PUC Milagro Charter

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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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).

Internet Access

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

Sascha Robinett, Principal

📍 Principal, PUC Milagro Charter

About Our School

PUC Milagro Charter School is a Golden Ribbon, California Distinguished School and a Title I Achievement Award winner. This success is the result of the combined efforts of students, staff, and families. Every stakeholder understands and supports the school vision of not only college attendance, but college graduation. Our learners are not just students, but scholars.

Sascha Robinett, Principal

Contact

PUC Milagro Charter
1855 North Main St.
Los Angeles, CA 90031-3227

Phone: 323-223-1786
Email: c.rivas@pucschools.org

About This School

Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
School Name	PUC Milagro Charter
Street	1855 North Main St.
City, State, Zip	Los Angeles, Ca, 90031-3227
Phone Number	323-223-1786
Principal	Sascha Robinett, Principal
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330102426

Last updated: 12/27/2019

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

MISSION:

Our mission is to ensure every child graduates high school prepared for college success.

VISION:

To provide students with the tools they need to become life-long learners and critical thinkers that will succeed in college, in all areas of life, and inspire others to do the same.

PUC Milagro Charter School mission is guided by PUC's 3 Commitments:
1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

Implementing this vision for student success takes the combined effort of teachers, students, administration, families, and community members. PUC Milagro Charter School 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.

To ensure each student's academic needs are met, textbooks and company designed programs are not used. Students have various academic needs which are not met by a "one size fits all" system. PUC Milagro Charter School works to create differentiated instruction that allows each individual child to grow and achieve their personal best based on their academic needs.
Instruction is delivered using the "workshop" method. This method of instruction allows teachers to provide students with both small group and individual support. Students are not only taught basic skills, but also critical and creative thinking skills which are necessary for both college and life preparation. Students' progress is monitored and assessed through work analysis, individual conferences, and assessments. Teachers use this data to set individual goals for student growth and plan their weekly instruction.

