Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MacArthur Park Charter School	Danielle Yount-Executive Director	dyount@macarthurparkscharterschool.org

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

MacArthur Park Charter School (MPCS) is a new charter school opening in the 2026–2027 school year. As a startup TK–5 school, MPCS is focused on establishing strong academic foundations, building a positive and inclusive school culture, and implementing systems that support the success and well-being of all students. MPCS is committed to providing a rigorous, student-centered educational program that fosters academic achievement, creativity, collaboration, and social-emotional growth. The school's inaugural year will prioritize the implementation of high-quality instructional systems, meaningful family partnerships, and sustainable structures that support long-term success for students and staff.

Mission:

MacArthur Park Charter School offers a collaborative STEAM based learning environment that emphasizes individual student growth to better not only their lives but our communities as a whole. As an environment of educational innovation, the central purpose of MPCS is to increase students' interest in science, technology, engineering, the arts, and mathematics (STEAM) to better prepare them for higher education and jobs in our increasingly technical economy. MPCS further seeks a learning environment where families are connected, welcome, and engaged through partnerships with community members and local organizations. By fostering a global perspective that teaches the interconnectedness of communities and their environments, the MPCS program instills mutual respect, civic responsibility, and a lifelong love of learning.

Vision:

MacArthur Park Charter School envisions a dynamic and inclusive learning community where every student is empowered to think critically, solve problems creatively, and contribute meaningfully to the world around them. Through innovative STEAM instruction, strong family and community partnerships, and a commitment to equity and whole-child development, MPCS will inspire lifelong learners who are prepared to thrive academically, socially, and emotionally in an ever-changing global society.

LCAP Highlights:

During the 2026–2027 startup year, MacArthur Park Charter School will focus on:

-Establishing a rigorous, standards-aligned instructional program
-Implementing a STEAM-based educational model
-Recruiting, hiring, and retaining highly qualified staff
-Building a positive school culture rooted in PBIS and social-emotional learning
-Developing strong family and community partnerships
-Creating systems for assessment, intervention, and student support
-Ensuring equitable access and services for unduplicated pupils

MacArthur Park Charter School will open serving students in Transitional Kindergarten through 5th grade, with a strong emphasis on building solid academic and social-emotional foundations beginning in the earliest years. The school will prioritize implementation of a rigorous literacy and mathematics program supported by high-quality curriculum, data-driven instruction, and targeted interventions. MacArthur Park Charter School projects enrollment of approximately 200-220 students during the 2026–2027 school year in grades TK–5, with anticipated growth in future years as the school expands enrollment and grade-level capacity.

The school will invest in recruiting and developing a highly qualified instructional team and providing ongoing professional development to ensure effective instructional practices and consistency across classrooms. Early assessment systems will be implemented to monitor student progress and inform timely intervention and enrichment supports, particularly for English learners, low-income students, foster youth, and students requiring additional academic support.

In addition to academics, MPCS will emphasize the development of a safe, inclusive, and engaging school culture that supports the whole child. The school will implement Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning frameworks to promote student well-being, belonging, and positive behavior.

Strong partnerships with families will be a cornerstone of the school's approach. Intentional outreach, regular communication, volunteer opportunities, and family engagement activities will begin during the planning year and continue throughout implementation.

As a startup school, MPCS will strategically invest LCFF and supplemental funding into sustainable systems, high-quality staffing, intervention supports, and family engagement initiatives to ensure all students, particularly unduplicated pupils, have equitable access to the resources and services needed for long-term success.

Special Education Collaboration:

MacArthur Park Charter School will partner with the El Dorado County Office of Education for special education services and supports. The school is committed to ensuring equitable access and appropriate services for students with disabilities and will seek input from families and educational partners to strengthen supports and inclusive practices.

