



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FOR 2022-2023

STAKEHOLDER (EDUCATIONAL PARTNER) MEETING & FEEDBACK
 PUC SCHOOLS (BOTH VALLEY AND LA SCHOOLS)
 COLLECTED IN **MARCH** DURING Q3 SSC & ELAC MEETINGS

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 including stakeholder focus groups that are held through the Department of Student & Parent Engagement & Advocacy. 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 2022. Each school provided a working draft of the LCAP at the March 2022 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 2022-23 SY. The following includes stakeholder feedback gathered through this process with responses by the PUC Chief Executive Officer.

GOAL & STATE PRIORITY ALIGNMENT	Successes in implementing the actions/services to achieve each goal. <i>Éxitos en la implementación de las acciones / servicios para lograr cada objetivo.</i>	Challenges in implementing the actions/services to achieve each goal. <i>Desafíos en la implementación de las acciones / servicios para lograr cada objetivo.</i>
<p>GOAL/META #1: Teachers appropriately credentialed/ Maestros debidamente acreditados</p> <p>State Priority #1: Basic Services/ Servicios Basicos</p>	<ul style="list-style-type: none"> • What I like is that you don’t have a lot of students in the classroom and pay more attention to them. • Currently all core subject teachers are credentialed. • Working towards having 100% teachers are credentialed. • So far so good from my child no complaints (parent). • Good communication with students. Setting expectations for students ahead of time in regards to reading (staff). • Teachers normed on using best practices in classrooms such as small groups, warm up activities and exit tickets (staff). • Very happy with work teachers have done with teachers (parent). • 100% of teachers will have the correct credentials in order to best support our students • We have held several interviews. • The stakeholders were pleased with the provision of education during the year, including the support from teachers. • We know that this is an ongoing focus and this is great to hear. • This makes us feel safe and comfortable knowing that our children are in good hands. 	<ul style="list-style-type: none"> • Teachers that left the school site • PE teacher working on getting credential and meeting the deadline. • Due to the teacher shortage, it has been difficult to place teachers in some subjects long term (staff). • Lack of qualified candidates and difficulties with finding the correct candidate with the school characteristics. • The stakeholders expressed concern about staff vacancies that came about at different points in the year.



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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. 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. The school however has experienced challenges due to the COVID-19 pandemic and other factors such as lack of qualified candidates, labor shortages, and other varying factors brought forth many challenges in recruiting and maintaining both teachers and school staff. These vacancies were identified as concerns by stakeholders based on feedback gathered. In response, the Chief Executive Officer (CEO) created the PUC Compensation Task Force in 2021-22 SY. This team included the CEO, the Chief Academic Officer (CAO), the Chief of Human Resources, and the Chief Financial Officer (CFO) to engage in a compensation study. The PUC Compensation Task Force was created to ensure 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 of the PUC Compensation Task Force was 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.

GOAL /META #2:
 Facilities in good repair & safe
-supervision, custodians

INSTALACIONES EN BUENAS REPARACIONES Y SEGURAS

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

- Everything else looks good.
- The school looks great. I feel safe.
- Parent- I am very happy that the schools are taking all of these measures to keep everyone safe. Thank you.
- Parent- I am also very happy to hear that the school takes the extra precautionary measures to assure the safety of all.
- Have received a 99.10% on previous LCAP Facilities walkthrough. An increase from 97% on last monthly walkthrough.
- Parent expresses her gratitude. Her kids feel safe. Parents feel safe and they feel safe.
- Parent stated that her student feels safe, and she feels safe.
- Parent stated, "It's a beautiful campus. Maybe we can bring in more counselors. Students bring a lot of what they see at home on campus."

- Student would like a bigger playground. This comment was reported by parent.
- The schools parking needs support.
- Supply shortages and Vendor delays have impacted repair timelines.
- Space is very limited, outdoor area would be beneficial (parent).
- More outdoor space needed for sports so students don't need to go to the park (parent).
- Some trash has been reported left by students in neighborhood (parent).
- Traffic safety continues to be a concern. There needs to be a crosswalk added on the corner (parent).
- We might continue to outsource our maintenance crew.
- The stakeholders expressed concern with some of the doors and locks not working properly at the school.