Every year is a new opportunity for growth. Learning from both our challenges and our accomplishments helps us to create, question, and push towards new possibilities. The constant examination of school systems, curriculum, and budgets, ensure that our mission of college attendance and social responsibility remain our focus and ultimate goal.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	50
Grade 3	48
Grade 4	48
Grade 5	48
Total Enrollment	289
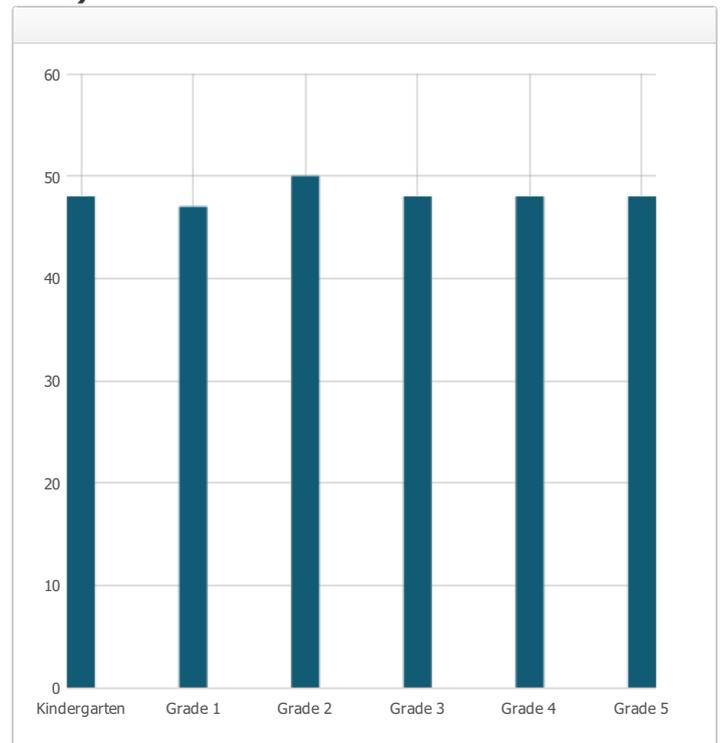
Last updated: 12/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	0.70 %
Asian	1.00 %
Filipino	0.30 %
Hispanic or Latino	95.20 %
Native Hawaiian or Pacific Islander	0.00 %
White	0.70 %
Two or More Races	0.00 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.20 %
English Learners	19.70 %
Students with Disabilities	11.40 %
Foster Youth	0.30 %
Homeless	0.00 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	12	13	13	21054
Without Full Credential	2	1	1	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103
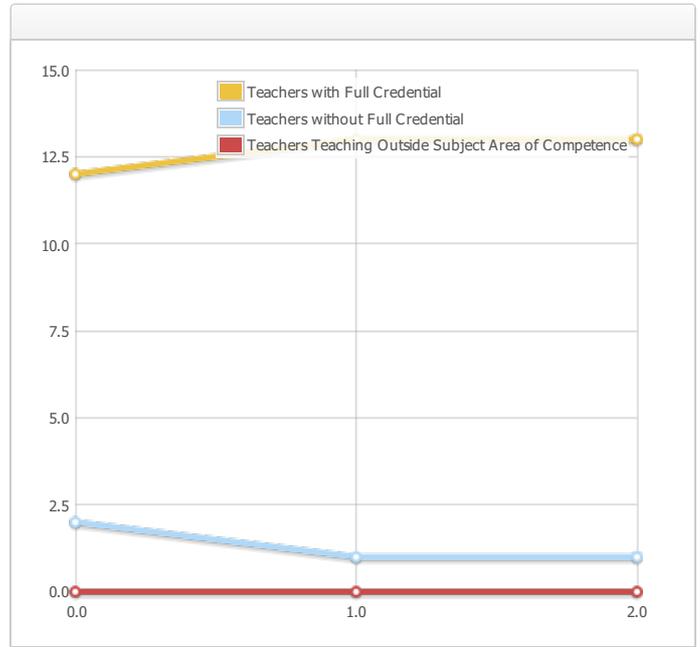
Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
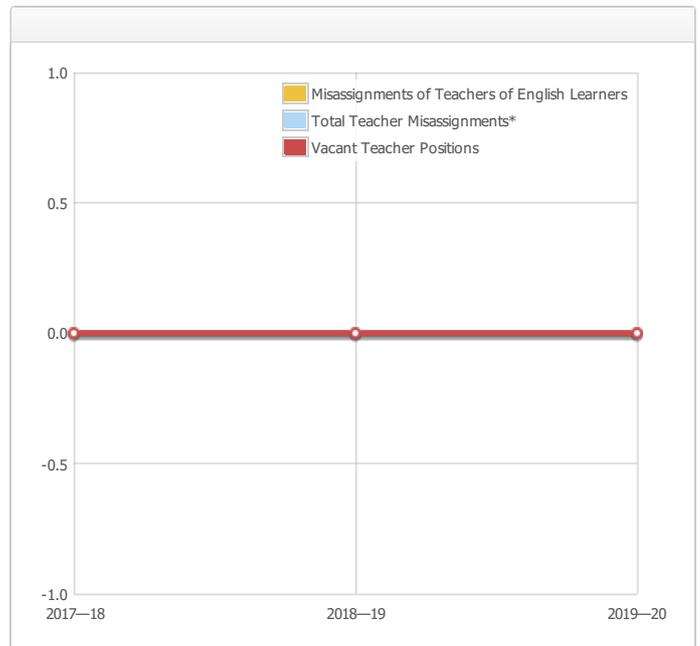
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/28/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	To ensure each student's academic needs are met, textbooks and company-designed programs are not used at Milagro. Students have various academic needs which are not met by a "one size fits all" system. Milagro works to create differentiated instruction that allows each individual child to grow and achieve their personal best based on their academic needs. Each grade level has standards-based units for each content area that are revised yearly by administration and the grade level team. Each unit plan includes essential understandings/big ideas, standards-based learning targets, formative and summative assessments, and instructional resources. Teachers collaboratively create weekly lesson plans based on the curriculum unit plans, gathered data, and identified students' needs and interests. RESOURCES: Lucy Calkins Curriculum	No	0.00 %
Mathematics	PUC Milagro does not purchase entire sets of textbooks. PUC Milagro uses various textbooks as reference sources. However, all instructional materials used are standards-aligned.	No	0.00 %
Science	PUC Milagro does not purchase entire sets of textbooks. PUC Milagro uses various textbooks as reference sources. However, all instructional materials used are standards-aligned.	No	0.00 %
History-Social Science	PUC Milagro does not purchase entire sets of textbooks. PUC Milagro uses various textbooks as reference sources. However, all instructional materials used are standards-aligned.		0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2020

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, PUC Schools uses a facility survey instrument developed by the State of California OPSC to evaluate facilities on an annual basis.

Maintenance and Repair:
Facilities Technicians ensure that necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service metrics and that emergency repairs are given the highest priority. The Facilities Manager manages this process centrally.

Cleaning Process and Schedule:
PUC Schools adopted cleaning standards for all schools in the organization to ensure a healthy learning environment. The Facilities Manager establishes cleanliness standards and works with school site staff to develop cleaning schedules to ensure a clean and safe school.

Environmental Health and Safety:
The Facilities Manager performs monthly site inspections of each school to observe, detect, mitigate, and eliminate hazards that may contribute to illness or injury. An Injury and Illness Prevention Plan was adopted by the governing board of PUC Schools and is implemented by the Superintendent.

