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

Address: 10361 Glenoaks Blvd. Sunland, CA 91040-3519
Phone: (818) 352-3700
Principal: Concepcion Rivas, Superintendent
Grade Span: K-12

In February 1 of each year, every school in California is required by state law to produce a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements and school accountability reporting 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 identified pursuant to Education Code (EC) sections 52060 and 52066. For more information about LCAP or LCAP templates, please visit http://www.cde.ca.gov/ng/.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at http://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 comparison data for the LEA and the state. It is recommended that readers of this report go to the DataQuest web page to access the SARC for accountability, to view and download data in graph and tabular formats, compare school, district, county, and state 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 supports local educators, districts, and their communities as they focus on ensuring equity and improvement for all students. The Dashboard provides a wealth of information to help educators, families, and communities understand how well students are being prepared for college and career and how resources are used in identifying strengths, challenges, and areas in need of improvement.

About This School

Concepcion Rivas, Superintendent

Welcome to our Triumph Charter Academy and Triumph Charter High

Select the School: PUC Triumph Charter Academy

District Contact Information (Chart Year 2021–2022)

District Name	Pacoima Charter School
Phone Number	(818) 361-1600
Superintendent	Jesus Jimenez
Email Address	jesus.jimenez@pcsk12.com
Website	www.pacsk.net

School Contact Information (Chart Year 2021–2022)

School Name	PUC Triumph Charter Academy and PUC Triumph Charter High
District	Pacoima Charter School
Street	10361 Glenoaks Blvd.
City, State, Zip	Sunland, CA, 91040-3519
Phone Number	(818) 352-3700
Principal	Concepcion Rivas, Superintendent
Email Address	crivas@pcsk12.com
Website	https://www.puctriumphcs.org/
County-District-School (CDS) Code	19-64733-0125591

Last updated 12/20/2021

Contact Information (School Year 2021–2022)

School Description and Mission Statement (School Year 2021–2022)

A respect of excellence and high academic achievement for all students. Triumph Charter Academy and Triumph Charter High provide rigorous college-bound learning experiences for the academic and social-emotional needs of all students. Through quarterly check points, the school's targeted interventions will ensure that students are on track to meet or exceed the California State Standards and College and Career Readiness Indicators. Our school is a community of excellence. This will be achieved through rich local systems data analysis, professional learning communities, social-emotional, & intellectual, ongoing data collection and tracking, & quarterly School Accountability Committee (SAC) & English Learning Advisory Committee (ELAC) throughout the school year. PUC Triumph charter academy and PUC Triumph charter high school are committed to the success of all students. Our students are prepared for college and career. The school will serve diverse, underserved, and at-risk students, including English learners, students with special needs, economically disadvantaged students, foster youth, homeless youth, students in the military, and students of color. Our students will be prepared for college and career. Our students will be prepared to be lifelong learners, critical thinkers, and contributors to our school and community. Our students will be prepared to be lifelong learners, critical thinkers, and contributors to our school and community. Our students will be prepared to be lifelong learners, critical thinkers, and contributors to our school and community.

Vision

The vision for Triumph Charter Academy and Triumph Charter High School is to provide a personalized learning environment in which students are prepared for college and career. Our students will be prepared to be lifelong learners, critical thinkers, and contributors to our school and community. Our students will graduate students who are on track to be college and career ready and are committed to uplifting their community.

Vision

The school is Triumph Charter Academy and PUC Triumph Charter High School is to operate a small high-performance school in order to prepare students for college and career. The primary strategies of PUC and TCHS is the highly accountable educational model guided by core values, such as:

high expectations for all students,
small learning communities,
personalized learning environments,
highly qualified Principals and Teachers,
parent involvement.

Our staff is dedicated and we are TK to the MC-Triumphing Scholars and "Scholarness is Second" for our scholars and staff.

At PUC schools, Triumph Charter Academy and Triumph Charter High School students will be prepared to be college and career ready by providing a rigorous, relevant, and engaging curriculum. Our students will be prepared to be lifelong learners, critical thinkers, and contributors to our school and community

American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	422	418	98.58
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	16	100.00
White	--	--	--
English Learners	65	64	98.46
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	414	408	98.55
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	52	52	100.00

Note: NCLB* includes data that the school district did not collect and submit to the CALPADS for Mathematics.
*No Child Left Behind (NCLB) data for Mathematics includes all students in an as-tested school, whereas the number of students in this category is less than the number of students in the school.