Student Interventions and Mental Health Supports:

MPCS is committed to supporting students' academic, behavioral, and social-emotional needs through:

-Multi-tiered systems of support (MTSS)

-Academic intervention and enrichment opportunities
-PBIS implementation
-Social-emotional learning instruction
-Access to counseling and mental health supports through community partnerships and contracted providers
-Restorative practices and behavioral intervention supports

Students Experiencing Homelessness;

MPCS will comply with the McKinney-Vento Homeless Assistance Act and ensure immediate enrollment and educational stability for students experiencing homelessness. The school liaison will work collaboratively with families and community agencies to connect students with transportation, school supplies, meals, and additional support services.

Nutrition Services:

MacArthur Park Charter School plans to participate in the National School Lunch Program (NSLP) and explore opportunities for implementing a universal meals program based on eligibility and available funding. The school will support families in completing Free and Reduced-Price Meal (FRPM) applications to ensure accurate funding and access to student services.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

N/A No baseline – startup year

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A No baseline-startup year

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents/Guardians Community Members	As a start-up charter school preparing to open for its first year of operation, MacArthur Park Charter School (MPCS) did not yet have enrolled students, certificated staff, classified staff, bargaining units, or established advisory groups available for consultation during the development of this LCAP. Therefore, stakeholder engagement efforts focused on prospective families, community members, school leadership, and the Governing Board. Throughout the 2025–26 planning year, MPCS actively engaged educational partners through a variety of community forums, surveys, and outreach opportunities designed to gather input and inform school planning. Community forums were held on December 3, 2025, and February 11, 2026, both of which included translation services to support accessibility and participation. In addition, a Spanish-language community forum was held on April 1, 2026, to ensure Spanish-speaking families had a dedicated opportunity to provide feedback and engage in the school's development. MPCS also collected stakeholder input through several surveys and feedback opportunities, including: ● Before- and after-school program needs and interest in Mentor Alliance services; ● Interest in and needs related to partnership opportunities with the Boys & Girls Club; ● Input regarding the qualities, skills, and characteristics families wanted to see in the school's founding principal; and ● A "Get Involved" feedback form available on the school website to encourage ongoing community participation and engagement. The school's Executive Director/Principal and Governing Board reviewed stakeholder feedback and used the information gathered to inform school planning, program development, and the goals and actions included in this inaugural LCAP. As enrollment and staffing are established during the 2026–27 school year, MPCS will expand opportunities for engagement with students, families, staff, and other educational partners to support continuous improvement and future LCAP development.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

N/A Startup year

Goals and Actions

Goal

Goal #1	Description	Type of Goal
Goal 1	Ensure all students have access to rigorous, standards-aligned instruction delivered by highly qualified staff.	Broad

State Priorities addressed by this goal.

1. Priority 1 – Basic Services
    a. Credentialed teachers
    b. Standards-aligned instructional materials
    c. Safe and functional facilities
2. Priority 2 – Implementation of State Standards
    a. Curriculum and professional development plans
3. Priority 7 – Access to a Broad Course of Study
    a. Description of the educational program and student access to curriculum

An explanation of why the LEA has developed this goal.

MacArthur Park Charter School selected this goal to ensure all students have access to high-quality, standards-aligned instruction delivered by qualified and effective staff. As a startup school, establishing strong instructional systems, adopting rigorous curriculum, providing ongoing professional development, and implementing targeted intervention supports are critical to promoting student growth and academic success for all learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 26-27	Year 2 Outcome 27-28	Target for Year 3 Outcome 29-30	Current Difference from Baseline
1.0	Teacher Assignment: Percentage of teachers appropriately assigned and fully credentialed/certified in subject areas in which they teach.	No baseline – startup year	100% appropriately credentialed	Maintain 100%	Maintain 100%	To be determined annually
1.1	Teacher retention rate	No baseline – startup year	85% retention	90% retention	92% retention	To be determined annually
2.0	Students meeting or exceeding benchmark growth targets in ELA	No baseline – startup year	60% of students meet growth targets	68% of students meet growth targets	75% of students meet growth targets	To be determined annually
2.1	Students meeting or exceeding benchmark growth targets in Math	No baseline – startup year	60% of students meet growth targets	68% of students meet growth targets	75% of students meet growth targets	To be determined annually
2.2	CAASPP ELA performance (when applicable)	No baseline – startup year	Baseline year established	Increase 5 percentage points above baseline	Increase 10 percentage points above baseline	To be determined annually

