

**PUC Triumph Charter Academy and PUC Triumph Charter High**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

|                 |   |                    |                                  |
|-----------------|---|--------------------|----------------------------------|
| <b>Address:</b> | 13361 Glenoaks Blvd.<br>Sylmar, CA , 91342-4265 | <b>Principal:</b>  | Concepcion Rivas, Superintendent |
| <b>Phone:</b>   | (818) 356-2795                                  | <b>Grade Span:</b> | 6-12                             |

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/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.

## About This School

### Concepcion Rivas, Superintendent

Principal, PUC Triumph Charter Academy and PUC Triumph Charter High

#### About Our School

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For both TCA and TCHS, the last year and a half has been a time of change and adjustment. Both school communities have risen to the challenge of creating a virtual space that is inclusive, responsive, and adaptive to our student and family needs. Our teachers adjusted to online learning and created a welcoming virtual classroom while building relationships with their students over the virtual divide.

##### 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

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

Phone: [\(818\) 356-2795](tel:8183562795)

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

## Contact Information (School Year 2021—2022)

**District Contact Information (School Year 2021—2022)**

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Los Angeles Unified  |
| <b>Phone Number</b>   | (213) 241-1000   |
| <b>Superintendent</b> | Reilly, Megan  |
| <b>Email Address</b>  | <a href="mailto:megan.reilly@lausd.net">megan.reilly@lausd.net</a> |
| <b>Website</b>        | <a href="http://www.lausd.net">www.lausd.net</a>                   |

**School Contact Information (School Year 2021—2022)**

|   |   |
|---|---|
| <b>School Name</b>                                | PUC Triumph Charter Academy and PUC<br>Triumph Charter High                   |
| <b>Street</b>                                     | 13361 Glenoaks Blvd.  |
| <b>City, State, Zip</b>                           | Sylmar, CA , 91342-4265   |
| <b>Phone Number</b>                               | (818) 356-2795  |
| <b>Principal</b>                                  | Concepcion Rivas, Superintendent  |
| <b>Email Address</b>                              | <a href="mailto:c.rivas@pucschools.org">c.rivas@pucschools.org</a>            |
| <b>Website</b>                                    | <a href="https://www.pucschools.org/tca/">https://www.pucschools.org/tca/</a> |
| <b>County-District-<br/>School (CDS)<br/>Code</b> | 19647330133272  |

*Last updated: 1/26/22*

## School Description and Mission Statement (School Year 2021—2022)

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 will also bring a consultant in four times throughout the school year to support social-emotional well being of the students and staff. 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:

Five times more college graduates within the communities we serve.

After four years with us, students are proficient.

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:

High expectations for all students.

Small personalized school and classrooms.

Increased instructional time.

Highly qualified Principals and Teachers.

Parents as partners.

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

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

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

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

An excellent team of energetic and dedicated administrators, teachers, experienced office staff, and after school coaches and tutors come together to create a vibrant learning community for the students in PUC Triumph Charter Academy and PUC Triumph Charter High School. Our school is characterized by high expectations for all students, a college going culture, mutual respect, a rich after school program, and

interventions and support for all students as needed in order to ensure that all of them graduate prepared for high school and college success with a vision of future college graduation.

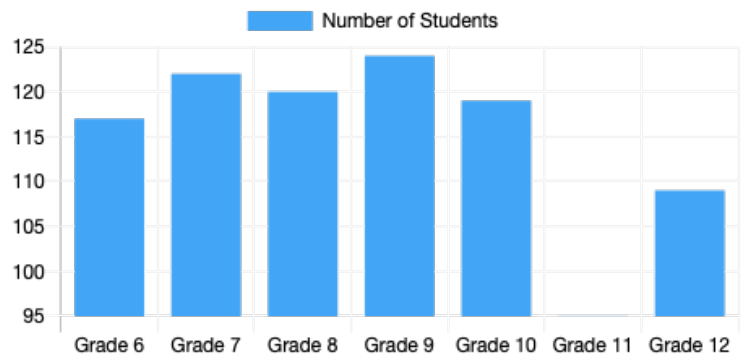
PUC Triumph Charter Academy and PUC Triumph Charter High School offers many extracurricular opportunities to get involved. Students participate in ASB, Environmental Club, and the Dance Team. We have a host of CIF sports, including Volleyball, Cross Country, Soccer, Basketball, Softball, and Baseball.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

