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 school year. 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 54.06%, Supporting struggling students with 54.95%, School/Home communication 45.42%, and Preparing students for graduation with 46.21%.

The three top areas that stakeholders feel PUC Schools needs to improve in for the next school year are: Supporting struggling students with 50%, Preparing students for graduation with 46.67%, and Campus Safety with 43.33%.

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><strong>Éxitos en la implementación de las acciones / servicios para lograr cada objetivo.</strong></td>
<td><strong>Desafíos en la implementación de las acciones / servicios para lograr cada objetivo.</strong></td>
</tr>
</tbody>
</table>
### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

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

**PUC SCHOOLS: PUC NECA**

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

| GOAL/META #1: Teachers appropriately credentialed/ Maestros debidamente acreditados | ● We love PUC Nueva Esperanza…
● Kids are motivated. Teachers are making us write more
● Teachers are knowledgeable of subjects.
● Even more Tas are in school to be credentialed.
● All teachers are credentialed.
● Teachers are trying and I love that. ☺
● I think that teachers are making an effort with small groups.
● Coaching sessions are always great!
● Estoy en acuerdo con de 100 maestros estan bien acreditados.
● Nevido al Nivel de estudios, son mejores y se prollecta en las calificaciones de los estudiantes.
● Writing skills show growth, teachers emphasize the importance of these skills.
● Good at teaching/explaining. |
| State Priority #1: Basic Services/ Servicios Basicos | ● Only thing to note is the graffiti issue and the restrooms need more attention. Morning supervision is not up to par as the gentleman is mostly playing with his phone or horsing around with the students like he is a middle schooler and has his back towards the vehicles. Students are walking and cars are moving. This is an accident waiting to happen and the supervision staff is not vigilant in keeping the students safe.
● Kids using language.
● Having a more diverse group of teachers.
● Norm a little more on outlining, drafting, and rewriting essays. |
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. 96.67% 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 additional norming and training for school staff related to student expectations on campus (inside and outside of the classroom setting). The school will use this stakeholder feedback to support end of year reflection on data to support its planning for next school year through the School Success Plan.
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024
STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC NECA
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

State Priority #1: Basic Services/
Servicios Basicos
-supervisión, custodios

- They keep everything very safe.

<table>
<thead>
<tr>
<th>CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our stakeholder feedback reflects an overall positive response to the action items to keep schools in good repair and safe. 86.21% “Strongly Agree” or “Agree” that the actions are supporting its goal to help maintain a safe and compliant clean and welcoming school facilities.</td>
</tr>
<tr>
<td>The top priority is Custodial and maintenance staff is with a 83.34% “Strongly Agree” or “Agree.” Second is supervision and security staff with a 80.00% “Strongly Agree” or “Agree.”</td>
</tr>
<tr>
<td>They also liked that the school has and continues to have monthly safety inspections. In addition, the school will use the stakeholder feedback provided for improvement (i.e. more deep cleaning) to further support its positive, welcoming, and safe school environment.</td>
</tr>
</tbody>
</table>

GOAL/META #3
- Standards-aligned academic program
- Instructional Materials
- Arts
- Professional Development

- The books are good and the materials.
- Use of consistent curriculum for math.
- Growth. on IReady/MAP.
- Grading for equity
- Having more consistent curriculum
- I think WW exposed the ELA team to writing and opportunities for writing growth in SBAC.

- The materials get dirty fast.
- Scaffolding instruction for students not at grade level.
- More CAASPP super intervention days.
- More diverse Art program.
- Adding tutoring throughout each grade level.
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

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

- 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
State Priority #7: Course Access/ Acceso al curso
State Priority #8: Pupil Outcomes/ Resultados de los alumnos

- Los maestros y tutorías son muy importante para nuestros estudiantes.
- Tienen muy buenos libros y siempre ha material de trabajo disponible para los estudiantes.
- Una Buena escuela se refleja en un buen rendimiento estudiantil.
- Eventos de diferentes no ayuda a motivar.
- Students are provided with materials/supplies needed.
- The school has very good books that students like to read and also good materials that

- I think knowing what we know about writing and about SBAC we can use WW in a more standard based approach.
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. 76.66% 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).

The three top priorities are: 1. Dedicated resources for the Arts with 78.57% “Strongly Agree” or “Agree,” 2. English Language Arts Professional Development trainings for teachers and staff, 3. Math Professional Development trainings for teachers and staff.

At PUC Schools we are committed to ensuring that our students and teachers have access to standards aligned materials. This year the organization is launching an organization wide curriculum for middle school ELA that has been vetted by leaders and teachers. The Department of Language & Literacy is leading the efforts by further uplifts the vision and resources through professional development throughout the year in order to support the successful onboarding of new curriculum.

PUC Nueva Esperanza will be onboarding a new ELA curriculum that is standards aligned and will support the the school’s reading and writing efforts. The school will use their end of year data to further guide additional support teachers need in implementing new curriculum and maximizing resources. The school will continue to look at ways to differentiate instruction to meet the diverse needs of students.
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

