



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Yuba City Charter School | Herbert W. Cooley Superintendent/Principal | h.cooley@yubacitycharter.com 530-822-9667 |

Goal 1

Goal Description

Yuba City Charter School will provide an engaging and challenging academic program for all students comprised of a broad course of study and ensure all students receive the support necessary to achieve academic success.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|----------------|----------------|--|---|
| 1.1 | Priority 1A Percentage of properly credentialed teachers | 23-24 Local Data 78% fully credentialed | | | 95% credentialed 23-24 Local Data | 100% fully credentialed |
| 1.2 | Priority 1B Percentage of students with access to standards-aligned instructional materials | 23-24 Local Data 100% | | | 23-24 Local Data 100% | Maintain 100% |
| 1.3 | Priority 2A Implementation of State Standards Progress (1-5) in implementing academic standards for all students including English learners. Source: Local Indicator Survey and/or CA Dashboard | Spring 2024 Local Indicator Survey CTE: 5 Health Ed: 4 PE: 5 VAPA: 5 World Language: 5 | | | Spring 2024 Local Indicator Survey CTE: 5 Health Ed: 4 PE: 5 VAPA: 5 World Language: 5 | CTE: 5 Health Ed: 5 PE: 5 VAPA: 5 World Language: 5 |
| 1.4 | Priority 2B Implementation of State Standards Percentage of English learners scoring Standard Met in ELA and Math on state assessment. Source: CAASPP Data | Spring 2023 ELA 8% Math 14% | | | Spring 2024 ELA 9.8% Math 5.55% | ELA 14% Math 17% |
| 1.5 | Priority 4A Pupil Achievement Distance from Standard Met on CAASPP Source: CA School Dashboard | Fall 2023 ELA 41.1 below- All 48.9 below- Low-Income 66.1 below- EL 57.6 below- Hispanic Math | | | Spring 2024 ELA 61.6 below - All 64.8 - Low-Income 89.6 below - EL 70.3 below - Hispanic Math 100.6 below - All | ELA 37 below- All 46 below- Low-Income 64 below- EL 55 below- Hispanic Math 86 below- All |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|----------------|----------------|---|---|
| | | 90.6 below- All 99.5 below- Low-Income 97 below- EL 108.6 below- Hispanic | | | 107.8 below - Low-Income 121.9 below - EL 113.4 below - Hispanic | 96 below- Low-Income 94 below- EL 105 below- Hispanic |
| 1.6 | Priority 4A Pupil Achievement Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP Data | Spring 2023 ELA 31.5% All 28.45% Low-Income 8% EL Math 19.17% All 14.63% Low-Income 14% EL | | | Spring 2024 ELA 28.57% - All 26.4% - Low-Income 9.8% - EL Math 11.33% - All 7.08% - Low-Income 5.55% EL | ELA 34% All 31% Low-Income 10% EL Math 21% All 16.5% Low-Income 16% EL |
| 1.7 | Priority 4B Pupil Achievement Percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance requirements (A-G coursework) Source: Local Data and/or CA School Dashboard | 2023 Dashboard 36.8% All 31.3% Low-Income | | | 2024 Dashboard 13.3% - All 7.7% - Low-Income | 39% All 33% Low-Income |
| 1.8 | Priority 4E Pupil Achievement Percentage of EL students making progress toward English proficiency as measured by ELPAC Source: CA School Dashboard | Spring 2023 23.3% making progress towards English language proficiency | | | Spring 2024 43.3% making progress towards English language proficiency | 25% making progress towards English language proficiency |
| 1.9 | Priority 4F Pupil Achievement EL Reclassification Rate | 2023-24 .01% | | | 2023-24 .01% | 10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|----------------|----------------|---|-------------------------------|
| | Source: Local Data | | | | | |
| 1.10 | Priority 4G Pupil Achievement Percentage of students who pass AP exam with score of 3 or higher Source: Local Data and/or CA School Dashboard | 2023-24 2023 Dashboard 0% | | | 2023-24 2024 Local Data 0% | 2% |
| 1.11 | Priority 4H Pupil Achievement Participation and demonstration of college preparedness (e.g, EAP) Source: CAASPP DATA | 2022-23 HS CAASPP 50% ELA 5.56% Math | | | 2023-24 HS CAASPP 37.5% ELA 0% Math | 53% ELA 8% Math |
| 1.12 | Priority 5E Pupil Engagement High School Graduation Rate Source: Local data, CALPADS, and/or CA School Dashboard | 2023 Dashboard 94.7% Grad Rate | | | 2024 Dashboard 100% Grad Rate | 98% Graduation Rate |
| 1.13 | Priority 7A Course Access to a Broad Course of Study Percentage of students having access to a broad course of study in all required subject areas Source: Master Schedule | 2023-24 Master Schedule 100% Access | | | 2024-25 Master Schedule 100% Access | 100% Access |
| 1.14 | Priority 8 Pupil Outcomes Percentage of students scoring Standard Met on the local assessment | Spring 2024 NWEA 25.9% ELA 21.7% Math | | | Winter 2024 NWEA 27.5% ELA 17.5% Math | 27% ELA 24% Math |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|-------------------|----------|----------------|----------------|-----------------------|-------------------------------|
| | Source: NWEA data | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| 1.1 | Certificated Staff <ul style="list-style-type: none"> Hire and retain 20 FTE (full time equivalent) classroom teachers all of whom are appropriately credentialed and assigned. Offer an induction program and on-site mentor to all new certificated staff. | No | Ongoing Implementation | As of January 2025, one teacher is in the process of earning their Intern credential, but does not have a credential. | | \$1,196,324.00 | \$443,315.68 |