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

*Last updated: 1/6/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 117                |
| Grade 7          | 122                |
| Grade 8          | 120                |
| Grade 9          | 124                |
| Grade 10         | 119                |
| Grade 11         | 95                 |
| Grade 12         | 109                |
| Total Enrollment | 806                |



Last updated: 1/6/22

### Student Enrollment by Student Group (School Year 2020—2021)

DATA FOR TCA/TCHS WAS CALCULATED USING THIS FORMULA:

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 47.90%                      |
| Male                                | 52.10%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.00%                       |
| Asian                               | 0.20%                       |
| Black or African American           | 0.20%                       |
| Filipino                            | 0.10%                       |
| Hispanic or Latino                  | 96.00%                      |
| Native Hawaiian or Pacific Islander | 0.10%                       |
| Two or More Races                   | 0.40%                       |
| White                               | 0.60%                       |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 11.40%                      |
| Foster Youth                    | 0.10%                       |
| Homeless                        | 0.10%                       |
| Migrant                         | 0.00%                       |
| Socioeconomically Disadvantaged | 94.50%                      |
| Students with Disabilities      | 15.30%                      |

## 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—2021)

| 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 to 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:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment                              | Number |
|---|--------|
| Permits and Waivers                                   |        |
| Misassignments  |        |
| Vacant Positions                                      |        |
| Total Teachers Without Credentials and Misassignments |        |

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver |        |
| Local Assignment Options                               |        |
| Total Out-of-Field Teachers                            |        |

*Last updated:*

**Class Assignments (School Year 2020—2021)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |

*Last updated:*

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



**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: December 2021

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.

| Subject               | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | TCA:<br>Engage NY, English Language Arts Common Core Standards, NEWSELA articles, iReady grade level English workbooks, and the below novels.<br>Year of Adoption: 2021<br>Grade 8<br>Title: Maus I & II, Art Spiegelman<br>Title: Night, Elie Wiesel<br>Title: Fahrenheit 451, Ray Bradbury<br>Grade 7<br>Title: I Am Malala, Malal Yousafzai and Patricia McCormick<br>Title: A Long Walk to Water, Linda Sue Park<br>Title: Outsiders, S.E. Hinton<br>Title: The Book Thief, Markus Zusak<br>Grade 6<br>-Wonder, R.J. Palacio<br>-Enrique’s Journey, Sonia Nazario<br>-The Lightning Thief, Percy Jackson<br>TCHS:<br>Title: To Kill A Mockingbird, Lee Harper, Subject: English 9, Year of Adoption: 2010<br>Title: Lord of the Flies, William Golding, Subject: English 9, Year of Adoption: 2010<br>Title: Fahrenheit 451, Ray Bradbury, Subject: English 10, Year of Adoption: 2010<br>Title: Othello, William Shakespeare, Subject: English 10, Year of Adoption: 2010<br>Title: The Great Gatsby, F. Scott Fitzgerald, Subject: English 11, Date of Adoption: 2010<br>Title: Across a Hundred Mountains, Reyna Grande, Subject: English 11, Date of Adoption: 2017<br>Title: Hamlet, William Shakespeare, Subject: English 12, Date of Adoption: 2010<br>Title:ERWC Modules (Expository Reading and Writing Curriculum), Subject: English 12, Date of Adoption: 2017<br>Title: Study Sync<br>Subject: ELA<br>Date: 2021 | No                         | 0%   |
| Mathematics           | TCA:<br>For grades 6 - 8: Maneuvering the Middle, Math Common Core Standards, and iReady grade level math workbooks.   | Yes                        | 0%   |