Last updated: 1/16/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC Systems installed in 2019.
Interior: Interior Surfaces	Good	Not applicable.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Established Pest Management Program in place.
Electrical: Electrical	Good	L.E.D. lighting upgrade installed in 2019.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Filtered dringking fountain installed in 2019.
Safety: Fire Safety, Hazardous Materials	Good	Annual Fire-Life Safety Testing passed in 2019.
Structural: Structural Damage, Roofs	Good	Roof maintenance in 2020.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New playground and surfacing installed in 2019.

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	49.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	57.0%	54.0%	32.0%	34.0%	38.0%	39.0%

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

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

Last updated: 12/30/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	142	99.30%	0.70%	49.30%
Male	77	76	98.70%	1.30%	53.95%
Female	66	66	100.00%	0.00%	43.94%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	141	140	99.29%	0.71%	49.29%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	126	126	100.00%	0.00%	45.24%
English Learners	41	41	100.00%	0.00%	36.59%
Students with Disabilities	21	20	95.24%	4.76%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/30/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	142	99.30%	0.70%	53.52%
Male	77	76	98.70%	1.30%	64.47%
Female	66	66	100.00%	0.00%	40.91%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	141	140	99.29%	0.71%	53.57%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	126	126	100.00%	0.00%	50.00%
English Learners	41	41	100.00%	0.00%	36.59%
Students with Disabilities	21	20	95.24%	4.76%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/30/2019

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

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

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

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

Last updated: 12/30/2019

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

Not applicable.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Data provided by CDE. Data not yet available. School will update report once data is provided.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.80%	14.90%	12.80%

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

Last updated: 1/30/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

PUC Milagro Charter School families are an integral part of the school's success. Every Thursday families are invited to read, share, or teach students during the first 20–30 minutes of instruction. Twice a year, families participate in student lead conferences that demonstrate how students have grown and learning within their classroom occurs. Once a year, families attend a teacher lead conference to learn about their child's academic performance, share and discuss their child individual needs, and develop a collaborative support plan to ensure academic growth. Families are also invited to request a teacher conference anytime they have a need, and are welcome to observe and volunteer in the classroom anytime their schedule permits.

There are multiple opportunities for families to build community and celebrate. The school hosts monthly family schoolwide events (Children's Day, Winter Wonderland, Halloween Carnival, Art Night, etc.) that are planned with both parent leaders and staff. There are annual fund-raisers and food sales throughout the year to raise money for the school's art program, classroom field trips, and enrichment activities. Families are also an integral part of the school's Site Advisory Council (SAC) and English Learner Advisory Council (ELPAC) in making schoolwide decisions and designing/monitoring the school's LCAP plan.

To volunteer at the school please contact the office manager or office assistant at (323) 223-1786.

State Priority: Pupil Engagement

Last updated: 1/15/2020

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

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

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

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

Last updated: 12/30/2019

School Safety Plan (School Year 2019—20)

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property. The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to know their roles in these plans.

The School Emergency Response Plan addresses our responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

The School Emergency Response Plan:
• Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
• Establishes response policies and procedures, providing clear guidance for planning purposes.
• Describes and details procedural steps necessary to protect lives and property.
• Outlines coordination requirements.
• Provides a basis for unified training and response exercises to ensure compliance.

Requirements:
The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Scope:
The Scope encompasses our schools. It addresses a broad range of major emergencies; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, earthquakes and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:
• Protect the safety and welfare of students, employees and staff.
• Provide for a safe and coordinated response to emergencies.
• Protect the School's facilities and properties.
• Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Frequency:
Our staff is trained annually during In-Service Professional Development held in August.

Last updated September 2019.

Last updated: 1/16/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	24.00		2	
2	24.00		2	
3	25.00		2	
4	25.00		2	
5	23.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	25.00		2	
2	24.00		2	
3	24.00		2	
4	24.00		2	
5	23.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	48.00			1
1	24.00		2	
2	25.00		2	
3	24.00		2	
4	24.00		2	
5	24.00		2	
6				
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.

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

Title	Ratio**
Counselors*	0.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.34
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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

Last updated: 12/28/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12721.00	$2671.00	$9922.00	$79431.00
District	N/A	N/A	$8068.00	$74789.00
Percent Difference – School Site and District	N/A	N/A	23.00%	6.20%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	32.20%	-3.60%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

PUC Milagro Charter School works hard to ensure that all money spent benefits the students. The school's top priority is to ensure all students have the books and materials they need to learn. It is also essential that the staff receive extensive professional development to understand and implement the latest educational research and develop curriculum and instruction that ensures student success.