**PUC SCHOOLS: PUC NECA**

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

| GOAL/META #4 | FAMILY MEETINGS, SSC/ELAC, PARENT ENGAGEMENT WORKSHOPS  
FAMILIARES, SSC / ELAC, TALLERES DE PARTICIPACIÓN DE PADRES |
|--------------|------------------------------------------------------------------------------------------------|
|              | ● The meetings are going good.  
● Parent conferences  
● Family Nights  
● More stable group  
● We host parent meetings as much as we can.  
● Para mi cualquier tiempo es importante para mi para participar y asistir a juntas y reuniones.  
● Hablar sobre lo que creemos bueno y compartir opinion es bueno para todos, nos ayuda a saber las necesidades de otros.  
● Meetings/Engagements one held often and the sense of community is great due to this.  
● I feel that the school should do more family events because it’s good for the community and for. Our environment. I really liked the tree people event. |
|              | ● You need more meetings for parents.  
● Workshops.  
● Having more parent involvement.  
● Coffee with the principal needs to take place. I don’t think all parents know who our principals are.  
● Creo que debemos aunque sea tartar de hacer estas juntas como la de hoy como obligatorias sobre todo para los ninos de 8 grado para que mas padres de familia asistan. |

State Priority #3
Parent Involvement/Participación de los padres
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS: PUC NECA

COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

CHIEF EXECUTIVE OFFICER LCAP STAKEHOLDER FEEDBACK RESPONSES FOR GOAL 4:

Our parent feedback demonstrates that stakeholders were pleased with the regular parent engagement opportunities. 93.11% “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 75.87% “Strongly Agree” or “Agree” that it remains a priority. “Family Nights” is also a priority with 75.86% “Strongly Agree” or “Agree” that it remains 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. 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.
**GOAL/META #5**

- Restorative Justice - *La justicia restaurativa*
- Social-Emotional Learning (SEL) - *Aprendizaje socioemocional (SEL)*
- Counseling - *Asesoramiento*
- Positive Behavior Intervention - *Intervención de comportamiento positivo*

| | The office referrals are making it really good for teachers. |
| | PBIS Implementation |
| | Practicing Restorative Justice |
| | We have a culture team! |
| | A mi hija le esta ayudando much la inrervencion, asi que creo que esto es fabuloso. |
| | Staff is involved. |

| | PD’s about common issues. |
| | More age appropriate SEL program |
| | We need take more privileges away from kids. |
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

PUC SCHOOLS: PUC NECA

COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

| 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. 89.29% “Strongly Agree” or “Agree” that the school’s actions are supporting its’ goal of providing a safe, positive, and inclusive climate for everyone.

“Support provided by Discipline Unit” is a top priority, with 74.07% “Strongly Agree” or “Agree.” “No Bully Instructional Consultant” is also a priority and focus of the school for next year with 80.77% “Strongly Agree” or “Agree.” Another priority for next year is “Parent Engagement Professional Development for administrators and teachers” with 73.08 “Strongly Agree” or “Agree.”

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 professional development and training for staff, social emotional learning and curriculum, and norms around student expectations on campus. The school will take the stakeholder feedback and use it as part of their end of year data analysis to best support their School Success Plan for the following school year.
# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024

## STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK

**PUC SCHOOLS: PUC NECA**

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

<table>
<thead>
<tr>
<th>GOAL/META #6</th>
<th>The intervention is very helpful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Programs: After school, Saturday School, Summer School, Summer School-Programas de intervención: después de la escuela, escuela de sábado, escuela de verano</td>
<td></td>
</tr>
<tr>
<td>-Differentiated Instruction and Intervention-Instrucción e Intervención Diferenciada</td>
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</tr>
<tr>
<td>-College Counseling Support-Apoyo de consejería universitaria</td>
<td></td>
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<tr>
<td>-Increased academic, SEL and behavioral support-Mayor apoyo</td>
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</tr>
<tr>
<td>● Super Intervention Fridays!!</td>
<td></td>
</tr>
<tr>
<td>● Summer School</td>
<td></td>
</tr>
<tr>
<td>● Intervention with SBAC group</td>
<td></td>
</tr>
<tr>
<td>● Teachers have teaching partners.</td>
<td></td>
</tr>
<tr>
<td>● La talleras después de escuela son muy buenos.</td>
<td></td>
</tr>
<tr>
<td>● Ayuda mucho la asistencia de la personal pues así cuando el maestro falta el asistente sabe como continua donde se quedo.</td>
<td></td>
</tr>
<tr>
<td>● I like the Teacher and TA in the classroom because if one of the teachers are busy we are able to get help from the TA or Teacher who every is available.</td>
<td></td>
</tr>
</tbody>
</table>

| ● Afterschool tutoring doesn’t seem to be happening. |
| ● Solid afterschool team. |
| ● Saturday School Please. |
| ● Before School Programming! |
| ● A better organized afterschool program. |
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2023-2024
STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
PUC SCHOOLS: PUC NECA
COLLECTED IN MARCH or APRIL DURING Q3 SSC & ELAC MEETINGS

<table>
<thead>
<tr>
<th>académico, SEL y conductual</th>
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<tr>
<td>State Priority #4: Pupil Achievement/ Rendimiento Estudiantil</td>
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<tr>
<td>State Priority #5: Pupil Engagement/ Compromiso de los alumnos</td>
</tr>
<tr>
<td>State Priority #8: Pupil Outcomes/ Resultados de los alumnos</td>
</tr>
</tbody>
</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. 88.46% “Strongly Agree” or “Agree” that the school’s actions are supporting its goal of maintaining strong student achievement and student outcomes for all students.

“Social-emotional counseling services” that it remains a priority and focus of the school for next school year with 78.57% “Strongly Agree” or “Agree.” Related to this is “Social-emotional interventions” with 76.67% “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 65.51% “Strongly Agree” or “Agree” that it remain a priority. “Regular Day Intervention program” is also a priority with 68.96% “Strongly Agree” or “Agree.”
Feedback from stakeholders focuses on after school programming and building stronger systems in support of a more organized program. The school site will ensure that both academic and enrichment opportunities are provided outside of the traditional school day.