|                                 |   |     |    |
|---------------------------------|---|-----|----|
|                                 | <p>Year of Adoption: 2021</p> <p>TCHS:</p> <p>Title: SpringBoard, Subject: Algebra I, Date Adopted: 2017</p> <p>Title: SpringBoard, Subject: Geometry, Date Adopted: 2017</p> <p>Title: SpringBoard, Subject: Algebra II, Date Adopted: 2017</p>  |     |    |
| Science                         | <p>TCA:</p> <p>For grades 6 - 8: Amplify Science Curriculum and NGSS Content Standards.</p> <p>Year of Adoption: 2018</p> <p>TCHS:</p> <p>Title: Glencoe, Life Science Adopted: 2008</p> <p>Title: Biology, Prentice Hall, Subject: Biology, Date Adopted: 2010</p>   | Yes | 0% |
| History-Social Science          | <p>TCA:</p> <p>For grades 6 - 8: History Alive, Document Based Questions, English Language Arts Common Core Standards, and NEWSELA.</p> <p>Year of Adoption: 2021</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> <p>Title: TCI</p> <p>Subject: History</p> <p>Date Adopted:2021</p> | Yes | 0% |
| 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>  | Yes | 0% |
| Health                          | <p>TCHS:</p> <p>Peer Health Exchange Adopted: 2016</p>  | No  | 0% |
| Visual and Performing Arts      | Content Standards   |     | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A   | N/A | 0% |

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



### 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: 1/11/22*

### 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: December 2021

| System Inspected   | Rating | Repair Needed and Action Taken or Planned   |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   | Implemented HVAC sanitation of the airstream and continue with MERV-13 filters  |
| <b>Interior:</b> Interior Surfaces                                     | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   | Installed Solar Panels  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   | Installed hand washing stations and bottle drinking fountains in eating area and installed hand washing stations in main office and teacher’s lounge TCHS building. |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   | Resealing roof pipes penetrations for leaks.  |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

### Overall Facility Rate

Year and month of the most recent FIT report: December 2021

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

Last updated: 1/11/22

## 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- 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<br>2019-2020 | School<br>2020-2021 | District<br>2019-2020 | District<br>2020-2021 | State<br>2019-2020 | State<br>2020-2021 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A                 | N/A                 | N/A                   | N/A                   | N/A                | N/A                |
| Mathematics (grades 3-8 and 11)                      | N/A                 | N/A                 | N/A                   | N/A                   | N/A                | N/A                |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison.

As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/11/22*

**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 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 444              | 438           | 98.65          | 1.35               | 38.44                   |
| Female  | 216              | 211           | 97.69          | 2.31               | 48.10                   |
| Male  | 228              | 227           | 99.56          | 0.44               | 29.52                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 422              | 416           | 98.58          | 1.42               | 39.28                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 15               | 15            | 100.00         | 0.00               | 33.33                   |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 65               | 64            | 98.46          | 1.54               | 10.94                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      |                  |               |                |                    |                         |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 414              | 408           | 98.55          | 1.45               | 37.10                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 65               | 63            | 96.92          | 3.08               | 14.29                   |

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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: 1/11/22



**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 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 444              | 437           | 98.42          | 1.58               | 19.91                   |
| Female  | 216              | 211           | 97.69          | 2.31               | 21.33                   |
| Male  | 228              | 226           | 99.12          | 0.88               | 18.58                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 422              | 416           | 98.58          | 1.42               | 20.43                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 15               | 15            | 100.00         | 0.00               | 13.33                   |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 65               | 64            | 98.46          | 1.54               | 0.00                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      |                  |               |                |                    |                         |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 414              | 408           | 98.55          | 1.45               | 18.87                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 65               | 62            | 95.38          | 4.62               | 4.84                    |

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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: 1/11/22

**Local Assessment Test Results in ELA by Student Group****Assessment Name(s): MAP READING****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Please note that PUC TCA-TCHS is reporting overall 6-12 grade local Spring 2021 assessment data even though Grades 6-8 and 11 are checked under the Grade Levels to Show on Public SARC.

NOTE: The following subgroup data was collected and is being reported: 1. Hispanic, 2. English Learners, 3. Socioeconomically Disadvantaged, 4. Students with Disabilities.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students                                  | 801              | 754           | 94.0           | 6.0                | 48.0                            |
| Female  | 0                | 0             | 0              | 0                  | 0                               |
| Male  | 0                | 0             | 0              | 0                  | 0                               |
| 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                            | 768              | 722           | 94.0           | 6.0                | 45.0                            |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                               |
| Two or More Races                             | 0                | 0             | 0              | 0                  | 0                               |
| White   | 0                | 0             | 0              | 0                  | 0                               |
| English Learners                              | 81               | 77            | 93.5           | 6.5                | 5.0                             |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                               |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                               |
| Military                                      | 0                | 0             | 0              | 0                  | 0                               |
| Socioeconomically Disadvantaged               | 747              | 706           | 94.5           | 5.5                | 42.0                            |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                               |
| Students with Disabilities                    | 121              | 113           | 93.5           | 6.5                | 17.5                            |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): MAP MATH****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Please note that PUC TCA-TCHS is reporting overall 6-12 grade local Spring 2021 assessment data even though Grades 6-8 and 11 are checked under the Grade Levels to Show on Public SARC.