| 1.2 | Professional Development <ul style="list-style-type: none"> Provide ELA, Math, Social Science, and Science professional development support to maximize implementation of K-12 curricula using best practices and strategies for optimized student achievement and success for all unduplicated students. Provide PD for newly adopted Science curriculum. | Yes | Ongoing Implementation | PD was offered for all teachers using Stemsopes in the Fall of 2024. PD in the area of use in data to plan instruction and targeted intervention is ongoing Theresa Hancock has provided whole staff training in ELD instructional strategies and will be observing and coaching teachers in the Spring of 2025. Students are receiving SPED services in | | \$47,292.00 | \$18,235.77 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| | <ul style="list-style-type: none"> Provide training and coaching in the use of data to plan instruction and deliver targeted intervention. Provide ELD training for all staff. Provide special education services in Speech, Psychologist and OT | | | speech, psychological and OT. | | | |
| 1.3 | Instructional Materials <ul style="list-style-type: none"> Purchase supplies and materials for AP. Purchase supplies and materials for the classroom. Purchase extended math and ELA curriculum. | No | Fully Implemented | Supplies have been purchased for our AP classes. Supplies and materials have been purchased for our classrooms. Moby Max has been purchased to supplement our math and ELA curriculums. | | \$317,513.00 | \$148,335.54 |
| 1.4 | Services for EL Students Fund 1.0 FTE EL teacher o Administer ELPAC tests and provide results to teachers and parents. o Deliver designated ELD instruction to English learners. o Offer support to classroom teachers for integrated ELD | Yes | Fully Implemented | 1.0 FTE ELD teacher and coordinator has been hired | | \$109,913.00 | \$66,389.80 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| 1.5 | Broad Course of Study Maintain Spanish Language as a core instructional program <ul style="list-style-type: none"> o Fund 1.5 Spanish Teacher o Elementary students every day o 7th – 12th four periods Maintain 1.0 music teacher <ul style="list-style-type: none"> o Elementary students every day o 7th – 12th two periods of CTE band offered Maintain .28 FTE Teachers for CTE drama for 7th-12th grade Maintain .28 FTE art teacher for 7-12th grade CTE art instruction | Yes | Ongoing Implementation | Currently we have 1.5 FTE Spanish teachers with 4 periods of high school Spanish and elementary Spanish offered at every grade level. 0.5 FTE Music Teacher offers two periods of high school music and assists elementary teachers with music instruction. 0.28 FTE drama instructors 0.14 FTE Art instructor offering a full pathway of CTE Art. | | \$547,802.74 | \$242,605.67 |
| 1.6 | Academic Support Services <ul style="list-style-type: none"> • Maintain a full-time Counselor to work high school students to create their 4-year plan to make sure they are on track for UC/CSU requirements, and works with students on financial aid. • Maintain a Vice Principal to work with new teachers in designing curriculum, oversee PD, provide PD, oversee local and state assessment data, and coordinate intervention. • Offer Math and ELA parent nights where teachers demonstrate things parents can do at | Yes | Fully Implemented | All academic support services have been implemented. A part time credentialed teacher and a paraprofessional implement our Opportunity program with a second part time teacher reviewing transcripts and implementing plans for Opportunity students. | | \$366,252.35 | \$182,039.01 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>home to help their child with the curriculum</p> <ul style="list-style-type: none"> • Hold parent conferences in the fall and spring to discuss what parents can do at home to help their child and review the intervention options offered by the school. • A Para will provide intervention during the school day for students who are below standards in reading. • A Para will provide support for SPED. • A math teacher will teach an extra math class for students who were not successful in their first year of algebra so they can pass algebra. • Summer school core classes will be offered to help students recover lost credits and or to improve student proficiency in Math and ELA standards as indicated by either grades or CAASPP scores. • 6 teachers • 5 paras • Grade-level subject specific tutoring and intervention to support students in recovering lost learning and skills, and to recover lost credits for high school students. Using NWEA | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>scores teachers will provide targeted intervention to students.</p> <ul style="list-style-type: none"> • Opportunity classes for 9th-12th grade students will be offered all day to help students with credit deficiencies to regain lost credits and resume a normal path toward graduation. • 2 paras work directly with students (9th-12th) and coordinate with teachers to support students to improve grades and recover credits <p>Students will be able to complete work to improve their grades in A-G approved courses in order to meet the grade C or better requirement for credit toward fulfilling the A-G requirements for acceptance to CSU/UC system.</p> | | | | | | |

