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 46.88%, Supporting struggling students with 43.75%, School/Home communication 34.38%, and Preparing students for college/career with 34.38%.

The three top areas that stakeholders feel PUC Schools needs to improve in for the next school year are: Providing health and wellness services with 34.38%, Student attendance rates with 25.00%, Campus Safety with 25.00%.

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 CCMS-CCECHS**  
Collected in **March or April** during Q3 SSC & ELAC Meetings

| GOAL/META #1: Teachers appropriately credentialed/ Maestros debidamente acreditados | ● Keep up the awesome work. your staff is awesome. thank you for your continued support of our staff and students alike <3  
● School is 100% staffed with credentialed teachers. | ● In the beginning of the year, schools had long term subs due to personal leaves or last minute teacher resignations. |

**State Priority #1: Basic Services/ Servicios Basicos**

#### 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. 93.76% either “Strongly Agree” or “Agree” that the actions are supporting 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 assigned content.

The stakeholder feedback suggests that the school should continue to remain mindful of the impact of vacant positions. The school works closely with the Human Resources Department to retain and attract teachers and staff to the school throughout the year based on needs/vacancies. The school will continue to remain mindful of teacher and staff retention and recruitment.
## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

**STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK**

**PUC SCHOOLS PUC CCMS-CCECHS**

COLLECTED IN **MARCH** or **APRIL** DURING Q3 SSC & ELAC MEETINGS

| GOAL /META #2: Facilities in good repair & safe supervision, custodians | ● Continue to have supervision post/schedules.  
● New custodial crew/company started.  
● Additional cameras were installed to improve student safety. | ● Please improve the quality of the food provided at the school that is funded by the government for the children  
● New custodial crew started and additional meetings were needed to emphasize cleaning expectations |

**INSTALACIONES EN BUENAS REPARACIONES Y SEGURAS**

**State Priority #1: Basic Services/ Servicios Basicos -supervisión, custodios**
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024**

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS PUC CCMS-CCECHS

COLLECTED IN **MARCH or APRIL** DURING Q3 SSC & ELAC MEETINGS

---

### 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. 93.94% “Strongly Agree” or “Agree” that the actions are supporting its goal to help maintain a safe and compliant clean and welcoming school facilities.

The top priority is supervision and security staff with a 96.97% “Strongly Agree” or “Agree.” Custodial and maintenance staff is second with a 96.88% “Strongly Agree” or “Agree.” They also liked that the school has and continues to have monthly safety inspections. In addition, parents were glad that the school provides supplies for student use.

The school maintains strong monthly compliance in this goal area as it strives to ensure a safe, clean, and orderly environment. There is stakeholder feedback that suggests concern about the quality of the food provided at the school. The school works closely with the Food Services Department to provide feedback on food quality to our food vendors. The school will continue to remain mindful of this feedback in support of the food program. Additionally, it was noted that there were new custodial staff. In response to the new custodial staff, additional meetings were needed to emphasize cleaning expectations. The school will continue to use scheduled campus operations meetings to discuss food services and custodial staff at the school based on stakeholder feedback.

---

<table>
<thead>
<tr>
<th>GOAL/META #3</th>
<th>Schools purchased both digital and paper textbooks/curriculum for Academic ELD, Science, Math, and Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Standards-aligned</td>
<td>-Instructional Materials</td>
</tr>
<tr>
<td>-Arts</td>
<td>-Professional Development</td>
</tr>
<tr>
<td>-ELD Professional Development</td>
<td>● The school needs more choices of core and elective courses to help align the PUC campus with LA Unified campuses. Yes, PUC has smaller campuses, but better class offerings can be done.</td>
</tr>
<tr>
<td></td>
<td>● More sport activity. Tackle football</td>
</tr>
</tbody>
</table>
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS PUC CCMS-CCECHS

COLLECTED IN **MARCH or APRIL** DURING Q3 SSC & ELAC MEETINGS

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

State Priority #2: State Standards/ **Normas estatales**
State Priority #4: Pupil Achievement/ **Rendimiento Estudiantil**
State Priority #7: Course Access/ **Acceso al curso**
State Priority #8: Pupil Outcomes/ **Resultados de los alumnos**

---

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. 90.90% of stakeholders think the actions are supporting it 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 following are also top priorities with each of them receiving 96.88% “Strongly Agree” or “Agree”: “Books other than Textbooks” and “ELD Professional Development trainings for teachers and staff.”