Last updated 7/31/21

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Iowa Assessments
Grades Tested: Kindergarten and Fall Grade Level Grades (School Year 2020–2021)

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	390	367	94.1	5.9	51.4
Male	411	387	94.2	5.8	45.0
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	788	747	94.8	5.2	49.0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	7	53.8	46.2	42.9
White	0	0	0	0	0
English Learners	81	77	95.0	5.0	5.2
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Socioeconomically Disadvantaged	788	747	94.8	5.2	42.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	112	92.5	6.5	12.0

Note: In a group size of fewer than 11 students, data is not displayed to protect student privacy.
Note: 2020–2021 Local Assessment Test Results in ELA for Students with Disabilities are combined with the 2019–2020 Local Assessment Test Results in ELA because the number of students in this group in the school year 2020–2021 was too small to be reported in a manner that protects student privacy.
Note: In cases where the school administered the CALPADS Assessment, CALPADS results are included in the school's overall results. In cases where the school administered the CALPADS Assessment, CALPADS results are not included in the school's overall results.

Last updated 7/31/21

CAASPP Test Results in Science for Grade Level Students
Assessment Name(s): CAST
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	28.72

Note: In the 2020–2021 display, only left value includes the 2019–2020 data and are available due to the COVID-19 pandemic and resulting contractor 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 the 2020–2021 data, only left "school" values include the school data that are not students using the CAASPP Science.

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	335	335	100.0	0.0	28.7
Female	167	162	97.01	2.99	16.75
Male	168	168	100.00	0.00	40.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	303	98.75	1.30	19.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	78	77	100.0	0.0	0.0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	298	293	98.32	1.68	17.06
Students Receiving Migration Education	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	4.76

Note: NCLB* includes data that the school district did not collect and submit to the CALPADS for Science.
*No Child Left Behind (NCLB) data for Science includes all students in an as-tested school.

Career Technical Education (CTE) Participation

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

Career Technical Education (CTE) Participation (School Year 2020–2021)

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

Career Technical Education (CTE) Pathways

CTE Pathways offered at Community Consortium of University of California (UC) Leadership Academy (CSU Admission Requirements)

Pathway	UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission		95.79%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission		95.45%

State Priority: Other Pupil Outcomes

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

- Other pupil outcomes

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 7/31/21

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021–2022)

How or whom involved parents can contact, participate, and/or volunteer

Here at Alameda Community Learning Center, 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, and monthly parent meetings. We have also been able to connect with our families through our Instructional Leadership Team meetings, our School Site Council (SSC) and our English Learner Advisory Committee (ELAC). We have also been able to connect with our families through our Facebook page.

TOA:

Our Parent Teacher Association 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 nights, our Parent Teacher Association also hosts our annual Back to School Night and our annual Open House. Our Parent Teacher Association also has a Facebook Group called the Principal, as well as a group text. Our Parent Teacher Association also has a group called the Scholars Advisory Council (aka a council, in which they help with the decision making of the school.

SSC:

Our SSC hosts monthly family nights that focus on our school's Title I status, school improvement, 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 such as the Parent Teacher Association (PTA), the Parent Teacher Club (PTC), or the Booster Club. Parents are also invited to participate in the school's Open House, back to school night and training the upcoming parents. The SAC meets quarterly between the parents and school their phone as it collaborate with the school's leaders. Contact for SAC are also connected and accessible to our students' success.

State Priority: Pupil Engagement

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

- School attendance rates
- High school graduation rates
- Chronic absenteeism

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

	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	0.00%	0.00%	0.00%	10.00%	8.00%	9.10%	9.00%	8.00%	8.40%
Graduation Rate	92.00%	94.00%	95.00%	81.00%	83.00%	85.00%	84.00%	84.20%	83.00%

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	53	53	99.4
Female	22	22	100.0
Male	31	31	98.4
Non-Binary	--	--	0.0
American Indian or Alaska Native	--	--	0.0
Asian	0	0	0.00
Black or African American	--	--	0.0
Filipino	0	0	0.00
Hispanic or Latino	110	108	99.8
Native Hawaiian or Pacific Islander	--	--	0.0
Two or More Races	--	--	0.0
White	0	0	0.00
English Learners	--	--	0.0
Foster Youth	--	--	0.0
Homeless	--	--	0.0
Socioeconomically Disadvantaged	110	107	98.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	5	5	100.0