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	<ul style="list-style-type: none"> • 90% or above on all LCAP walk-throughs regarding compliance (staff). • New installation of cameras will increase safety on campus (staff). • Security cameras will be very important for keeping the school safe. Glad they have been updated (parent) • School classrooms have many supplies for students to use (parent). • School looks clean from the outside (parent). • Staff also keep students safe (parent). • More supervision support staff, new and updated doors, windows, as well repaint school, new gate with automatic system • We continue to meet our LCAP walk throughs and maintain the goals set forth. • The stakeholders were pleased with the upkeep of the school and campus. • Upgrading the restrooms for MS and HS • The small improvements help and support us. • We enjoy hearing about all of the developments. • It is good to know that safety inspections are happening monthly. • Continue with separate nutrition/lunch schedules and eating areas • Continue to have administrators supervising during nutrition/lunch • Continue to have supervision post/schedules. 	<ul style="list-style-type: none"> • Additional comments: What percentage can the landlords support with? • Parents can volunteer to support once all Covid restrictions are lifted. • We are also open to fundraising for any repairs too. • Need for more alert supervision during nutrition and lunch to ensure student safety
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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. Parents were in agreement with the addition of security cameras and/or updating cameras at the school site. 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 Health & Safety of our students and staff is and will continue to be a top priority at PUC Schools. Our Operations Team continues to stay well-informed with the County Health Department updates and any updates from the Center for Disease Control (CDC) even as mandates have expired or modified. Currently, PUC Schools will continue to follow its COVID-19 Containment, Response, & Control Plan. There will continue to be protocols in place to ensure the safety of all staff, students, and parents per our PUC COVID-19 Containment Plan.



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Our Health & Safety Plans clearly outline the communication protocol regarding cleaning procedures. All staff will continue to be trained on any updated safety protocols. Students and parents will also continue to receive on-line training on updated safety protocols. PPE will continue to be made available as needed. Hand-washing stations will continue to be utilized and maintained at all PUC School sites.

Now that school is back to in-person parents have voiced concerns about traffic safety. Depending on the school site, additional staff has been added for overall safety which has helped with traffic safety. This is reflected in the LCAP action under this Goal. In addition, once COVID restrictions are lifted, the use of volunteers will also be encouraged as was done before COVID restrictions were implemented.

<p>GOAL/META #3 -Standards-aligned academic program -Instructional Materials -Arts -Professional Development -ELD Professional Development</p> <p><i>-Programa académico alineado con los estándares</i> <i>-Materiales de instrucción</i> <i>-Letras</i> <i>-Desarrollo profesional</i> <i>-Desarrollo profesional ELD</i></p> <p>State Priority #2: State Standards/ <i>Normas estatales</i> State Priority #4: Pupil Achievement/ <i>Rendimiento Estudiantil</i> State Priority #7: Course Access/ <i>Acceso al curso</i></p>	<ul style="list-style-type: none"> ● I appreciate the computers for my children. I could not afford 3 computers. ● I think the materials are sufficient. ● Lessons are interesting and engaging for students (staff). ● Parent- I have noticed that my son logs on to iReady on a daily basis from home to do some lessons in math and reading. I am glad that they can access these from home. ● Parent- My daughter tells me that the teachers are very helpful and willing to support whenever needed. ● Parent- My son went to science camp in the summer and was very excited to be there. He came home with something new he did every day. He even tried to do some experiments with us at home. ● School has invested in materials and technology. Including tablets for the chemistry class. ● School has invested in the arts, putting money towards an art and music festival. ● School has partnered with companies to provide professional development for teachers around ELD. ● Parent: In terms of content, she thinks we're doing a good job. One question is about professional development/support around how to manage distractions, such as cell phones. ● TAs and support for teachers have been very helpful 	<ul style="list-style-type: none"> ● Invest in better computers. ● Teachers take too long to grade student work. Comment was shared from parent that came from student. ● Advisory class is very long, shorten time. Student reports Advisory is boring (student). ● Finding time to have additional Professional development has been difficult. With returning from COVID, it has been hard to find additional time to have the PD and not overburden teachers. ● The stakeholders expressed concern over the process of navigating all of the technology that is used in instruction. ● Students/ Parents/ School need to have an ongoing communication ● Spanish in the middle school - how can students have more opportunities to take more electives. ● Additional comments: What additional resources/materials can be implemented for ELs.
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<p>State Priority #8: Pupil Outcomes/ <i>Resultados de los alumnos</i></p>	<ul style="list-style-type: none"> • New Math program has been very good. It is a textbook that aligns to what students will see in High School (staff). • Teachers have utilized all curriculums purchased this school year (staff). • Materials have been helpful • Our teachers are comfortable with the new curriculum and growing with it. • We are adding a world language to our courses, it will mostly likely be Spanish. It will most likely offered as an elective. • The stakeholders were pleased with the variety of classes offered at the school and the types of instruction and learning that take place. The ELD focus and approach that the school has taken is great. • We like knowing that Ensemble has been a program for the team • Teenagers, physical fitness / being more conscientious of mental cycle and understanding of other teachers to empathize with students. • There was a lot of newness with this year and the return to campus. Our teachers have been able to adapt well with the new curriculum and the training that it took to implement. • 	
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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. Curriculum is aligned to the state standards overall. Parents are pleased with the instructional materials that are being used with their students (Schoolology, iReady, Khan Academy, etc). Parents appreciated that the school invested in materials and technology. Parents were glad that students were provided computers for use at home. As one parent stated, “I appreciate the computers for my children. I could not afford 3 computers.” In addition, parents thought that instructional materials were sufficient for students. It was also noted that schools put funding toward the arts. Staff have noticed that professional development has allowed for the development of more interesting and engaging lesson plans. Specifically, most schools have partnered with EL Achieve to provide English Learner professional development. Also, the additional academic support was noted and appreciated. Parents think the school is doing a great job at providing the necessary academic content for each subject matter. Teacher provided positive feedback on the new math program. Teachers are comfortable with