2.3	CAASPP Math performance (when applicable)	No baseline – startup year	Baseline year established	Increase 5 percentage points above baseline	Increase 10 percentage points above baseline	To be determined annually
2.3	English Learner progress toward language proficiency	No baseline – startup year	Baseline year established	45% demonstrate annual growth	50% demonstrate annual growth	To be determined annually
3.0	Staff participation in professional development	No baseline – startup year	100% staff participation	Maintain 100% participation	Maintain 100% participation	To be determined annually

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026 Year

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

ACTIONS

Action #	Title	Description	Total Funds	Contributing
Action #1	Certificated Staff	Recruit, hire, and retain appropriately credentialed and highly qualified teachers, substitute teachers, for all core instructional positions to ensure students receive high-quality, standards-aligned instruction in a supportive learning environment.	923,787	Y
Action #2	Classified Staff	Recruit, hire, and retain qualified classified staff, including instructional aides to support student learning.	180,002	Y
Action #3	Curriculum Adoption and Planning	Adopt standards-aligned core curriculum in all content areas to ensure rigorous and consistent instruction for all students. A curriculum committee will be established to evaluate and select high-quality instructional materials and develop plans for meaningful STEAM integration across grade levels and subject areas.	45,000	Y
Action #4	ELA and Math Benchmarks	Develop and implement standards-aligned benchmark assessments in English Language Arts and Mathematics for grades 2–5. These benchmarks will be designed to measure student mastery of grade-level standards, monitor academic progress throughout the year, and inform instructional planning, differentiation, and targeted intervention to ensure continuous student growth.	10,000	Y
Action #5	Professional Development	Provide ongoing professional learning focused on the adopted curriculum, state content standards, and STEAM integration during in-service days at the beginning of the school year and throughout the year. Professional development will also include training and collaborative planning focused on strategies to support English Language Learners, ensuring instruction is accessible, differentiated, and responsive to the needs of multilingual students.	15,000	Y

Action #6	Implement Intervention Supports	Utilize both formal and informal assessment data to identify student learning needs and determine appropriate academic intervention supports. Intervention opportunities will be intentionally built into the instructional day to provide timely, targeted support for individual students and small groups, ensuring all learners receive the assistance needed to access grade-level standards and demonstrate ongoing academic growth.	5,000	Y
Action #7	Technology	Ensure all students have technology needs met in the classroom, including access to resources and online platforms to support skill acquisition and remediation.	55,000	Y

Goal 2

Goal #	Description	Type of Goal
Goal 2	Create a safe, inclusive, and engaging learning environment.	Broad

State Priorities addressed by this goal.

1) Priority 3 – Parent and Family Engagement
    a) Planned engagement strategies and opportunities
2) Priority 6 – School Climate
    b) Description of climate survey process to be implemented during the first year

An explanation of why the LEA has developed this goal.

MacArthur Park Charter School selected this goal to ensure all students learn in a safe, inclusive, and engaging environment that supports both academic and social-emotional growth. Establishing a strong school culture is especially critical as a startup TK–5 school, where expectations, routines, and relationships are intentionally built from the ground up.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 26-27	Year 2 Outcome 27-28	Target for Year 3 Outcome 29-30	Current Difference from Baseline
1.0	Average daily attendance rate	No baseline – startup year	94% attendance rate	95% attendance rate	96% attendance rate	To be determined annually
1.1	Chronic absenteeism rate	No baseline – startup year	Below 15%	Below 12%	Below 10%	To be determined annually
2.0	Suspension rate	No baseline – startup year	Below 5%	Below 4%	Below 3%	To be determined annually
3.0	Student school climate survey results	No baseline – startup year	80% positive responses	85% positive responses	90% positive responses	To be determined annually