NOTE: The following subgroup data was collected and is being reported: 1. Hispanic, 2. English Learners, 3. Socioeconomically Disadvantaged, 4. Students with Disabilities.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students                                  | 801              | 758           | 94.5           | 5.5                | 22.0                            |
| Female  | 0                | 0             | 0              | 0                  | 0                               |
| Male  | 0                | 0             | 0              | 0                  | 0                               |
| 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                            | 768              | 727           | 94.5           | 5.5                | 22.0                            |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                               |
| Two or More Races                             | 0                | 0             | 0              | 0                  | 0                               |
| White   | 0                | 0             | 0              | 0                  | 0                               |
| English Learners                              | 81               | 77            | 93.5           | 6.5                | 0.0                             |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                               |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                               |
| Military                                      | 0                | 0             | 0              | 0                  | 0                               |
| Socioeconomically Disadvantaged               | 747              | 709           | 95.0           | 5.0                | 21.5                            |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                               |
| Students with Disabilities                    | 121              | 113           | 93.5           | 6.5                | 12.0                            |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

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

| <b>Subject</b>                         | <b>School<br/>2019-2020</b> | <b>School<br/>2020-2021</b> | <b>District<br/>2019-2020</b> | <b>District<br/>2020-2021</b> | <b>State<br/>2019-2020</b> | <b>State<br/>2020-2021</b> |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | N/A                         | 18.10                       | N/A                           | 25.29                         | N/A                        | 28.72                      |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/11/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 320              | 315           | 98.44          | 1.56               | 18.10                   |
| Female  | 167              | 162           | 97.01          | 2.99               | 19.75                   |
| Male  | 153              | 153           | 100.00         | 0.00               | 16.34                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 307              | 303           | 98.70          | 1.30               | 18.48                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 19               | 19            | 100.00         | 0.00               | 0.00                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      |                  |               |                |                    |                         |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 298              | 293           | 98.32          | 1.68               | 17.06                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 44               | 42            | 95.45          | 4.55               | 4.76                    |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/11/22

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

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

PUC TCHS offered 4 CTE courses through LA mission college, Allied Health Sciences. These courses were sequenced. The sequence was extended into summer 2021 due to the pandemic. Students were projected to finish by Spring 2021. However, the last 2 courses needed to be taken in person and because of the Covid-19 restrictions, students were only allowed on campus that summer.

Starting the 2022-2023 school year:

PUC high schools that do not offer an Advanced Placement program (AP) are required to offer a Career Technical Education (CTE) pathway. If an AP program is offered, a CTE pathway is optional.

*Last updated: 1/26/22*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

1. Fall 2020 Spring 2021 & Summer 2021+ 29 students.
2. There 4 seniors that completed all classes in program.
3. All 4 CTE courses we offered in the 2020-21 school year were 100% sequenced!

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 29                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 0.04                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100                       |

*Last updated: 1/17/22*

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.78%  |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 85.06%  |

*Last updated: 1/11/22*

## 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 2020—2021)

| 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 |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/11/22*

## 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 2021-2022)

Due to distance learning and health and safety protocols, parent engagement has posed a challenge due to only being able to connect with our families through virtual meetings. Currently, the methods we are connecting with our families are weekly newsletters and flyers, quarterly surveys, sending all-call messages with voice, text, and email. Parents can become involved through virtual Parent/Teacher conferences, Advisory group meetings, and through video celebrations. For example, our Advisory groups allow us to connect and gather feedback from our families.