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the new curriculum and growing with it. Finally, stakeholders were pleased with the variety of classes offered at the school and the types of instruction and learning that take place.

In the area of need, some parents requested that the school continue to invest in upgrading computers. They also feel that teachers take too long to grade student work. It was also suggested that the advisory class be shortened. Although the school has invested in additional Professional Development for English Learners, parents wanted possibly additional instructional materials for English Learners. There is also a request for additional electives in middle schools. Each school works to design a comprehensive educational program for all students. The school will continue to invest in technology to ensure our students have current computers and programs. The school will also continue to invest in professional development in the Arts and for English Learners. The school will also continue to invest in additional academic support in classrooms.

<p>GOAL/META #4</p> <p>FAMILY MEETINGS, SSC/ELAC, PARENT ENGAGEMENT WORKSHOPS</p> <p><i>REUNIONES FAMILIARES, SSC / ELAC, TALLERES DE PARTICIPACIÓN DE PADRES</i></p> <p>State Priority #3</p> <p>Parent Involvement/</p> <p><i>Participación de los padres</i></p>	<ul style="list-style-type: none"> • Meetings on-line is good as well. • Zoom works for me but I would love to be on campus for a meeting or workshop. • Parents have been attending the meetings and sharing feedback with the school. • PARENT: Family night/family fun night, something we can do with the students; I'd like to know the parents of other students to get to know families • New partnerships with organizations Pukuu and GRYD (staff). • Parent workshops on important topics like Vaping have been helpful (parent). • 90% participation in Parent Conferences and at least 20 families at Family Meetings held bi-monthly (staff). • School addresses concerns as they come up in a timely manner (parent). • Communication with families has been good overall and is appreciated (parent). • School maintains strong communication with parents and students, continue using hero as a reward system • Looking forward to holding meetings onsite soon. 	<ul style="list-style-type: none"> • Meetings about how to help my child (HW) • How to check on your child. • More parent trainings to support the parent. • It is easier to bring resources to the school. • Parent coordinator in support on open dialogue. • Potentially some in person. • Sometimes connecting on Zoom is challenging. • I wish we had more participants. I know you have all tried to adjust times. • Help parents help students. (discipline and handle certain situations) • Workshop and parent classes for us (mental health) • With covid restrictions, in person meetings have not been possible. Attendance through virtual meetings have not been as prevalent. • More opportunities for parents to volunteer on campus would be great (parent). • Possibly a PTA created in the future to help with fundraising for the school (parent). • Miss the opportunity to interact with everyone on campus. Families are not showing up to several of the virtual meetings
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	<ul style="list-style-type: none"> • The stakeholders were pleased with the regular parent engagement opportunities. • The current plan is working. • Parents want to be on campus, and be back on campus. When can these meetings be hosted back on campus? • Text messages are not in SPANISH...PowerSchool 	<ul style="list-style-type: none"> • The stakeholders expressed concern over navigating the multitude of technology platforms used to facilitate communication and engagement. • Additional comments: We would love to see parent programs such as PIQUE These programs were motivational and informative. We need to bring it back. • PARENT: a potluck, raffle a gift card so that more parents can come
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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. Parents, for example, liked meetings on-line via Zoom. This has allowed parents to attend meetings and share feedback with the school. Parents liked Family Night/Family Fun Night, which provided something they could do with the students and opportunities to meet other parents. Parents indicated the importance of workshop topics being offered to them, such as Vaping, have been helpful (parent). Parents also feel that the school addresses concerns as they come up in a timely manner (parent). Parents also thought that communication with families has been good overall and is appreciated (parent). Parents are looking forward to holding meetings on site as COVID-19 restrictions and guidance allows for in 2022-23 SY.