Goal 2

Goal Description

In addition to a rigorous academic program, all students will have access to a Career Technical Education program and will graduate with all of the skills necessary to succeed in the 21st century and as citizens of high integrity who are self-motivated, industrious, and critical thinkers.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|-----------------------------------|
| 2.1 | <p>Priority 4C Pupil Achievement</p> <p>Percentage of pupils who have successfully completed career technical education sequences or programs of study that align with state board-approved CTE standards and frameworks</p> <p>Source: CA School Dashboard</p> | <p>2023 CA Dashboard</p> <p>42.1% All 37.5% Low Income</p> | | | <p>2024 CA Dashboard</p> <p>40.0% All 30.8% Low Income</p> | <p>45% All 40% Low Income</p> |
| 2.2 | <p>Priority 4D Pupil Achievement</p> <p>Percentage of pupils who have successfully completed A-G and career technical programs of study</p> <p>Source: CA School Dashboard</p> | <p>2023 CA Dashboard</p> <p>21.1% All 18.8% Low Income</p> | | | <p>2024 CA Dashboard</p> <p>13.3% All 7.7% Low Income</p> | <p>24% All 21% Low Income</p> |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 2.1 | <p>Career Technical Education Expand the growth of the CTE program to ensure and enhance a broad course of study, career opportunities, and exposure to multiple career and college options. Extensive Career Tech (CTE)</p> | Yes | Partially Implemented | <p>Ventilation for our CTE shop is planned for Spring/Summer 2025. Additional Art class is anticipated for the 2025-26 school year.</p> | | \$138,510.91 | \$116,487.05 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>classes will be offered to prepare students for future training and employment including eight career pathways and the ability to earn industry certifications.</p> <ul style="list-style-type: none"> • Fund a CTE Coordinator position. • Strengthen CTE programs by • Purchasing instruments for the CTE Performance Bands • Making upgrades to the Culinary arts and Ag mechanics laboratories by adding ventilation, and upgrades to the Animal Unit for the Agricultural and Natural Resources pathways, and • Purchasing equipment for the Culinary Arts pathway. • Upgrade facilities to enhance the CTE programs. • Purchase supplies, materials, and equipment for CTE classes • New Visual and Commercial Art pathway with an additional Art class offered. | | | <p>Upgrades to the animal unit are planned for the 2025-26 school year. All other CTE goals and actions have been implemented.</p> | | | |

