



PUC Schools Local Indicators Self Scoring Tool 2018-19 as reported in 2019-20 SY

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

Misassigned Teachers of English Learners: 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). For LEAs that use the California Department of Education's SARC template, this information will be auto-populated within the web-based evaluation rubrics system. LEAs that do *not* use the California Department of Education's SARC template will have to input this information manually in the web-based evaluation rubrics system.

Data Sources:

- School Accountability Report Card 17-18 as reported in 18-19 SY

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

Implementation of State Academic Standards (Priority 2)

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

- Common Core State Standards for ELA
- English Language Development (ELD) Aligned to ELA Standards
- Common Core Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA-Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics-Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Data Sources:

- Survey results from PUC-WIDE Professional Development
- PUC Teacher Development System
- 1:1 Coaching for Teachers
- School Site Professional Development
- Leader Professional Development & Coaching Cycles

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:

- Common Core State Standards for ELA
- ELD Aligned to ELA Standards
- Common Core Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

Content Area	1	2	3	4	5
ELA-Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics-Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Data Sources:

- PUC Unit Frameworks (All Contents)
 - PUC DBQ System (History)
 - PUC Math Instructional Methods (Math)
 - Site-based Professional Development and Coaching (All Contents)
 - Site Leadership Professional Development and Coaching (All Contents)
3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):
- Common Core State Standards for ELA
 - ELD Aligned to ELA Standards
 - Common Core Standards for Mathematics
 - Next Generation Science Standards
 - History-Social Science

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA-Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics-Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Data Sources:

- PUC-WIDE Professional Development (Scope and Sequence and Reflections)
- PUC Teacher Development System
- 1:1 Coaching for Teachers

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)
- Leader Professional Development & 1:1 Coaching
- Regional Professional Development for Leaders

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards		X			
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Data Sources:

- PUC Wide Professional Development for Visual and Performing Arts (Scope and Sequence and Reflections)
- PUC Wide Professional Development for Foreign Language (Scope and Sequence and Reflections)
- PUC Wide Professional Development for Physical Education (Scope and Sequence and Reflections)
- Regional Content Collaboration Time/ Data Analysis
- 1:1 Coaching Cycles for Teachers
- School & College Counseling PD

Support for Teachers and Administrators

5. During the 2017-18 school year (including summer 2017), or during 2018-19 school year (including summer 2018), rate the LEA's success at engaging in the following activities with teachers and school administrators:

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

- Identifying the professional learning needs of groups of teachers or staff as a whole
- Identifying the professional learning needs of individual teachers
- Providing support for teachers on the standards they have not yet mastered

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the professional learning needs of subgroups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet met mastered				X	

Data Sources:

- PUC-WIDE Professional Development (Scope and Sequence and Reflections)
- PUC Teacher Development System
- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)

Optional Narrative

6. Provide any additional information that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

PUC Schools Local Indicators Self Scoring Tool 2018-19 as reported in 2019-20 SY

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local

PUC Schools Local Indicators Self Scoring Tool 2018-19 as reported in 2019-20 SY

families, using the tools of continuous improvement.

¹ California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale



PUC Schools Local Indicators Self Scoring Tool 2018-19 as reported in 2019-20 SY

(lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial

Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability



PUC Schools Local Indicators Self Scoring Tool 2018-19 as reported in 2019-20 SY

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Families are essential partners in their children's education program at PUC Milagro. Family members are provided multiple opportunities to participate and build a relationship with the school. For example, families participate in family reading and sharing Thursday, family meetings and workshops, annual family and student lead conferences, and plan and participate in annual school events. The school sends bilingual communication schoolwide on a weekly basis, and each teacher communicates weekly/daily with families through the schools Online communication platform. Annual surveys are sent to each family schoolwide and by individual teachers to learn more about each family and their needs.

We are working to improve reaching families who do not respond or utilize the schools communication systems. Our goal is to ensure a 100% of our families have knowledge of important events and their child's academic progress.

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability



PUC Schools Local Indicators Self Scoring Tool 2018-19 as reported in 2019-20 SY

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

PUC Milagro believes that a child's family is their first and most important teacher. In order for a child to succeed in school they must be surrounded by people both inside and outside of school who believe learning is important. Choice Homework is given Wednesday to Wednesday to provide families with the time to support their child at home. To provide support for family members whose primary language is Spanish, homework directions and tasks are provided in both Spanish and English. Teachers are always available to provide support with any homework questions through the school's Online communication system, emails, and in person. Annual each family engages with their child's teacher during a personalized conference, and these type of meeting continue to occur based on their child's or families needs. Descriptive standards-based report cards are sent home twice a year and include written descriptions of both the child's strengths and goals.