PUC Schools is dedicated to providing students with robust course offerings. All high schools provide A-G courses for all students on campus and supplement those courses with an abundant list of courses offered through our partnership with local community colleges. Each of our high schools offer a minimum of 2 college courses a semester at the site and encourage upperclassmen to take college courses at the community college.

The school will ensure that school and college counselors work with each student to carve out an individualized pathway that allows each student to maximize both on campus and off campus course offerings in addition to working with parents to understand the academic program of the school. Additionally the school does offer a variety of CIF sports for students. The one sport that is not offered is tackle football. The school site has looked into providing this sport, however the school has found that not enough students show an interest in playing tackle football to be able to offer the sport.
## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

**STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK**

**PUC SCHOOLS PUC CCMS-CCECHS**

**COLLECTED IN** [MARCH or APRIL] **DURING Q3 SSC & ELAC MEETINGS**

### GOAL/META #4

**FAMILY MEETINGS, SSC/ELAC, PARENT ENGAGEMENT WORKSHOPS**

- Brought back Coffee with the Principals in coordination with Parent Engagement Coordinator
- Offered more in-person parent events such as parent teacher conferences, back to school night, art performances, student-led conferences, data nights

### CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL 4:

Our parent feedback demonstrates that stakeholders were pleased with the regular parent engagement opportunities. 87.87% “Strongly Agree” or “Agree” that the actions are supporting its goal of providing increased parent, student, and community engagement. Stakeholders prioritized “Parent classes related to learning how to support student academic growth” with 96.97% “Strongly Agree” or “Agree” that it remain a priority. “Support Staff during parent meetings/activities” is also a priority with 93.93% “Strongly Agree” or “Agree” that it remain a priority as well.

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 feedback is a desire to increase parent involvement with attendance at school activities particularly in SAC/ELAC. The post pandemic world for parents and guardians has presented new challenges and needs as it relates to family needs at home and attending school sponsored in-person meetings. 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.

<table>
<thead>
<tr>
<th>GOAL/META #5 -Restorative Justice-La justicia restaurativa -Social-Emotional Learning (SEL) -Aprendizaje socioemocional (SEL) -Counseling -Asesoramiento -Positive Behavior Intervention -Intervención de comportamiento positivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Offer clinical counseling support</td>
</tr>
<tr>
<td>● Schools hired Learning &amp; Engagement Coordinator</td>
</tr>
<tr>
<td>● Quarterly Academic/Positive Behavior Awards</td>
</tr>
<tr>
<td>● Schools expanded School counseling department by adding an assistant to support students</td>
</tr>
<tr>
<td>● Please provide more active shooters drills for the students special speakers too like a police man talk more about this situation on what to do in case of something would happened not just lockdowns do simulation students learn more like that .</td>
</tr>
</tbody>
</table>
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. 84.84% “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 93.94% “Strongly Agree” or “Agree” it remain a priority and focus of the school for next year.

Students would like to see more active shooters drills for the students and special speakers that talk more about this situation on what to do in case of an active shooter situation. The school is partnering with Joffe Emergency Services to plan and better prepare for emergency situations, including active shooter situations.

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, stakeholders feel there is additional work to be done in the area of social and emotional and school safety support for students. The school has seen an increase in social emotional and behavioral issues, since the return to in-person in fall of 2021, among students. The stakeholder feedback suggests a desire for more drills related to active shooter. The school will work with the Department of School Operations to further secure safety drills that meet this criteria based on stakeholder feedback.

**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

- After school programs offering more field trips and college trips as well as additional clubs/events
- Schools offering credit recovery, enrichment programs, and bridge programs during summer school
- Please open the campus on Saturdays specially when students have games, SRLA, field trips. Students and staff do not have access to bathroom which I think is needed.
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS PUC CCMS-CCECHS
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

- College Counseling Support - Apoyo de consejería universitaria
- Increased academic, SEL and behavioral support - Mayor apoyo académico, SEL y conductual

State Priority #4: Pupil Achievement / Rendimiento Estudiantil
State Priority #5: Pupil Engagement / Compromiso de los alumnos
State Priority #8: Pupil Outcomes / Resultados de los alumnos

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. 90.63% “Strongly Agree” or “Agree” that the school’s actions are supporting its goal of maintaining strong student achievement and student outcomes for all students.
The following are top actions/services: “After School Interventions” with 93.94% “Strongly Agree” or “Agree.” “Inclusion support for Special Education Intervention programs” with 93.94% “Strongly Agree” or “Agree.” “English Language Development programs” with 93.93% “Strongly Agree” or “Agree.”

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.

The school site will be mindful whenever students are on campus, outside of traditional hours, to provide access to restrooms.