Parents also provided feedback on how to better engage parents. Parents would like to see text messages sent in Spanish. Parents are asking for meetings that cover the following topics: Mental Health, How to help my child with homework and discipline and how to handle certain situations. Parents would like to see a Parent Coordinator in support of open dialogue. Parents would love to see parent programs such as PIQUE. Parents also wish there was more parent participation. Families are not showing up to several of the virtual meetings. Parents would like to see potlucks, raffle a gift card so that more parents can attend. Parent also want more opportunities for parents to



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volunteer on campus. They also expressed concern over navigating the multitude of technology platforms used to facilitate communication and engagement such as connecting on Zoom.

One of PUC Schools’ core values is parent engagement and the importance of supporting our parents with navigating through their child’s educational experience. We are committed to ensuring that our parents are provided with the understanding and tools needed to support their child’s academic progress. The Office of the Chief Executive Officer (CEO) has provided vision, strategy, and resources to further support and uplift parent and community engagement. There is a Department of Student & Family Engagement & Advocacy that 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 school 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.

<p>GOAL/META #5 <i>-Restorative Justice-La justicia restaurativa</i> <i>-Social-Emotional Learning (SEL) - Aprendizaje socioemocional (SEL)</i> <i>-Counseling-Asesoramiento</i> <i>-Positive Behavior Intervention</i> <i>-Intervención de comportamiento positivo</i></p>	<ul style="list-style-type: none"> • Students doing better returning back to campus. • Students are around friends. • Happy that the school has counselors. The counselors talk with the children and follows up with them. It has helped my kids and myself. • School continues to practice PBIS initiatives through 5 star program. • School continues to practice restorative practices when dealing with behavior. • School continues to gather student, teacher, and parent feedback through surveys. • School has implemented SEL curriculum through Edgenuity Modules. • School invested in hiring a full time MFT Counselor, that has worked with students around mental health 	<ul style="list-style-type: none"> • Talk more to students about their emotions. • Train our teachers with more strategies to talk about emotions. • Have more support for student (SEL) • Class presentations. • Workshops for students and families to get resources. • School has seen an increase in Social emotional issues after the pandemic. • School has seen lower staff morale after the pandemic. • School has seen more struggles with engagement. • Additional training for staff in restorative justice practices would be helpful (staff). • Anti-bullying lessons for all students could help prevent additional bullying situations from happening (parent).
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<p>State Priority #5: Pupil Engagement/ <i>Compromiso de los alumnos</i> State Priority #6: School Climate/ <i>Ambiente Escolar</i></p>	<ul style="list-style-type: none"> • Projects around their culture or the country they are from - food they eat, traditions they engage in • Share the projects during a family night • Student talent show • School takes bullying seriously on campus (student). • Incorporation of SEL curriculum SEE Learning has been an important resource for students (staff). • Behavior follow up is strong (staff). • Maintain a healthy and safe environment with programs like PBIS , Hero continue counseling services, and outreach • We have been working with Meaning Makers for the staff. • We added a new director of student services and discipline. • The stakeholders were pleased with the variety of types of support offered to students. They appreciate the emphasis on social-emotional learning. • We appreciate schools having other routes to prevent students from being suspended. • We see all teachers doing their best to have good relationships and professional. 	<ul style="list-style-type: none"> • Looking forward to the in person trainings for our SSCs • The stakeholders expressed concern over determining ways to motivate students to engage in learning.
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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. There was an overwhelming appreciation for having students back in-person socializing with peers and adults. 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. Parents agree that students are doing better after returning back to campus. Even though students are doing better overall, there is still an increased need for social and emotional support based on stakeholder feedback. Staff agree that the incorporation of SEL curriculum SEE Learning has been an important resource for students. The stakeholders were pleased with the variety of types of support offered to students. They appreciate the emphasis on social-emotional learning. Parents are happy that the school has counselors. The fact that



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counselors talk with the children and follow up with them is very helpful. It has helped students and parents. Parents are happy that the school continues to practice PBIS initiatives and that the school continues to practice restorative practices when dealing with behavior. School has implemented the SEL curriculum through Edgenuity Modules.