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

Chronic Absenteeism by Student Group
(School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	355	285	0	0.0
Female	164	133	0	0.0
Male	191	152	0	0.0
Non-Binary	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	327	263	0	0.0
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	78	76	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	298	240	0	0.0
Students Receiving Migration Education	0	0	0	0.0
Students with Disabilities	52	45	0	0.0

State Priority: School Climate

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

- Pupil suspension rate
- Pupil expulsion rate
- Other local measures on the sense of safety

Suspensions and Expulsions (School Year 2020–2021)
(data collected between July through June, each full school year respectively)

	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.67%	0.20%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.00%	0.08%	0.00%	0.00%

Suspensions and Expulsions for School Year 2019–2020 Data
(data collected between July through February, partial school year due to the COVID-19 pandemic)

	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	0.00%	2.44%
Expulsions	0.00%	0.00%	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 of trends in suspensions and expulsions for the 2019–2020 school year compared to other school years.

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migration Education	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

School Safety Plan (School Year 2020–2021)

Emergency Preparedness:

The School Emergency Response Plan is created by Emergency Response Plan is created the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the continuation of public property. The School Emergency Response Plan provides a course of action for staff when facing a crisis or an emergency. Accident and crisis procedures are particularly important whenever children are involved, but crisis that occur through out the school day affecting students, staff, and visitors. It is the responsibility of the school administrator and the school's assigned safety committee to be familiar with and be in full compliance with the school's Emergency Response Plan.

The School Emergency Response Plan addresses our responsibilities in emergencies associated with severe disaster, human caused emergencies and medical emergencies. The School Emergency Response Plan addresses the requirements of the Standardized Emergency Management System (SEMS) and complies with all laws in California. The Plan establishes an emergency organization to direct and control operations at the school site during emergency conditions and to coordinate with other agencies, districts, and jurisdictions.

The School Emergency Response Plan:

- Complies with the Standardized Emergency Management System (SEMS), the Standardized Emergency Management System (SEMS) and effectively coordinates emergency response at all levels in compliance with the National Incident Command System (NIC).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Assigns roles and responsibilities to persons in planned times and places.
- Provides a means for unified training and response exercises to ensure compliance.
- Provides for drills.

Drills: Drills ensure the implementation of the State of California's set of mandatory response guides on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles that school personnel will perform during an emergency response. Drills include:

Escape:

The Escape encompasses our schools, it addresses a broad range of major emergencies, such events include crimes committed on campus, hostage situations, and bomb threats, and natural disasters such as earthquakes, floods, and severe weather. Procedures for emergencies that may or may not require an evacuation are contained in the School Emergency Response Team (SERT).

The objectives of the plan are to:

- Ensure the safety and welfare of students, employees and staff.
- Provide a safe and orderly evacuation of students and staff.
- Provide for the care of students and staff.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

SERT is trained annually according to Service Professional Development Hours in August.

CODE–RED SHELTER PROTOCOLS:

Our Emergency Response Plan addressed procedures to protect team members, students, and visitors.

Our Emergency Response Plan addresses Shelter in Place, Evacuation, Evacuation to Alternate Site, Reverse Evacuation, Lockdown and Lockout. Our Emergency Response Plan is reviewed annually and updated as needed. Our Emergency Response Plan is reviewed by our Safety Committee and approved by our Leadership Team

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: 1/10/22

* 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: 12/31/99

* 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: 12/31/99

* 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.

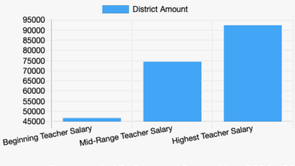
TCA:
PUC Triumph Charter Academy is committed to both the academic success and social well-being of each and every student. Students access an academically rich learning environment through Common Core driven text selections, technology, and lessons that prepare students with 21st Century skills. PUC 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.

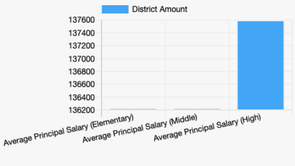
Last updated: 1/10/22

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: 1/10/22

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

Professional Development

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