

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granite Mountain Charter School	Brook MacMillan, Executive Director	<a href="mailto:brook@granitemountainschool.com">brook@granitemountainschool.com</a> (909) 906-3593

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

## **Educators Effectiveness Block Grant (EEBG)**

For the 2021-2022 school year, Granite Mountain Charter School used revenues from the Educator Effectiveness Grant to support the development and mentoring of staff. Granite Mountain Charter School grew and expanded its Professional Learning Community (PLC) program and provided access to coaching support for staff members participating in induction programs to clear their credentials. Further, Granite Mountain Charter School provided means for staff members to clear their credential through participation in an induction program via a contracted service with the Center for Teaching Innovation (CTI). These supports culminated in the design and early phase implementation of a comprehensive staff development department, whereas teachers are supported in establishing and accomplishing individualized and team professional goals.

Granite Mountain also implemented a new program called Trailblazer Time, which provides synchronous instruction to students in the elementary and middle school grades in the area of writing and social/emotional learning. Each school day, Monday-Thursday, every Granite Mountain credentialed teacher offers a designated time of writing support and feedback whereby students plan for writing and respond to a prompt. On Fridays, Granite Mountain teachers and students meet in assembly style format to discuss topics related to student wellness. Teachers are then available to provide answers to questions generated by students on their roster.

Granite Mountain Charter School also planned and implemented supports and programming related to practices to create and foster a positive school culture among staff, students and families. Granite Mountain Charter School has retained a contract to provide staff members with access to diversity training and professional learning. In implementing this program, the school also worked to design a department to administer the program, as a means of preventing incidents of discrimination, bullying and intimidation.

Finally, Granite Mountain Charter School provided staff member access to new conferences and trainings in order to develop each team professionally in alignment with established departmental goals

Educational Partner Engagement for the use of the Educator Effectiveness Grant was at a public board meeting on 12/2/21 in addition to reflection of student, parent, and staff surveys that were provided in January of 2021 in regards to LCAP educational partner feedback. The board approved the EEBG grant plan on 12/16/21

### **A-G Completion Improvement Grant**

Granite Mountain Charter School is preparing a proposal related to the available A-G Completion Improvement Grant with hopes to commence proposal implementation of the grant in the 22-23 school year and continuing into the 23-24 school year. The proposal will be heard in public hearing scheduled for February 17, 2022. At the public hearing, Granite Mountain Charter School will consider public comments and stakeholder input on the proposal and submit a final proposal for board consideration at the March 2022 regularly scheduled board meeting.

Elements of the school proposal include consideration of the establishment of a stand alone high school department with the school as well as implementation of a series of Multi Tiered System of Supports for our high school students. General parameters of the proposed department include the onboarding of a departmental director, counselor, achievement administrators, success administrators, and content specialists. Rationale for the establishment of a stand alone department comes from expressed stakeholder need for more intimate and focused support for students as they work to complete A-G requirements.

The school proposal also includes development of a comprehensive CTE program that is coupled with an enrollment orientation program for incoming high school students. In this way, high school experts will be able to collaborate with faculty to develop an appropriate and individualized four year plan that includes course selection coupled with appropriate curriculum to meet the students' learning needs.

The proposed high school department is anticipated to function in alignment with a MTSS three tier model that provides layered supports to high school students throughout their tenure at Granite Mountain Charter School.

Educational Partner Engagement for the use of the A-G Completion Improvement Grant will take place for public comment at a board meeting on 2/17/22. After changes provided from public feedback, it will go before the board for approval on 3/17/22.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Granite Mountain Charter School did not receive additional concentration grant add-on funding, due to enrollment of unduplicated students being below 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

### **Expanded Learning Opportunities Grant (ELO-G)**

Based on the results of the annual SST data, the annual crisis data, the PLC data and the parent community survey input, Granite Mountain Charter School implemented the following new programs for the upcoming school year: - cohort pod groups, social and emotional wellness programming and the opening of a student sessions trailer in Lucerne Valley. The LEA also worked to develop cohort based experiential learning programs and provide students with access to smaller group intervention support.

Based on the concerns about learning loss identified from a number of data points outlined above, all Granite Mountain students were offered the opportunity to participate in the summer Extended School Year program. Students participating in the program were given access to a universal set of digital curriculum and time to connect and meet with a Granite Mountain credentialed teacher. The program enabled the teacher and student to identify targeted skills to improve academic achievement outcomes for the student. High school students were offered additional time to complete their Spring 2021 courses. Approximately 500 Granite Mountain students signed up to participate in the program.

The Multi-Tiered System of Supports at Granite Mountain Charter School continues to drive the student study team process at the school and serves as the core method of assessing student needs. Students participated in assessments throughout the school year, and data from the assessments were used to evaluate student progress. Students that were found to be in the yellow (or on watch) or in the red were recommended for participation in Tier 1 and Tier 2 universal curriculum offerings as well as additional supports through tutoring and small instructional groups.

Granite Mountain Charter School also employed means to actively engage the community in in-person community learning. Students were able to participate in social emotional learning focused community pod cohort programming, whereby they students collaborated to complete school provided social emotional learning activities led by Granite Mountain credentialed teachers and paraprofessionals.

In regards to the establishment of pod groups for student social emotional learning, Granite Mountain Charter School students received access to sign up surveys to indicate interest in participation. Teachers reviewed requests for participation and determined appropriateness of the program in alignment with student's identified learning goals.

Granite Mountain Charter School worked to secure a second trailer on the authorizer's campus. The trailer was opened with the functional purpose to serve as a community learning hub to provide special education assessments and supports and to allow for students to book and attend study sessions. In the coming months, the trailer will also function to allow for families to checkout curriculum resources and to allow for students to have access to available technology.

For students needing credit recovery, Granite Mountain Charter School developed and implemented a Student Success department, whereby students identified as at-risk were assigned to a High School Achievement Administrator for monitoring. Granite Mountain worked to provide a targeted learning plan for each student identified in need of student success supports that focused on recovery needs to close credit deficiencies. Students were supported through regular check in meetings, goal setting sessions and access to engaging curriculum that aligned with their identified learning style.

Educational Partner Engagement for the use of the Expanded Learning Opportunities Grant was a reflection of student, parent, and staff surveys that were provided in January of 2021 in regards to LCAP educational partner feedback. The board approved the ELO-G grant plan on 5/22/21

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Granite Mountain Charter School did not receive ESSER III funds due to the fact that the school does not receive title funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

**Goal 1** To ensure students receive access to high-quality instruction through Standards aligned materials, assessment, and intervention. To increase the effectiveness and impact to promote opportunities to apply knowledge in a broad course of study through an independent study structure that is provided under the supervision of a certificated teacher.

-EEBG

**Goal 2** All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades.

-EEBG

-ELO-G

-A-G Completion Improvement

**Goal 3** All students will demonstrate growth towards meeting or exceeding standards for Mathematics and Science and growth in proficiency as demonstrated through local formative assessments and course grades.

-ELO-G

-A-G Completion Improvement

**Goal 4** Provide appropriate tiered supports that promote increased positive social/emotional development for all students, while engaging all stakeholders including students, parents, staff, and community through increased communication, collaboration, and transparency.

-EEBG

-ELO-G

**Goal 5** Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rates and College and Career Readiness.

-A-G Completion Improvement

-ELO-G

**Goal 6** To increase EL student achievement through assessment and intervention.

-EEBG



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021