##### 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.



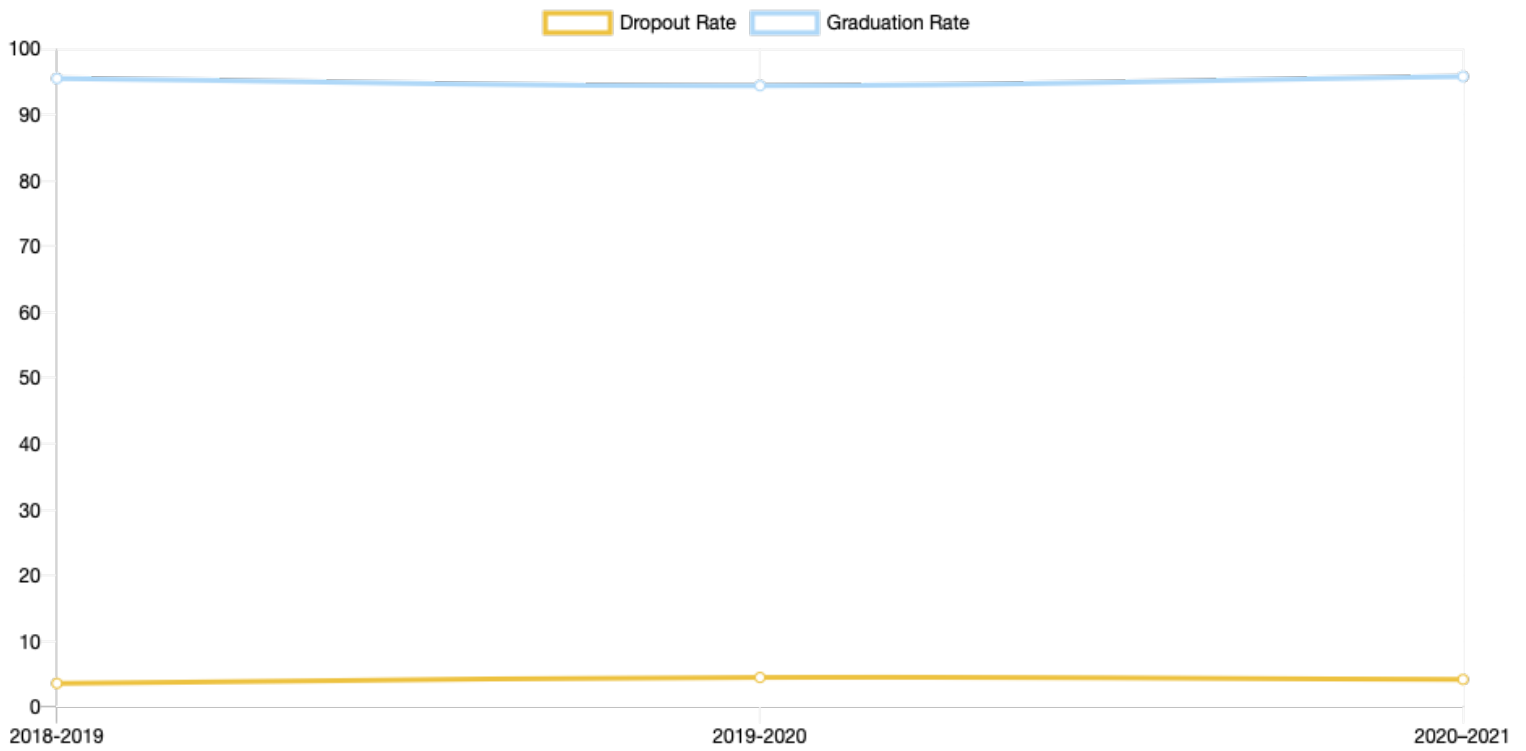
### State Priority: Pupil Engagement

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

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

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

| Indicator       | School<br>2018-<br>2019 | School<br>2019-<br>2020 | School<br>2020-<br>2021 | District<br>2018-<br>2019 | District<br>2019-<br>2020 | District<br>2020-<br>2021 | State<br>2018-<br>2019 | State<br>2019-<br>2020 | State<br>2020-<br>2021 |
|-----------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|------------------------|------------------------|
| Dropout Rate    | 3.60%                   | 4.50%                   | 4.20%                   | 10.90%                    | 8.90%                     | 8.10%                     | 9.00%                  | 8.90%                  | 9.40%                  |
| Graduation Rate | 95.50%                  | 94.40%                  | 95.80%                  | 81.50%                    | 82.90%                    | 83.50%                    | 84.50%                 | 84.20%                 | 83.60%                 |