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 support for both students and staff. School has seen an increase in social emotional and behavioral issues after the pandemic. This includes behavior referrals and an increase in bullying. Staff feedback shows an interest in additional training in restorative justice practices and how to talk about emotions. Parents suggest that anti-bullying lessons for all students could help prevent additional bullying situations from happening. In addition, there is still a struggle with engagement. The school has also seen lower staff morale after the pandemic based on the various factors tied to the impacts of COVID-19 on staff, families, communities, and schools. This goal will continue to provide actions that are focused on social and emotional supports and learning. This includes workshops for students and families to get resources and continuing with programs like PBIS, Hero, and continue counseling services, and outreach. The school will continue working with Meaning Makers for the staff. The school will continue to use supplemental funds to further fund additional staffing in support of students, families, and school staff.

<p>GOAL/META #6 -Intervention Programs: After school, Saturday School, Summer School-<i>Programas de intervención: después de la escuela, escuela de sábado, escuela de verano</i> -Differentiated Instruction and Intervention-<i>Instrucción e Intervención Diferenciada</i> -College Counseling Support-<i>Apoyo de consejería universitaria</i> -Increased academic, SEL and behavioral support-<i>Mayor apoyo académico, SEL y conductual</i></p>	<ul style="list-style-type: none"> ● SCC is helping my child. ● My students utilize, office hours, intervention and afterschool program. It is very helpful for them. ● Parent- This is good to have at every school ● Parent- This is good because we know where my child is and what level. ● After school programming has resumed with a variety of after school class. ● School hosted its first summer school, geared at credit recovery and enrichment. ● Partnered with ensemble to provide support to teachers around intervention. ● Parent had a question about the after school program ● Parent expressed appreciation for the after school program and that the signing in and out helps keep track of students who are staying 	<ul style="list-style-type: none"> ● Tutoring for students. The school needs more. ● Summer school is a good idea. ● Saturday school is a good idea, especially for seniors. ● Tutoring and Saturday school for students that are falling behind with academics. ● Anti-bullying workshops to support students. Stress more on it. Workshops for the bully. There is more bullying nowadays. ● Talk to parent so that they can talk to their own kids about bullying. (training for parents as well) ● tutoring ● Wondering about Saturday school and summer school to support students getting ahead ● Staffing shortages have prevented the school from having a larger program with more variety. ● We want to see intervention as taking place during the day in small groups based on data to increase student proficiency.
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<p>State Priority #4: Pupil Achievement/ <i>Rendimiento Estudiantil</i></p> <p>State Priority #5: Pupil Engagement/ <i>Compromiso de los alumnos</i></p> <p>State Priority #8: Pupil Outcomes/ <i>Resultados de los alumnos</i></p>	<ul style="list-style-type: none"> ● Parent would like to see after school music program in middle school - multiple instruments ● iReady Program has been a good program for students to work on skills they might be missing (staff). ● iReady program is helpful and provides lessons at student’s level (student). ● Small group makes learning more accessible for students (parent). ● School will achieve academic goals as well as social emotional goals providing afterschool , tutoring ,summer programs ● Summer-we are beginning to plan for summer school. ● The stakeholders were pleased with the variety of ways that students can engage in learning at the school and receive academic and social-emotional support. ● We like that the schools offers so much from in class intervention to Academic Enrichment hour to summer school. ● Students can access iReady program from home and continue to work on lessons (Parent). 	<ul style="list-style-type: none"> ● More opportunities to have access to tutoring after-school ● Access to more counselors on campus for students ● Counseling services are key! We need it! Students want it! Bring more counselors to campus! Students need access.. ● Student proficiency scores are very low, especially in Math. Strategic academic decisions will be important to help these scores improve (staff). ● To be provided with more time to have students study and work through the problems. ● The two hour block for each content class was hard to adjust to and students are tired during the sessions. Teaching with masks for the long period of time is also exhausting. ● The stakeholders expressed concern over how to support students that are struggling with their classes. ● More summer school please.
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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. 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.



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PUC SCHOOLS (BOTH VALLEY AND LA SCHOOLS)
COLLECTED IN **MARCH** DURING Q3 SSC & ELAC MEETINGS

PUC Schools recognizes the importance of maintaining college readiness expectations. This goal includes college-readiness for students that are grades 9th through 12th. Within this goal PUC Schools continues to place a priority in providing the following actions to increase college readiness: 1. College Credit Courses, 2. Advanced Placement professional development for teachers and online instructional materials to help students and teachers monitor progress, 3. Students receive Common Core Math and English interventions and test prep.

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 2022-23 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.