Classroom size is small with a 24 to 1 ratio. In addition to the general teaching staff, the school employs two special education resource teachers and six assistants. This group of specialist support not only students with special education Individual Education Programs (IEPs), but all students who have academic challenges.
Intervention is provided by the general education teachers and the resource team based on the MTSS (multi-tiered support systems) model during the school day. After school tutoring is provided by the general teachers during second semester based on data determined needs.

In addition to support academic needs the school focuses on support the "whole child". Students receive PE three times a week for 50 minutes by trained staff. The staff uses a curriculum that develops the students' ability to work in teams, demonstrate sportsmanship, and develop physical fitness.
The school's art program is led by professional artists who provide instruction through a 12-week residency. The artist work with the classroom teachers and an assistant to plan instruction. Students receive visual arts instruction for an hour and half once a week.

Students and families with emotional needs are provided services through our counseling program. Families or teachers can request services for students. All new families meet with a counselor prior to school to provide support and ensure new students' needs are known and planned for.
The afterschool program serves half of the school (participation is based on lottery) and runs for 3 hours each day. Students are provided opportunities for daily reading, physical activity, science exploration, and creative enrichment (STEAM).

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
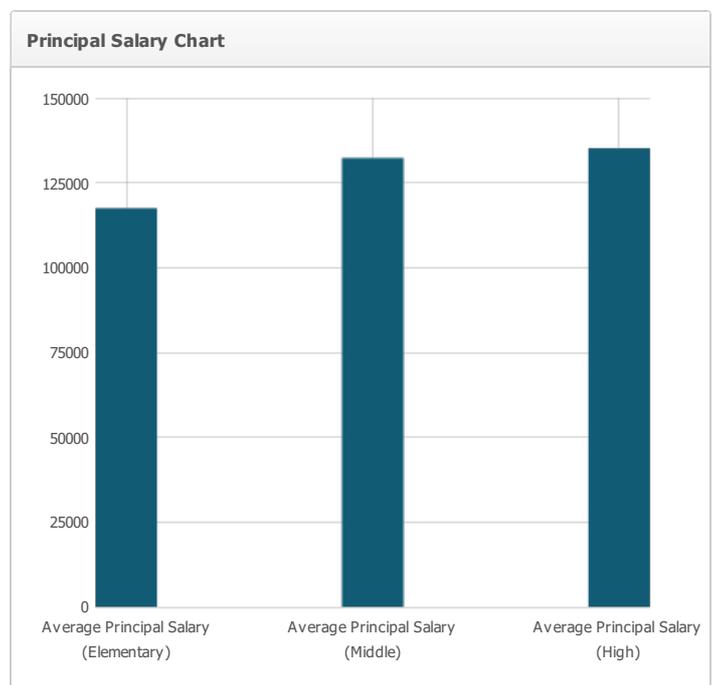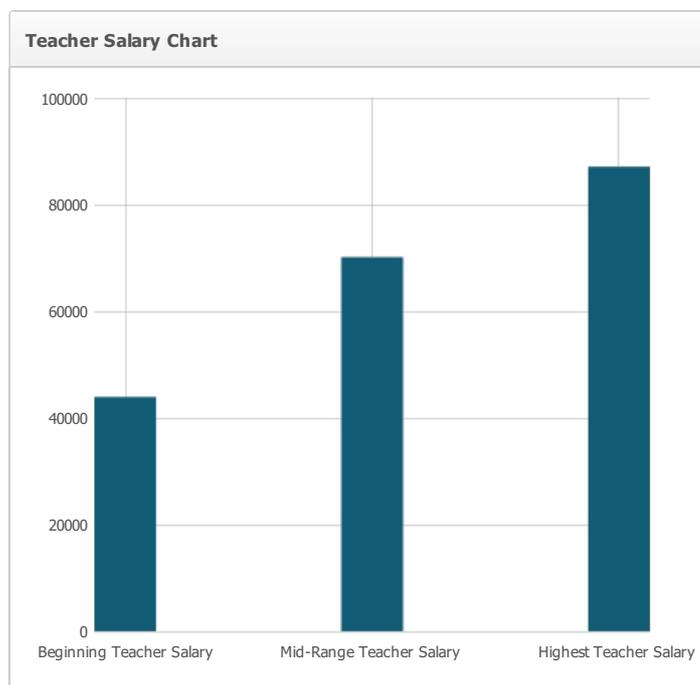
Last updated: 12/30/2019

Professional Development

PUC Milagro breakdown as follows:

2017-18 2018-19 2019-20
FULL DAYS 10 10 4
PARTIAL 58 51 48
TOTAL DAYS 68 61 52

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	68	61	52