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Number of Students in Cohort</b> | <b>Number of Cohort Graduates</b> | <b>Cohort Graduation Rate</b> |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students                                  | 118                                 | 113                               | 95.8                          |
| Female  | 55                                  | 53                                | 96.4                          |
| Male  | 63                                  | 60                                | 95.2                          |
| Non-Binary                                    | --                                  | --                                | 0.0                           |
| American Indian or Alaska Native              | --                                  | --                                | 95.2                          |
| Asian   | 0                                   | 0                                 | 0.00                          |
| Black or African American                     | --                                  | --                                | --                            |
| Filipino                                      | 0                                   | 0                                 | 0.00                          |
| Hispanic or Latino                            | 113                                 | 108                               | 95.6                          |
| Native Hawaiian or Pacific Islander           | --                                  | --                                | --                            |
| Two or More Races                             | --                                  | --                                | --                            |
| White   | 0                                   | 0                                 | 0.00                          |
| English Learners                              | --                                  | --                                | --                            |
| Foster Youth                                  | --                                  | --                                | --                            |
| Homeless                                      | --                                  | --                                | --                            |
| Socioeconomically Disadvantaged               | 115                                 | 111                               | 96.5                          |
| Students Receiving Migrant Education Services | --                                  | --                                | 0.0                           |
| Students with Disabilities                    | 22                                  | 21                                | 95.5                          |

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:*

**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students                                  | 821                          | 811  | 0                                | 0.0                             |
| Female  | 394                          | 389  | 0                                | 0.0                             |
| Male  | 427                          | 422  | 0                                | 0.0                             |
| American Indian or Alaska Native              | 2                            | 2  | 0                                | 0.0                             |
| Asian   | 0                            | 0  | 0                                | 0.0                             |
| Black or African American                     | 2                            | 2  | 0                                | 0.0                             |
| Filipino                                      | 1                            | 1  | 0                                | 0.0                             |
| Hispanic or Latino                            | 788                          | 778  | 0                                | 0.0                             |
| Native Hawaiian or Pacific Islander           | 1                            | 1  | 0                                | 0.0                             |
| Two or More Races                             | 3                            | 3  | 0                                | 0.0                             |
| White   | 6                            | 6  | 0                                | 0.0                             |
| English Learners                              | 94                           | 94   | 0                                | 0.0                             |
| Foster Youth                                  | 2                            | 1  | 0                                | 0.0                             |
| Homeless                                      | 1                            | 1  | 0                                | 0.0                             |
| Socioeconomically Disadvantaged               | 771                          | 766  | 0                                | 0.0                             |
| Students Receiving Migrant Education Services | 0                            | 0  | 0                                | 0.0                             |
| Students with Disabilities                    | 126                          | 125  | 0                                | 0.0                             |

*Last updated:*

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

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

| Rate        | School<br>2018-2019 | School<br>2020-2021 | District<br>2018-2019 | District<br>2020-2021 | State<br>2018-2019 | State<br>2020-2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.23%               |                     | 0.65%                 |                       | 3.47%              |                    |
| Expulsions  | 0.35%               |                     | 0.02%                 |                       | 0.08%              |                    |

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.

#### Suspensions and Expulsions for School Year 2019—2020 Only

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

| Rate        | School<br>2019-2020 | District<br>2019-2020 | State<br>2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.00%               | 0.44%                 | 2.45%              |
| Expulsions  | 0.00%               | 0.02%                 | 0.05%              |

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

Last updated: 1/11/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0                | 0               |
| Female  | 0                | 0               |
| Male  | 0                | 0               |
| Non-Binary                                    | 0                | 0               |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

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 cleans the facilities daily covering all surfaces and uses electrostatic sprayers once a week.

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 have plexiglass protection for our staff and are available for any staff member upon request.

Mask wearing: guidelines to strictly enforce mask wearing all PUC Facilities have been implemented.

Social Distancing: Requirements to keep a minimum of 6ft in each direction is strictly enforced.