Goal #2 Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Implentation	Develop and implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) program with clearly defined tiered levels of support. The system will focus on proactive, positive strategies to teach, model, and reinforce expected behaviors, strengthen school culture, and promote student engagement, safety, and belonging across all grade levels.	5,000	Y
2	Student Support Services	Recruit, hire, and retain a qualified school counselor, beginning with a part-time position during the initial year and increasing to full-time as the school grows. The school will also develop partnerships with outside agencies to expand access to counseling, mental health supports, and enrichment opportunities, ensuring students receive comprehensive academic, social-emotional, and developmental support.	55,000	Y

Goal 3

Goal #	Description	Type of Goal
Goal 3	Build strong partnerships with families.	Broad

State Priorities addressed by this goal.

1. Priority 3 – Parent and Family Engagement
    a. Planned engagement strategies and opportunities

An explanation of why the LEA has developed this goal.

MacArthur Park Charter School selected this goal to build strong family partnerships that support student success. As a startup TK–5 school, early and consistent family engagement is essential to creating a connected school community and ensuring families are active partners in student learning, school culture, and academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 26-27	Year 2 Outcome 27-28	Target for Year 3 Outcome 29-20	Current Difference from Baseline
1.0	Parent/Guardian Participation Rates in parent conferences	No baseline – startup year	70% family participation	80% family participation	90% family participation	To be determined annually
1.1	Parent/Guardian attendance at workshops and engagement events	No baseline – startup year	Average attendance of 25 families per event	Average attendance of 35 families per event	Average attendance of 50 families per event	To be determined annually
1.3	Parent/Guardian Survey Satisfaction Results	No baseline – startup year	80% positive responses	85% positive responses	90% positive responses	To be determined annually
1.4	School-to-home communication participation	No baseline – startup year	85% family engagement with communication platforms	90% engagement	95% engagement	To be determined annually
2.0	Volunteer Participation Rates	No baseline – startup year	Establish volunteer program and baseline	Increase participation by 10%	Increase participation by 20%	To be determined annually
3.0	Community partnerships established	No baseline – startup year	Establish 3 community partnerships	Establish 5 community partnerships	Establish 7 community partnerships	To be determined annually

Goal #3 Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal..

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

Goal #3 Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Family Workshops and Engagement Events	Organize and host family workshops and engagement events designed to strengthen partnerships between home and school. These opportunities will provide families with resources, information, and strategies to support student learning, while fostering meaningful connections and active involvement in the school community.	2,500	Y
Action #2	Communication System	Acquire and implement a consistent communication platform to strengthen school-to-home communication. Administration and teachers will regularly use the platform to share updates, student progress information, and school-wide announcements, ensuring families remain informed, connected, and engaged in their child's education.	5,000	Y

Goal 4

Goal #	Description	Type of Goal
Goal 4	Provide and maintain safe, clean, secure, and welcoming facilities that support student learning, staff effectiveness, and family engagement.	Broad

State Priorities addressed by this goal.

1) Priority 1 – Basic Services
    a) Credentialed teachers
    b) Standards-aligned instructional materials
    c) Safe and functional facilities
2) Priority 6 – School Climate
    a) Description of climate survey process to be implemented during the first year

An explanation of why the LEA has developed this goal.

MacArthur Park Charter School recognizes that a safe and well-maintained learning environment is essential to student success and community confidence. Ensuring that facilities are clean, secure, and conducive to learning supports student well-being, promotes positive school culture, and fosters a welcoming environment for families, staff, and community members.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 26-27	Year 2 Outcome 27-28	Target for Year 3 Outcome 29-20	Current Difference from Baseline
1.0	Student survey responses indicating they feel safe at school	No baseline – startup year	80% positive responses	85% positive responses	90% positive responses	To be determined annually
1.1	Family survey responses indicating satisfaction with school safety and facilities	No baseline – startup year	80% positive responses	85% positive responses	90% positive responses	To be determined annually
1.3	Staff and family satisfaction with campus cleanliness and appearance	No baseline – startup year	80% positive responses	85% positive responses	90% positive responses	To be determined annually
2.0	Emergency drills completed as required	No baseline – startup year	100% compliance	100% compliance	100% compliance	To be determined annually
3.0	Custodial cleaning schedule completion rate	No baseline – startup year	95% completion rate	98% completion rate	100% completion rate	To be determined annually