Goal 3

Goal Description

Families, students, and the school will work together in a mutually supportive and respectful partnership to maintain a safe, engaging learning environment that is welcoming to families and supports the social-emotional well-being of all students.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---------------------------------------|----------------|----------------|---------------------------------------|-------------------------------|
| 3.1 | Priority 1C Basic Services Level to which facilities are maintained and in good repair. Source: FIT Report | 2023/24 November 2023 Good | | | 2024/25 November 2024 Good | Good |
| 3.2 | Priority 3A Parent Involvement Percentage of parents who say they feel comfortable in speaking with school leadership and sharing ideas or asking questions. Source: Local Survey | Spring 2024 76% Strongly agree | | | Spring 2024 76% Strongly Agree | 80% Strongly agree |
| 3.3 | Priority 5A Pupil Engagement School P2 Attendance Rate Source: Local SIS | P2 2024 99% | | | P1 2024 99% | 99% |
| 3.4 | Priority 5B Pupil Engagement Chronic Absenteeism Rate Source: Local SIS, CALPADS, and/or CA School Dashboard | 2023 CA Dashboard 0.5% | | | 2024 CA Dashboard 2% | 0% |
| 3.5 | Priority 5C/D Pupil Engagement | 2023 CA Dashboard 0% | | | 2024 CA Dashboard 0% | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|--|
| | Middle and High School Dropout Rate Source: Source: Local SIS, CALPADS, and/or CA School Dashboard | | | | | |
| 3.6 | Priority 6A/C School Climate Pupil Suspension and Expulsion Rate Source: CALPADS, DataQuest, and/or CA School Dashboard | 2023 CA Dashboard 4.5% Suspension All 3.5% Suspension Hispanic 4.1% EL 4.5% Low Income 7.4% White | | | 2024 CA Dashboard Suspension Rate 4.4% All 4.8% Hispanic 4.6% EL 4.9% Low-Income 1.9% White | 3% Suspension All 3% Suspension Hispanic 3.5% EL 4% Low Income 6% White |
| 3.7 | Priority 6C School Climate Percentage of parents, students, and staff who feel the school is safe. Percentage of parents and students who feel connected to the school. Source: Local Survey | 2022/23 Student Survey 2023/24 Parent Survey School Safety Students: 65.5% Often/Always Parents: 88.4% Strongly Agree School Connectedness Students 48.8% Often/Always Parents: 76% Strongly agree | | | 2022/23 Student Survey 2023/24 Parent Survey School Safety Students: 65.5% Often/Always Parents: 88.4% Strongly Agree School Connectedness Students 48.8% Often/Always Parents: 76% Strongly agree | School Safety Students: 70% Often/Always Parents: 90% Strongly Agree School Connectedness Students 53% Often/Always Parents: 80% Strongly agree |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 3.1 | Engaging Families Support and develop the Parent Advisory Committee as well as | No | Fully Implemented | The ELAC and DELAC committees have been well attended. The ELD | | \$60,939.00 | \$39,580.51 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | <p>ELAC, DELAC, and CTE advisory committees.</p> <p>Engage or employ personnel to enhance advertising and make use of social media to increase parent and community involvement.</p> <p>Maintain the website so it will be informative to families and the community.</p> <p>Offer ELA and Math Parent Nights where teachers show parents what they can do to support their children at home. (See Goal 1, Action 1.6)</p> | | | <p>Coordinator is working with these committees to keep parents well-informed.</p> <p>Continuing to offer ELA and Math nights as well as communicating through a newly restructured website and social media.</p> | | | |
| 3.2 | <p>Student Support Services</p> <ul style="list-style-type: none"> • Review and support training in Capturing Kids’ Hearts for all employees and board members to improve and enhance the educational experience and to promote a safe and productive environment for all students. <p>Training for 2024-25 will include: building relationships with all students and colleagues, creating a safe environment for learning, and developing self-managing classrooms.</p> <ul style="list-style-type: none"> • Provide a vice principal to support student behavior and school climate. • Maintain a full-time Counselor to provide social-emotional support | Yes | Fully Implemented | Continuing to provide all Student support services listed in the goal. | | \$418,222.00 | \$164,281.02 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>to individual and small groups and teaches First Steps in the elementary grades.</p> <ul style="list-style-type: none"> • Maintain a .20 FTE Student Services Director to manage the Student Study Team (SST) and IEP processes. • Maintain a SELPA Coordinator/Homeless-Foster Youth Liaison <p>o Student Support staff will fully staff the Student Success Team including a Vice Principal, Dean of Student Support and SELPA Coordinator to address the needs of homeless, foster, disabled, underrepresented, and EL students as needed and to act as liaison to the SELPA and to oversee the SPED and ELD programs</p> <ul style="list-style-type: none"> • Support for Special Education students through teletherapy, Special Education teacher and Para to support Teletherapy. | | | | | | |
| 3.3 | <p>Student Engagement</p> <ul style="list-style-type: none"> • Fund an ASB Advisor and Leadership Teacher • Fund Leadership class • Monthly flag ceremonies • Student activities | No | Fully Implemented | Continuing to implement all services in the student engagement goal. | | \$20,798.00 | \$15,237.84 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
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Goal 4

| Goal Description |
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Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
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Goal 5

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| Goal Description |
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Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
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Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
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Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | | |
| LCFF Supplemental/Concentration Grants | | |