PUC Schools strives to provide all stakeholders an opportunity to provide input in support of each school’s Local Control Accountability Plan. We gather stakeholder feedback through a variety of platforms at each school site throughout the schoolyear. Each school surveyed stakeholders through the LCAP Stakeholder Survey. In addition, schools held a School Site Council (SSC-which serves as the Parent Advisory Committee) and English Learner Advisory Committee (ELPAC), in March or April 2023. Each school provided the LCAP at the March 2023 meeting for stakeholder review and continuous feedback gathering as part of the process. Our stakeholders were then provided time to give input and/or suggestions on the different sections of the school’s LCAP for 2023-2024 SY.

Overall, the LCAP Survey for 2023-2024 SY demonstrates that PUC Schools is on the right track. The four top areas that stakeholders feel PUC Schools has shown improvement are: Supporting student academic proficiency with 80.65%, Supporting struggling students with 54.95%, School/Home communication 67.74%, and Preparing students for graduation with 45.16%.

The three top areas that stakeholders feel PUC Schools needs to improve in for the next school year are: Student attendance rates with 30.00%, Increasing parent engagement with 33.33%, Supporting families with needs at home with 23.33%.

The following includes stakeholder feedback gathered through this process with responses by the PUC Chief Executive Officer.

<table>
<thead>
<tr>
<th>GOAL &amp; STATE PRIORITY ALIGNMENT</th>
<th>Successes in implementing the actions/services to achieve each goal.</th>
<th>Challenges in implementing the actions/services to achieve each goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Éxitos en la implementación de las acciones / servicios para lograr cada objetivo.</td>
<td>Desafíos en la implementación de las acciones / servicios para lograr cada objetivo.</td>
</tr>
</tbody>
</table>
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS: PUC COMMUNITY CHARTER ELEMENTARY
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

<table>
<thead>
<tr>
<th>GOAL/META #1: Teachers appropriately credentialed/ Maestros debidamente acreditados</th>
<th>● Glad to hear all teachers compliant</th>
<th>● Parent Question: What does accreditation mean, just graduated? Principal clarified credential vs. graduation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priority #1: Basic Services/ Servicios Basicos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHIEF EXECUTIVE LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL #1:

Our stakeholder feedback demonstrates a positive response to how the school is making sure there are appropriately assigned and/or credentialed teachers in all classes/subject areas at our school. 100.00% either “Strongly Agree” or “Agree” that the actions are supporting it’s the goal of 100% of teachers having a valid CA teaching credential. There is an overall sentiment in the feedback that students are under the education and care of highly qualified school staff, small class sizes, and positive teacher-parent relationships.

PUC Schools remained competitive in the current market by researching salary scales and pay ranges for various employee categories, classified and certificated, throughout the organization given the challenges experienced with vacancies and stakeholder feedback. The overall goal is for PUC Schools to remain competitive in the ever-changing world around us that has been further impacted by the global pandemic on all sectors including but not limited to education. In addition, within the LCAP, the school will continue to have credential compliance personnel to ensure all teachers are appropriately assigned and/or credentialed to teach grade level/subject.
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC COMMUNITY PARTNER ELEMENTARY
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

<table>
<thead>
<tr>
<th>GOAL /META #2: Facilities in good repair &amp; safe</th>
<th>State Priority #1: Basic Services/ Servicios Basicos -supervision, custodians</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staggered breakfast from lower grades to upper grades</td>
<td></td>
</tr>
<tr>
<td>• Facilities looks nicer, grass area, trash not visible, lots of space for kids to play.</td>
<td></td>
</tr>
<tr>
<td>• Traffic improving.</td>
<td></td>
</tr>
<tr>
<td>• Covered areas for all eating areas.</td>
<td></td>
</tr>
<tr>
<td>• Parents would like to be on campus.</td>
<td></td>
</tr>
<tr>
<td>• After school activities improving, but would like more activities for boys.</td>
<td></td>
</tr>
</tbody>
</table>

CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL #2:

Our stakeholder feedback reflects an overall positive response to the action items to keep schools in good repair and safe. 100.00% “Strongly Agree” or “Agree” that the actions are supporting its goal to help maintain a safe and compliant clean and welcoming school facilities. The following are priority: “Supervision and security staff,” “Custodial and maintenance staff” with a 96.88% “Strongly Agree” or “Agree” for each.

