



**GRANITE MOUNTAIN CHARTER SCHOOL**  
10535 Foothill Blvd #100, Rancho Cucamonga, CA 91730  
Phone (909) 906-3593  
Fax (909) 324-2720

**Special Board Meeting  
Granite Mountain Charter School  
December 2nd, 2021, 6 p.m.  
10535 Foothill Blvd. #100  
Rancho Cucamonga, CA 91730**

**Through Teleconference**

**Join Zoom Meeting:**

<https://granitemountainschool.zoom.us/j/8593877639?pwd=OFIpdkNCQkhZcWVackppdmxKeEFIZz09>

**AGENDA**

	Description	Presenter	Est. Time	Page #
1.	Call to Order		3 min	
2.	Approval of the Agenda		2 min	
3.	Public Comments		10 min	
4.	Closed Session- a. Litigation - 1 case b. Potential litigation - 1 case		25 min	
5.	Presentation of the Educator Effectiveness Grant	Brook MacMillan	10 min	
6.	Educator Effectiveness Grant Public Hearing and Comments		10 min	
7.	Presentation of the First Interim Report	Aaron Guibord	10 min	
8.	Discussion and Potential Action on the First Interim Report		1 min	
9.	Discussion and Potential Action on the Emergency Use of Line of Credit	Jessica Ronquillo	5 min	
10.	Board of Directors' Requests		2 min	



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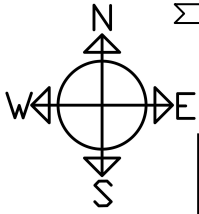
Phone (909) 906-3593

Fax (909) 324-2720

11.	Announcement of next regular board meeting		1 min	
12.	Adjournment		1 min	

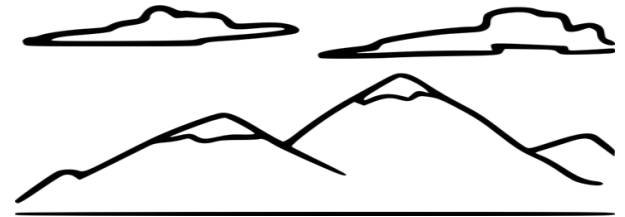
Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Granite Mountain Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



# Educator Effectiveness Grant Presentation and Public Hearing

Granite Mountain Charter School  
12/2/21



## Purpose: in accordance with EC 41480:

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

# Proposed Allocation for Grant Use: Subsection 1

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

- a. PLC Improvement by implementing lead teacher program to provide additional daily support that aligns with school wide and departmental identified PLC needs via teacher reflection and feedback.
- b. Provision of GMCS staff to serve as a mentor/coach to new teachers participating in an induction program
- c. Provision of support for GMCS new teachers participating in induction programs with GMCS selected vendor
- d. Development and implementation of comprehensive staff development program to support teacher retention, decision making skills and improve teacher morale.

# Proposed Allocation for Grant Use: Subsection 2

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Development and continued implementation of schoolwide Trailblazer Time program, providing student access to daily instruction with their teacher of record to improve student literacy and writing skills and interactions across content areas.

# Proposed Allocation for Grant Use: Subsection 5

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Contract with outside consultant to engage in meaningful and informed research and training to improve positive school culture and reflect the value of staff and students from diverse ethnic and cultural backgrounds in order to prevent discrimination, harassment, bullying and intimidation.

Develop and administer GMCS in house positive school culture department based on consultant feedback and research findings

# Proposed Allocation for Grant Use: Subsection 8

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Opportunity to engage in professional learning with new networks, which may include:

\*California Association of School Counselors Conference

\*Coalition of Early and Middle Colleges Summit

\*California Assessment Conference

\*CESD's 2021 Section 504 Conference and Foundation Video Series.

\*Training in best practices regarding teacher credentialing

\*School SIS Compliance and Operations training



# Public Hearing for Questions/Comments/Feedback from Stakeholders

## Educator Effectiveness Block Grant 2021

### Expenditure Plan Template DRAFT

<b>LEA Name:</b>	Granite Mountain Charter School					
<b>Contact Name:</b>	Brook MacMillan					
<b>Email Address:</b>	<a href="mailto:brook@granitemountainschool.com">brook@granitemountainschool.com</a>					
<b>Phone Number:</b>	951-479-2609					
<b>Total Amount of funds received by the LEA:</b>	\$406,168					
<b>Date of Public Meeting prior to Adoption:</b>	12/2/21					
<b>Date of adoption at a public meeting:</b>	scheduled 12/16/21					
<a href="#">EC 41480</a>						

