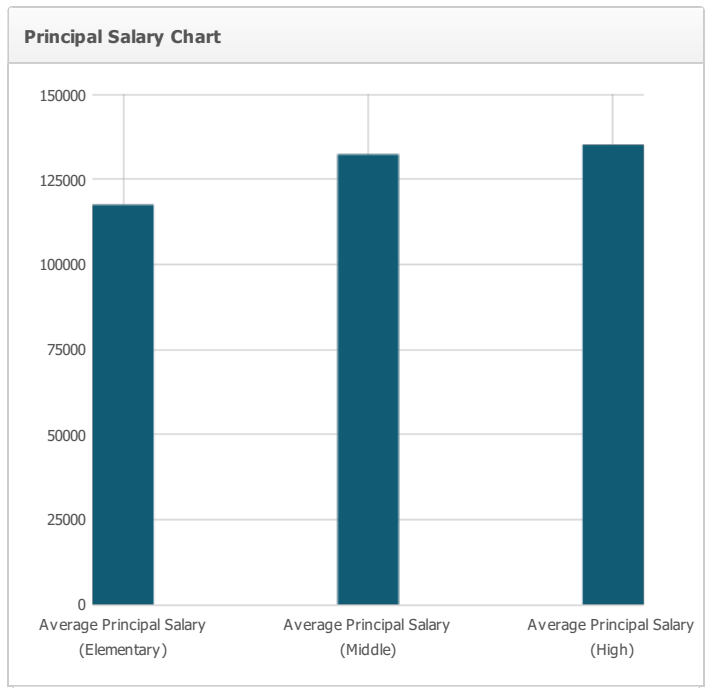
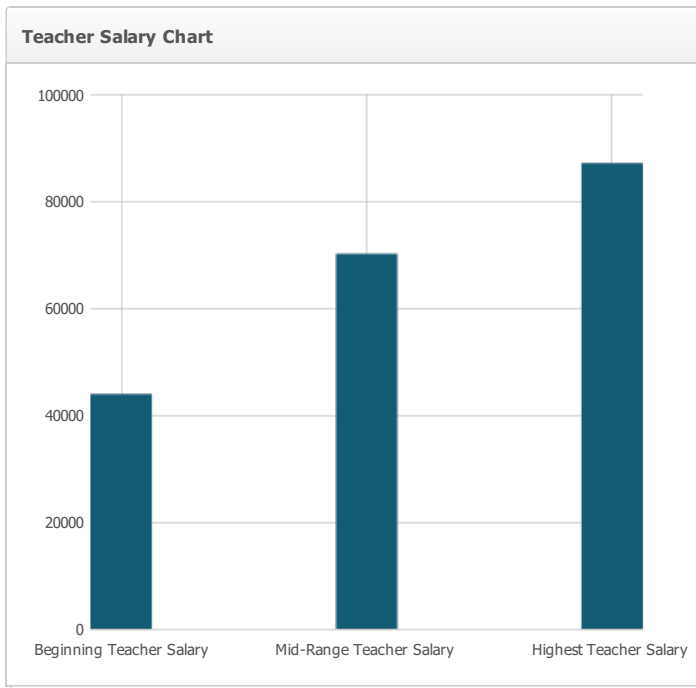
PUC TCHS offers a variety of programs to support and assist students. Each teacher provides after school intervention at least once per week. In addition, PUC TCHS employs an instructional coach who works closely with our teachers to ensure all instruction is purposeful and productive. We also employ 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: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
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/>.



Last updated: 12/29/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	7	12.60%

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

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

Last updated: 12/29/2019

Professional Development

PUC TCA-TCHS breakdown of numbers is below:

2017-18 2018-19 2019-20
 FULL DAYS TCA-10/TCHS-10 TCA-10/TCHS-10 TCA-5/TCHS-4
 PARTIAL TCA-46/TCHS-51 TCA-43/TCHS-51 TCA-47/TCHS-51
 TOTAL DAYS 61 61 55

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	61	61	55