The school maintains a safe, healthy, and orderly school environment. The school maintains strong monthly ratings on its compliance on this goal area and follows up with repairs in a timely fashion. The stakeholders appreciated that the school has and continues to have monthly safety inspections. The stakeholder feedback suggests that the parents would like to have food areas covered, would like to be on campus, and would like to see more after school activities and clubs that are inclusive of all gender identities. The school will use this feedback to guide planning for next year in both school operations and after school program.
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC COMMUNITY CHARTER ELEMENTARY
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

| GOAL/META #3 | ● Everything satisfactory  
|              | ● Kids reaching goals  
|              | ● Would like tutoring for all different levels.  
|              | ● Sometimes teachers report student is doing well, but grades don’t always reflect that.  

- Standards-aligned academic program  
- Instructional Materials  
- Arts  
- Professional Development  
- ELD Professional Development

- Programa académico alineado con los estándares  
- Materiales de instrucción  
- Letras  
- Desarrollo profesional  
- Desarrollo profesional ELD

State Priority #2: State Standards/ Normas estatales  
State Priority #4: Pupil Achievement/ Rendimiento Estudiantil
<table>
<thead>
<tr>
<th>State Priority #7: Course Access/ Acceso al curso</th>
<th>State Priority #8: Pupil Outcomes/ Resultados de los alumnos</th>
</tr>
</thead>
</table>

**CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL 3:**

Our stakeholder feedback reflects an overall satisfaction with the provision of educational programs provided by the school. 100.00% of stakeholders think the actions are supporting its goal of providing access to standards aligned materials.

Curriculum is aligned to the state standards overall. Parents are pleased with the instructional materials that are being used with their students (Schoology, iReady, Khan Academy, etc). With 96.88% “Strongly Agree” or “Agree” that instructional and supplemental materials aligned to CA Common Core State Standards Literacy-leveled materials remain a priority.

The top priority is “instructional materials to accelerate learning” remain a priority and focus of the school with 100.00% “Strongly Agree” or “Agree.” Followed by “English Language Arts Professional Development trainings for teachers and staff” with 96.88% “Strongly Agree” or “Agree.”

In the area of need, tutoring for all different levels is being requested in addition to looking at how staff may be communicating student progress to families. Based on this feedback the s
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024
STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC COMMUNITY CHARTER ELEMENTARY
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

<table>
<thead>
<tr>
<th>GOAL/META #4</th>
<th>FAMILY MEETINGS, SSC/ELAC, PARENT ENGAGEMENT WORKSHOPS REUNIONES FAMILIARES, SSC / ELAC, TALLERES DE PARTICIPACIÓN DE PADRES</th>
<th>State Priority #3 Parent Involvement/Participación de los padres</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● No feedback at this time.</td>
<td>● No feedback at this time.</td>
</tr>
</tbody>
</table>

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LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC COMMUNITY CHARTER ELEMENTARY
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CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL 4:

Our parent feedback demonstrates that stakeholders were pleased with the regular parent engagement opportunities. 96.88% “Strongly Agree” or “Agree” that the actions are supporting its goal of providing increased parent, student, and community engagement.

Stakeholders prioritized “Family Nights” with 100.00% “Strongly Agree” or “Agree.” Followed by “Support Staff during parent meetings/activities” with 93.55%

At PUC Schools we are committed to ensuring that our parents and guardians are our partners in support of their child’s success. The Department of Student & Family Engagement & Advocacy further uplifts the vision and resources through dedicated personnel supporting the schools. The Department of Student & Family Engagement & Advocacy provides support and services to the schools that are further embedded in our LCAP Parent Engagement Goal. Actions and services in support of this goal are: 1. Providing support personnel during parent meetings (in-person) that ensure a smooth and safe experience for parents and families. 2. Providing funding for educational materials. 3. Connecting with outside agencies as either consultants or providing workshops at “free” or minimal cost to the school. 4. We are creating new partnerships with organizations such as Pukuu and GRYD. 5. Supplemental funds have been allocated to further support additional staffing for this department. It is our goal to provide more opportunities for professional development for staff in the area of parent engagement and to also provide continued parent workshops and/or opportunities for parent classes.

A challenge presented in the school’s data is attendance and chronic absenteeism. The post pandemic world for parents and guardians has presented new challenges and needs as it relates to family needs at home and student attendance. The school will continue to work with this feedback and the Department of Student & Family Engagement & Advocacy to determine the best ways to increase parent involvement, engagement, and advocacy while being inclusive of various platforms to meet the diverse and unique needs of parents and guardians. In addition, the school will work with stakeholder groups to gather suggestions, feedback, and innovative ideas to further support strong student daily attendance.
<table>
<thead>
<tr>
<th>GOAL/META #5</th>
<th>No Feedback at this time.</th>
<th>No Feedback at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Restorative Justice - La justicia restaurativa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Social-Emotional Learning (SEL) - Aprendizaje socioemocional (SEL) - Asesoramiento</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Positive Behavior Intervention - Intervención de comportamiento positivo</td>
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LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS: PUC COMMUNITY CHARTER ELEMENTARY
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| State Priority #5: Pupil Engagement/Compromiso de los alumnos |  |
| State Priority #6: School Climate/Ambiente Escolar |  |

CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL 5:

Our stakeholder feedback demonstrates that stakeholders are pleased with the various platforms to support social-emotional wellbeing through training, professional development, social settings, and/or in-class learning experiences. 100.00% “Strongly Agree” or “Agree” that the school’s actions are supporting its’ goal of providing a safe, positive, and inclusive climate for everyone. “Parent Engagement Activities” is the top priority with 93.76% “Strongly Agree” or “Agree” it remain a priority and focus of the school for next year. “Support provided by Discipline Unit” is also a top priority, with 90.63% “Strongly Agree” or “Agree” it remain a priority and focus of the school for next year.

At PUC Schools we have a longstanding practice of mental health support, education, and resources for students, staff, and families. The stakeholder feedback suggests that stakeholders appreciate the on campus mental health interns that support the mental health needs of students, families, and staff as needed and/or desired.

With all that is being done to maintain a healthy and safe environment, the school will continue to use student data to support its planning for next school year’s School Success Plan. The school is committed to supporting a positive, safe, and inclusive school climate for all and will continue to support that goal through its data reflection and planning for next school year.
### GOAL/META #6

- Intervention Programs: After school, Saturday School, Summer School-Programas de intervención: después de la escuela, escuela de sábado, escuela de verano
- Differentiated Instruction and Intervention-Instrucción e Intervención Diferenciada
- College Counseling Support-Apoyo de consejería universitaria
- Increased academic, SEL and behavioral support-Mayor apoyo académico, SEL y conductual

| | ● Good program.  
| | ● Well structured. |
| | ● Question: Is after school offered to all grades?  
| | Answer: Yes, but space is limited to 100.  
| | ● Question: Lottery or first come first serve? It is new every year, offered every year? Answer: First come, yes. New each year. |
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC COMMUNITY CHARTER ELEMENTARY
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<table>
<thead>
<tr>
<th>State Priority #4: Pupil Achievement/ &lt;br&gt; Rendimiento Estudiantil</th>
<th>State Priority #5: Pupil Engagement/ &lt;br&gt; Compromiso de los alumnos</th>
<th>State Priority #8: Pupil Outcomes/ Resultados de los alumnos</th>
</tr>
</thead>
</table>

CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL #6:

Our stakeholder feedback demonstrates that our stakeholders are pleased with the implementation of state-adopted ELA and Math content and performance standards. 100.00% “Strongly Agree” or “Agree” that the school’s actions are supporting its goal of maintaining strong student achievement and student outcomes for all students.

One of the top action/service remains “social-emotional counseling services” with 100.00% “Strongly Agree” or “Agree” that it remain a priority and focus of the school for next school year. Related to this is “Social-emotional interventions” with 100.00% “Strongly Agree” or “Agree” that it remain a priority and focus of the school for next school year. “English Language Development programs” rated third with 100.00% “Strongly Agree” or “Agree” that it remain a priority. “Services provided by Clinical Counseling” rated high as well with 96.78% “Strongly Agree” or “Agree” that it remain a priority.

They are especially pleased with the group structure, engagement and support from staff. This includes SCC, Office Hours, intervention, summer school, and afterschool program. The iReady program has been a positive addition, based on parent feedback. Parents also appreciate the use of small groups in making learning more accessible for students. As one parent put it, “We like that the school offers so much from in-class intervention to Academic Enrichment hour to summer school.”
Despite our efforts, feedback indicates a need for additional academic support such as summer school and Saturday school. Parents would like to see additional tutoring programs, summer school, and afterschool programming. This is reinforced by the fact that student proficiency scores are very low, especially in Math. Stakeholders expressed concern over how to support students that are struggling with their classes. In addition, stakeholders expressed the need to provide students with more time to study and work through the problems.

This goal continues to focus on a rigorous academic program for all students. Outcomes are aligned to CA Local Indicators Priority 4: Pupil Achievement. Actions under this goal continue to reflect the importance of increasing academic support for students, including SWD, EL, Homeless & Foster Youth. For example, adoption of anchor materials/textbooks, intervention programs that include after school, Saturday School, and Summer School for all significant subgroups. Additionally, a focus on English Learner supports and ELD curriculum and professional development are a priority and will continue to be a priority in the 2023-2024 school year. Data reflection cycles throughout the year will continue to be used to ensure monitoring and successful implementation of academic supports. And finally, the continued use of Individual Academic Plans for each student that is supported by school’s master schedule, course offerings and inclusion support for SWD to ensure course access.