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
PLC Improvement	40,000	\$ -	\$ -	\$ -	\$ -	40,000
Induction coaching	6,500	5000	\$ -	\$ -	\$ -	11,500
CTI Induction	28,600	20000	\$ -	\$ -	\$ -	48,600
Implementation of comprehensive staff development program	40,000	55,000	\$ -	\$ -	\$ -	95,000
<b>Subtotal for this section:</b>	<b>115,100</b>	<b>80000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>195,100</b>

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Trailblazer Time Development	5000	5000	\$ -	\$ -	\$ -	10000
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>5000</b>	<b>5000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>10000</b>

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Diversity in Leadership Training to improve positive school culture	72000	18000	\$ -	\$ -	\$ -	90000
Administration of positive school culture and program to prevent discrimination, harassment, bullying and intimidation program	45,000	59468	\$ -	\$ -	\$ -	104468

	\$ -	\$ -	\$ -	\$ -	\$ -	0
	\$ -	\$ -	\$ -	\$ -	\$ -	0
<b>Subtotal for this section:</b>	<b>117000</b>	<b>77468</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>194468</b>

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).**

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

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<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
New conferences/training - SASCC, CEMCS, CAC, CESD 504, Credentialing	3600	3000	\$ -	\$ -	\$ -	6600
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>3600</b>	<b>3000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6600</b>

**(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(10) instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Summary of Expenditures**

Section Totals	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	115,100	80000	\$ -	\$ -	\$ -	\$ -
Subtotal Section (2)	5000	5000	\$ -	\$ -	\$ -	\$ -
Subtotal Section (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (5)	117000	77468	\$ -	\$ -	\$ -	\$ -
Subtotal Section (6)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (8)	3600	3000	\$ -	\$ -	\$ -	\$ -
Subtotal Section (9)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (10)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals By Year:	240,700	165468	\$ -	\$ -	\$ -	406,168

**Total Planned Expenditures by the LEA:**  
\$406,168.00

<b>Budgeting Planner:</b>
<b>Allocation:</b>
406,168
<b>Variance:</b>
\$0.00
Expenditures and Allocation Match

Fiscal Year 2021-22 First Interim Report  
 Summary MYP

Rev. 11/17/2021

DESCRIPTION		Adopted Budget 2021-22	First Interim Actual thru October 31, 2021	First Interim Projected Budget 2021-22	Percent Change	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change
<b>REVENUES</b>									
LCFF Sources									
LCFF	8011	31,591,177	8,140,176	31,591,177	0.00%	32,445,843	2.71%	33,371,834	2.85%
EPA	8012	686,000	159,091	686,000	0.00%	686,000	0.00%	686,000	0.00%
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	795,348	-	795,348	0.00%	756,315	-4.91%	715,601	-5.38%
Federal	8100-8299	423,336	-	423,336	0.00%	426,198	0.68%	426,198	0.00%
State									
Lottery - Unrestricted	8560	537,375	-	537,375	0.00%	537,375	0.00%	537,375	0.00%
Lottery - Prop 20 - Restricted	8560	175,542	-	175,542	0.00%	175,542	0.00%	175,542	0.00%
Other State Revenue	8300-8599	264,020	318,498	264,020	0.00%	264,957	0.35%	266,151	0.45%
Local									
Interest	8660	-	408	-	-	-	-	-	-
AB602 Local Special Education Transfer	8792	2,143,750	407,219	2,143,750	0.00%	2,143,750	0.00%	2,143,750	0.00%
Other Local Revenues	8600-8799	-	14,704	-	-	-	-	-	-
<b>Total Revenues</b>		<b>\$ 36,616,548</b>	<b>\$ 9,040,096</b>	<b>\$ 36,616,548</b>	<b>0.00%</b>	<b>\$ 37,435,980</b>	<b>2.24%</b>	<b>\$ 38,322,451</b>	<b>2.37%</b>
<b>EXPENDITURES</b>									
Certificated Salaries	1000-1999	16,587,247	5,301,868	16,587,247	0.00%	16,587,247	0.00%	16,587,247	0.00%
Classified Salaries	2000-2999	2,174,283	825,205	2,174,283	0.00%	2,174,283	0.00%	2,174,283	0.00%
Benefits	3000-3999	6,060,271	1,749,508	6,060,271	0.00%	6,060,271	0.00%	6,060,271	0.00%
Books & Supplies	4000-4999	4,358,720	2,223,105	4,358,720	0.00%	4,358,720	0.00%	4,358,720	0.00%
Contracts & Services	5000-5999	6,853,710	1,367,628	6,853,710	0.00%	6,878,179	0.36%	6,904,737	0.39%
Capital Outlay	6000-6599	300	-	300	0.00%	300	0.00%	300	0.00%
Other Outgo	7100-7299	-	-	-	-	-	-	-	-
Debt Service (see Debt Form)	7400-7499	39,686	-	39,686	0.00%	13,913	-64.94%	8,439	-39.34%
<b>Total Expenditures</b>		<b>\$ 36,074,217</b>	<b>\$ 11,467,314</b>	<b>\$ 36,074,217</b>	<b>0.00%</b>	<b>\$ 36,072,913</b>	<b>0.00%</b>	<b>\$ 36,093,997</b>	<b>0.06%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ 542,331</b>	<b>\$ (2,427,218)</b>	<b>\$ 542,331</b>	<b>0.00%</b>	<b>\$ 1,363,067</b>	<b>151.33%</b>	<b>\$ 2,228,454</b>	<b>63.49%</b>
<b>OTHER SOURCES &amp; USES</b>									
Other Sources/Contributions to Restricted Programs	8900	-	-	-	-	-	-	-	-
Other Uses	7600	-	-	-	-	-	-	-	-
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ 542,331</b>	<b>\$ (2,427,218)</b>	<b>\$ 542,331</b>	<b>0.00%</b>	<b>\$ 1,363,067</b>	<b>151.33%</b>	<b>\$ 2,228,454</b>	<b>63.49%</b>