The school's area of improvement is to work toward a 100% participation in Choice Homework, family conferences, and have families use the report card as a tool for celebrating and support their child at home. We want all families to work in partnership and in order to achieve this goal teachers are consistently developing new ways to track and reach out to those families who are not active partners and provide them alternative ways for participation.

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

Seeking Input for Decision Making

- 9.** Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

- 10.** Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

- 11.** Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

- 12.** Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

5 - Full Implementation and Sustainability

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

PUC Milagro recognizes family members as educators, as individuals with experiences to offer, capable of constructing and sharing knowledge. It is essential for student achievement that the worlds of school and home see, know, respect, and learn from each other. The school utilizes family meetings, the SAC and ELAC councils, Title 1 meeting, and LCAP development meetings to engage all stakeholders. Participating members are provided information, training, and the opportunity to actively participate in the school's decision making process. The PUC organization also informs and utilizes our organization wide Uniform Compliant Policy to inform families of their rights and provide them with support to resolve issues or concerns.

The school's improvement goal is to increase the number of families who participate in these opportunities and systems that allow for their voice to be heard and have impact in the school's decision making. Staff and participating family members are continuously developing recruitment plans and reaching out to all families in person and via the school multiple communication systems. Surveys are sent home to determine how each family would like to engage, and the councils and staff use this information to revise recruitment plans.

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>.
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

School Climate (Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that is particularly relevant to school safety and connectedness.

Narrative:

PUC Milagro conducts an annual student survey. The comprehensive survey consists of 8 Constructs; Captivate, Care, Challenge, Clarify, Confer, Consolidate, Control, and Safety. Safety was added in 2017-18 to align with the CA State Priorities. Each teacher and every grade level is surveyed.

Questions and Favorable Ratings in the survey that relate to safety and connectedness are as follows:

PUC Milagro:

Construct	Item/Question	% Favorable Rating General Education
Captivate	Learning is important in my classroom	96%
Care	I like the way my teacher treats me when I need help	78%
Care	My teacher makes me feel that she really cares about me	79%
Confer	My teacher wants me to share my thinking and ideas	71%
Consolidate	My teacher takes the time to help me think about what I have learned	77%
Control	My teacher makes sure that I follow the classroom norms and the Habits of a Scholar	91%
Safety	I know my teacher will help me if I feel that people are being unkind.	87%

PUC Milagro received an “Average % Favorable” of 80%. An overall score of 3.7 of 4. “Confer” received the lowest score of 71%. Focus for PUC Milagro will be on staff and student interaction and engagement to ensure that students share their thoughts and ideas. In addition, focus for PUC Milagro is to continue working on strengthening their “Mindfulness” curriculum.

**PUC Schools Local Indicators Self Scoring Tool
2018-19 as reported in 2019-20 SY**

PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY

1. Briefly identify the locally selected **measures or tools** that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. For example, for Elementary it would be Student Rosters that indicate type of class and the teacher qualification using PowerSchool. Same for MS/HS with student Daily Schedules or a Teacher Daily Schedule. In addition, what tool is used to track student course assignment? PowerSchool Power Scheduler?

PUC elementary schools have self-contained classrooms by grade level. PowerSchool is used to track how students are assigned within their grade level. PowerSchool Scheduler is used for assigning students to their appropriate classroom, for generating student rosters, tracking teacher qualifications, and gradebook monitoring.

2. Using the locally selected measures or tools, **summarize the extent to which all students have access to**, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study

As a charter school, PUC Milagro ensures that all students have access to and are enrolled in the following: English Language Arts, Mathematics, Social Science, Science, Physical Education, and the Visual and Performing Arts. Foreign or World Language is not offered.

3. Given the results of the tool or locally selected measures, identify the **barriers preventing the LEA from providing access to a broad course of study for all students**. For example, SPED identification.

PUC Milagro students who have special needs or are English Language Learners are provided additional support such as Inclusion Assistant support and/or ELD support within each subject matter in order to ensure access to the broad course of student being offered.

4. In response to the results of the tool or locally selected measures, what **revisions, decisions, or new actions** will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

5.

To ensure students are offered a broad course of study, PUC Schools' Superintendent & Deputy Superintendent of Academics will continue to work with the PUC School Site Leader to ensure the courses offered are compliant with EC51220(a)-(i) and are accessible to all students, especially students with special needs and those who are English Language Learners.