Last updated: September 2021

*Last updated: 1/11/22*

### 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 2018—2019

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           |                    |                         |                          |                       |
| 1           |                    |                         |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           |                    |                         |                          |                       |
| 4           |                    |                         |                          |                       |
| 5           |                    |                         |                          |                       |
| 6           | 30.00              |                         | 36                       |                       |
| Other**     |                    |                         |                          | 0                     |

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

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

#### Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           |                    |                         |                          |                       |
| 1           |                    |                         |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           |                    |                         |                          |                       |
| 4           |                    |                         |                          |                       |
| 5           |                    |                         |                          |                       |
| 6           | 25.00              | 7                       | 36                       |                       |
| 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 2020–2021**

| 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 (Secondary) (School Year 2018—2019)**

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

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

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

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 22.00              | 16                      | 31                       |                       |
| Math           | 22.00              | 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 2020–2021)**

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|---------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 23.00              | 12                      | 21                       | 1                     |



|                |       |   |    |   |
|----------------|-------|---|----|---|
| Math           | 23.00 | 7 | 21 |   |
| Science        | 27.00 | 2 | 20 |   |
| Social Science | 28.00 | 6 | 23 | 1 |

*Last updated: 1/11/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0.0   |

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.00                              |
| Psychologist  | 0.00                              |
| Social Worker   | 0.00                              |
| Nurse   | 0.00                              |
| Speech/Language/Hearing Specialist                            | 0.00                              |
| Resource Specialist (non-teaching)                            | 0.00                              |
| Other   | 5.20                              |

Last updated: 1/1/00

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$14161.97                   | \$3161.97                           | \$11000.00                            | \$71333.48             |
| District                                      | N/A                          | N/A                                 | \$8823.00                             | \$78721.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | 24.70%                                | -9.40%                 |
| State   | N/A                          | N/A                                 | \$8443.83                             | \$84665.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 30.30%                                | -15.70%                |

Last updated: 1/20/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

During distance learning Triumph offered clinical counseling services, after school tutoring and clubs through our extended day program, and our summer bridge program, which allowed us to bring students on campus to engage in project based learning.

**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:**

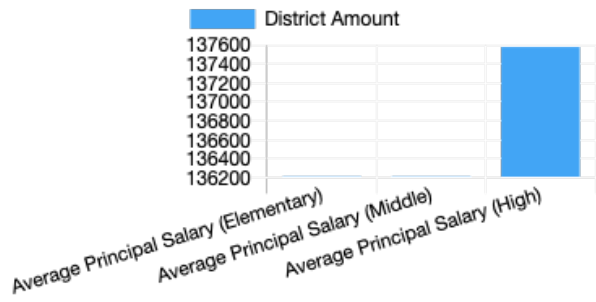
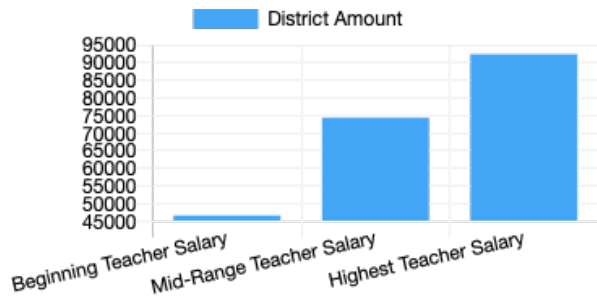
PUC TCHS offers a variety of programs to support and assist students. Each teacher provides after school intervention at least once per week. In addition, PUC TCHS employs an instructional coach who works closely with our teachers to ensure all instruction is purposeful and productive. We also employ 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, 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: 1/11/22

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$46587.00      | \$50897.00                                   |
| Mid-Range Teacher Salary                      | \$74412.00      | \$78461.00                                   |
| Highest Teacher Salary                        | \$92389.00      | \$104322.00                                  |
| Average Principal Salary (Elementary)         | \$124955.00     | \$131863.00                                  |
| Average Principal Salary (Middle)             | \$136210.00     | \$137086.00                                  |
| Average Principal Salary (High)               | \$137581.00     | --   |
| Superintendent Salary                         | \$350000.00     | \$297037.00                                  |
| Percent of Budget for Teacher Salaries        | 28.00%          | 32.00%                                       |
| 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:

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 20.80%

| 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            | 3                             |
| Total AP Courses Offered* | 7.00%                         |

*Last updated: 1/11/22*

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

**Professional Development**

PUC TCA-TCHS breakdown of numbers is below:

|            | 2019-20 | 2020-21 | 2021-22 |
|------------|---------|---------|---------|
| FULL DAYS: | 4       | 4       | 4       |
| MIN. DAYS: | 47      | 35      | 40/42   |
| TOTAL:     | 51      | 39      | 44/46   |

| Measure   | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 51        | 39        | 46        |