Goal #4 Analysis for 2025 - 2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

Goal #4 Actions

Action #	Title	Description	Total Funds	Contributing
1	Custodial Staffing	Maintain custodial staffing and services to ensure classrooms, restrooms, common areas, and outdoor spaces are clean, safe, and conducive to learning.	$95,000	Y
2	Safety Planning and Emergency Preparedness	Develop and implement comprehensive school safety plans, including emergency response procedures, required drills, staff training, and communication protocols.	$1000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027 Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$256,931	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
N/A	N/A	N/A	N/A

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

As a new charter school opening in the 2026–27 school year, MacArthur Park Charter School will use its Supplemental Grant funding to increase and improve services for its unduplicated pupils, including English learners, low-income students, and foster youth. The school anticipates an unduplicated pupil percentage of approximately 57.75%, based on the Sonoma Valley Unified School District funding profile.

The supplemental funds will support additional academic interventions, targeted instructional support, and expanded learning opportunities designed to address the unique needs of unduplicated students. Services may include small-group instruction, supplemental literacy and mathematics support, English Language Development (ELD) services, instructional materials, and professional development for teachers to strengthen instructional practices for diverse learners. The school will also provide social-emotional and student wellness supports, family engagement activities, translation and interpretation services, and access to technology and educational resources that promote equitable learning opportunities.

These services are being provided on a schoolwide basis because the school expects that more than 55 percent of its enrolled students will be unduplicated pupils, and the actions are principally directed toward meeting the needs of those students while benefiting the overall school community. The effectiveness of these actions will be measured through student academic performance, English learner progress, attendance rates, chronic absenteeism rates, student engagement data, and family participation metrics as identified in the school's Local Control and Accountability Plan (LCAP).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action #4 and #6	As a new school, MacArthur Park Charter School will continue to identify student needs through ongoing review of academic, attendance, and engagement data, stakeholder feedback, and classroom observations.	The school will implement schoolwide actions and services designed to support all students and improve student outcomes.	On-going monitoring of effectiveness will be monitored through metrics including student attendance, chronic absenteeism, academic performance, student engagement, and progress toward local assessment and school performance goals.
Goal 2 Action #1 Goal 4 Action #1	As a new school, MacArthur Park Charter School will continue to identify student, school climate, and facility needs through climate surveys, engagement data, stakeholder feedback, attendance and behavior data, and classroom observations.	The school will implement schoolwide actions and services designed to foster a positive school culture through the implementation of PBIS, social-emotional learning, counseling supports, attendance monitoring, multi-tiered systems of support, and comprehensive safety procedures while maintaining clean, safe, and welcoming facilities.	On-going monitoring of effectiveness will be monitored through metrics including attendance rates; chronic absenteeism rates; suspension rates; student climate survey results; student, family, and staff perceptions of safety; emergency drill compliance rates.
Goal 3 Action #1 and #2	As a new school, MacArthur Park Charter School will continue to identify areas for growth in family engagement, student connectedness, and school-community partnerships through the analysis of school climate surveys, family and student engagement data, participation rates, and ongoing stakeholder feedback.	The school will implement schoolwide actions and services designed to build meaningful partnerships with families and community organizations through consistent communication, family workshops, parent conferences, volunteer opportunities, leadership groups, and collaborative community engagement activities.	On-going monitoring of effectiveness will be monitored through metrics including parent conference participation rates; family engagement event attendance; parent satisfaction survey results; communication platform participation rates; volunteer participation rates; number of active community partnerships.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent