

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

<b>Address:</b>	1855 North Main St. Los Angeles, CA , 90031-3227	<b>Principal:</b>	Concepcion Rivas, Superintendent
<b>Phone:</b>	(323) 223-1786	<b>Grade Span:</b>	K-5

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 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.

These past two years have been an extreme challenge for all stakeholders due to the multiple challenges COVID brought to our campus. Our community is most proud of our ability to rise and thrive as a school family through it all. Although, we have some gaps to close and social emotional needs to support - PUC Milagro's ability to collaborate, remain student focused, and determination is ensuring our continuous growth and achievement.

Sascha Robinett, Principal

#### Contact

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

Phone: [\(323\) 223-1786](tel:3232231786)  
 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 Milagro Charter
<b>Street</b>	1855 North Main St.
<b>City, State, Zip</b>	Los Angeles, CA , 90031-3227
<b>Phone Number</b>	(323) 223-1786
<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/milagro/">https://www.pucschools.org/milagro/</a>
<b>County-District-School (CDS) Code</b>	19647330102426

*Last updated: 1/6/22*

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

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 and creative 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:

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.

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.

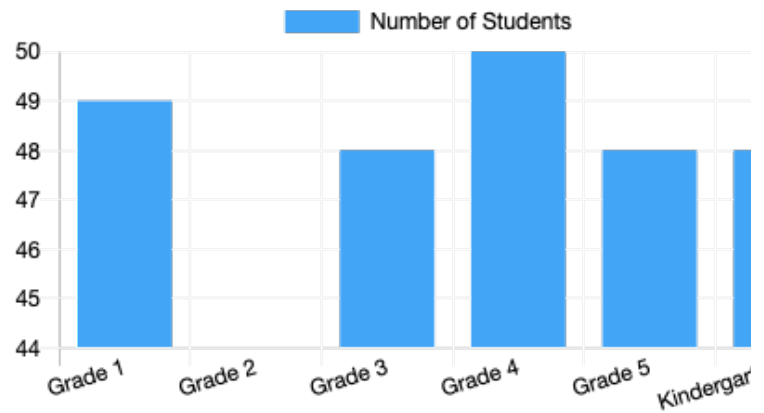
To ensure each student's academic needs are met, textbooks and company designed programs are not used. Students have various academic needs which are not met by a "one size fits all" system. PUC Milagro Charter School works to create differentiated instruction using universal design methods that allow each individual child to grow and achieve their personal best. 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: 1/6/22*

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

Grade Level	Number of Students
Grade 1	49
Grade 2	44
Grade 3	48
Grade 4	50
Grade 5	48
Kindergarten	48
Total Enrollment	287



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	46.30%
Male	53.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	1.40%
Black or African American	0.30%
Filipino	0.70%
Hispanic or Latino	92.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	2.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.50%
Foster Youth	0.30%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	90.20%
Students with Disabilities	11.50%

## 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Title: Lucy Calkins Readers and Writers Workshop Curriculum</p> <p>Title: Lucy Calkins Phonics Program for K-2nd</p>	No	0%
Mathematics	<p>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.</p>	No	0%
Science	<p>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.</p>	No	0%
History-Social Science	<p>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</p>	No	0%



collaboratively create weekly lesson plans based on the curriculum unit plans, gathered data, and identified students' needs and interests.

Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/7/22*

## 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	Monthly pest control service is in effect.
<b>Electrical:</b> Electrical	Good	Installed solar panels
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	New bottle drinking fountain has been added in the food service area

<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Basketball court floor area has been repaved and painted.

**Overall Facility Rate**

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

Overall Rating	Good
----------------	------

*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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **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

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	145	137	94.48	5.52	38.69
Female	71	64	90.14	9.86	40.63
Male	74	73	98.65	1.35	36.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	136	128	94.12	5.88	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	16	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	123	93.89	6.11	37.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	26.32

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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	145	137	94.48	5.52	25.55
Female	71	64	90.14	9.86	31.25
Male	74	73	98.65	1.35	20.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	136	128	94.12	5.88	23.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	16	94.12	5.88	6.25
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	123	93.89	6.11	22.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	15.79

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): iREADY READING****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Note: Data shown reflects data from Spring 2021 assessment and includes Grades K-5.

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	279	278	99.64	0.36	45.0
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	258	257	99.61	0.39	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	51	51	100	0.0	24.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	237	236	99.5	0.5	41.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100	0.0	36.0

\*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*

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

Note: Data shown reflects data from Spring 2021 assessment and includes Grades K-5.

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	279	279	100	0.0	39.00
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	258	258	100	0.0	39.0
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	51	51	100	0.0	24.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	237	237	99.5	0.5	36.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100	0.0	36.0

\*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*

**Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Not Applicable.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*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):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Not Applicable.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*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):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Not Applicable.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*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):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Not Applicable.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*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 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
Science (grades 5, 8, and high school)	N/A	21.74	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	48	47	97.92	2.08	21.74
Female	24	23	95.83	4.17	27.27
Male	24	24	100.00	0.00	16.67
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	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	20.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	16.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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	--	--	--
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)

PUC Milagro Charter School families are an integral part of the school's success. Our traditional family involvement events have been put on temporary hold for COVID safety. We have currently moved our family engagement to virtual events rather than in person. Teachers conduct whole class parent meetings and family conferences virtually to support the safety of all. All families participate with their child in a minimum of two family conferences a year to review the students success, challenges, and goals. These conferences are a collaborative process using the expertise of the parent, teacher, and student to ensure the whole child is supported and growth is achieved based on individual needs.

Once COVID safety precautions for our community are no longer necessary, there will be multiple opportunities for families to build community and celebrate. This includes resuming our weekly Family Reading and Sharing, where families read with small groups of students or teach the whole class about their profession or a new skill. Monthly family schoolwide events will also resume (Children's Day, Winter Wonderland, Halloween Carnival, Art Night, Talent Show, Family and Friends Lunch, etc.) and are planned with both parent leaders and staff. Our annual fund-raisers and food sales throughout the year to raise money for the school's art program, classroom field trips, and enrichment activities will also resume and are also coplanned with parent leaders and staff.

In addition to schoolwide Family Meetings, 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. These meetings are currently virtual and will resume in person once COVID safety is no longer a concern.

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

## 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



**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	287	287	0	0.0
Female	133	133	0	0.0
Male	154	154	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	266	266	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	0	0.0
English Learners	60	60	0	0.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	258	258	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	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)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%		0.65%		3.47%	
Expulsions	0.00%		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 2019-2020	District 2019-2020	State 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	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**				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	25.00		2	
1	22.00		2	
2	25.00		2	
3	25.00		2	
4	23.00		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.

**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	24.00		2	
1	25.00		2	
2	22.00		2	
3	24.00		2	
4	25.00		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 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	2.00

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	\$13721.40	\$3099.40	\$10622.00	\$83041.35
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	20.40%	5.50%
State	N/A	N/A	\$8443.83	\$84665.00



Percent Difference – School Site and State	N/A	N/A	25.80%	-1.90%
--	-----	-----	--------	--------

*Last updated: 1/20/22*

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

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

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 fourteen 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 and assistants during second 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 year long residency. The artist work with the classroom teachers and an assistant to plan instruction. Students receive visual arts instruction for an hour 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. Students also receive mindfulness training and yoga as part of their weekly instruction taught by an expert in the field. This training helps them build their own self regulation and personal social emotional supports.

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).

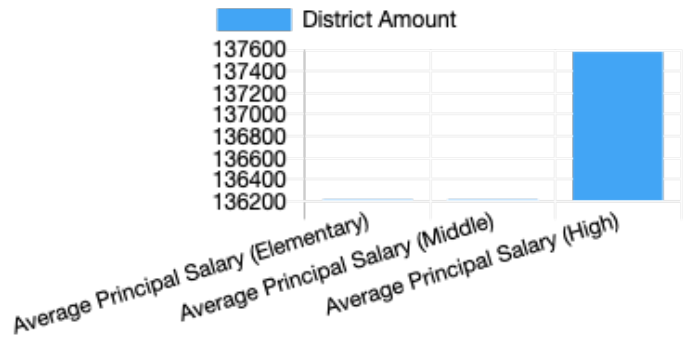
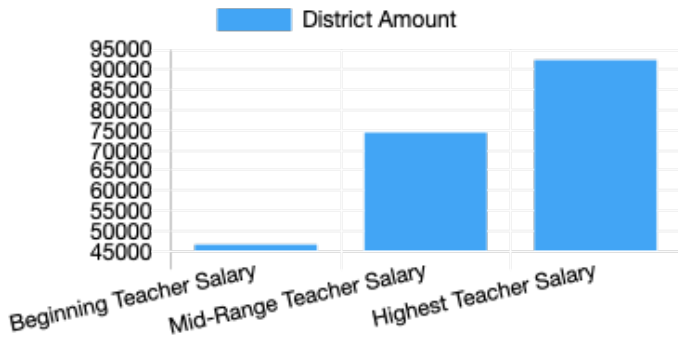
*Last updated: 1/11/22*

### 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:

**Professional Development**

PUC Milagro breakdown as follows:

	2019-20	202-21	20221-22
FULL DAYS:	4	4	4
MIN. DAYS:	48	35	37
TOTAL:	52	39	41

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	52	39	41