Fiscal Year 2021-22 First Interim Report  
 Summary MYP

Rev. 11/17/2021

DESCRIPTION	Adopted Budget 2021-22	First Interim Actual thru October 31, 2021	First Interim Projected Budget 2021-22	Percent Change	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	2,041,238	2,041,238	0.00%				
Adjustments for Unaudited Actuals	9792		(29,139)					
Beg Fund Balance at Unaudited Actuals			2,012,099					
Adjustments for Audit	9793		-					
Adjustments for Restatements	9795	-	12,554					
Beginning Fund Balance as per Audit Report +/- Restatements		-	2,024,653		2,554,430	26.95%	3,917,496	53.36%
Ending Balance	9790	\$ 2,583,569	\$ (402,565)		\$ 3,917,496	-1.13%	\$ 6,145,950	56.88%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711	-	-	-	-	-	-	-
Stores	9712	-	-	-	-	-	-	-
Prepaid Expenditures	9713	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-
<b>b. Restricted</b>								
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750	-	-	-	-	-	-	-
Committed - Other	9760	-	-	-	-	-	-	-
<b>d. Assignments</b>								
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789	-	-	-	-	-	-	-
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	2,583,569	(402,565)	-1.13%	3,917,496	53.36%	6,145,950	56.88%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		7.16%	-3.51%	7.08%	10.86%		17.03%	

<b>Reserve Standard (unless different standard identified in MOU)</b>	3%	3%	3%	3%	3%
<b>If MOU contains a Reserve Standard other than above, enter here</b>					
<b>Reserve Standard Met/Not Met</b>	Met	Not Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:  
 School is in third year of existence, and is still building net asset position up. Our projection is to finish the year in a surplus position both for the individual year, and in the aggregate of the school's existence. Revenues don't pick up until the second half of the

<b>Unrestricted Deficit Spending Percentage</b>	0.0%	25.6%	0.0%	0.0%	0.0%
<b>Unrestricted Deficit Spending Standard</b>	2.4%	-1.2%	2.4%	3.6%	5.7%
<b>Unrestricted Deficit Spending Standard Met/Not Met</b>	Met	Not Met	Met	Met	Met

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminatethe deficit?  
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### Emergency Use of Line of Credit

In the event of unforeseen state and/or federal deferrals or revisions to payment schedule, Granite Mountain Charter School (GMCS) is seeking pre-approval for use of the Charter Asset Management (CAM) Line of Credit. In accordance with GMCS Fiscal Policy and Procedures and the CAM loan agreement, all withdrawals will need to be approved by the Executive Director with a not to exceed amount of \$700K.