

# 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
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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)..

Crete engaged educational partners extensively regarding one-time federal funds intended to support recovery from the pandemic during the original development of the 2021-22 LCAP. Most of the funds included in the Budget Act of 2021 that Crete was eligible for were already known and anticipated at the time it was developed. However, there were changes before it was received which led us to have additional engagement with our educational partners. In development of the 2021-22 LCAP in the Spring of 2020, we held two stakeholder meetings in March and April of 2020. We had additional parent meetings in August of 2020 as well as Staff and Parent Surveys that were held in October of 2020. While many of the suggestions for improvement did make it into the final plan which the Board approved in June 2021, there were other items that were not included. (e.g., uniforms, more counseling, professional development).

Based on the final State Budget which included a 15% one-time additional supplement (\$73,098), funding for the Educator Effectiveness Block Grant (\$41,069) which some was allocated toward Professional development but the rest will be used next year, PreK Implementation and Planning Grant (\$29,865) That we will be using for the 2022-23 school year as we expand to two sites, and Expanded Learning Opportunities Program (\$122,982.45 ) which is going towards Enrichment, Afterschool and Summer Opportunities, we plan to continue to engage stakeholder through out the 2022-23 school year at Parent meetings and SSC meetings.

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.

We used the additional 15% one time supplement (\$73,098) to hire additional teaching aides to support small group intervention and target growth areas for students who experienced learning loss in ELA and Math due to remote/hybrid learning and absences due to quarantine for Covid 19. We hired two teaching fellows and a program coordinator for the 2021-22 school year.

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.

We engaged our educational partners extensively regarding one-time federal funds intended to support recovery from the COVID-19 pandemic during the original development of the 2021-22 LCAP. Engagement regarding ESSER II & III funds are included in the original LCAP and details can be found in the Stakeholder Engagement section of the LCAP , which is located on our website (see URL below). Crete engaged further with educational partners on the use of ESSER III funds. Input used to determine usage of ESSER III funds was collected from August through October 2021 via student, staff and parent surveys, staff meetings, monthly parent meetings and School Site Council meetings. CARES (\$48,991), CRRSA (\$206,190), ARP ACT (\$463,407)-The initial engagement for the use of these funds came early in the pandemic school closures between April/May 2020. CARES funding was used to hire additional staff (teaching aides, afterschool staff, enrichment staff), Additional curriculum (online curriculum for distance learning), Materials and Supplies including the purchase of air filtering/ventilation machines to combat COVID-19, Computers/Tablets for Student Use and Distance Learning, Professional Development/Consulting for administrators implementing Covid Policy, Additional IT services due to increased online usage. Expanded Learning Opportunities Grant (\$147,246) We used the ELOG to accelerate the progress to close learning gaps through the implementations, expansion, or enhancement of learning supports including, but not limited to: Teaching Aides, Afterschool staff, materials and supplies to support the core instruction, afterschool instruction and intervention learning hubs for students who most need support.

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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.

Crete Academy provided several opportunities for stakeholder input during public forums as funding was made available. Families, students, school administrators, school staff and teachers, including special education teachers reviewed the ESSER III plan during the October Monthly Parent Meeting. Translation for non-English speaking individuals was provided, as needed. Because Crete serves a large percentage of students experiencing homelessness, the school Principal and Assistant Principal, who manage the school's Wellness Center and provide services targeted at foster youth and those experiencing homelessness, were heavily engaged in the development of the ESSER III plan. Additionally, the Director of Special Education, whose primary role is to serve students with disabilities, was also included in the development of the plan.

The spending plan was shared and individuals asked questions and provided feedback regarding the plan. Additionally, the community was provided an opportunity to give feedback on the ESSER III Plan, during the October Board Meeting.

Crete Academy's stakeholder group does not include tribes, civil rights organizations and disability rights organizations.

All stakeholders, but particularly the Board of Directors, teachers and parents, requested tutoring, intervention services and enhanced enrichment programs for students. Consequently, the following areas of the ESSER III plan were directly influenced by input received during the October Monthly Parent Meeting and the Regular Board meeting:

1.1 Teacher and administrators professional development

1.3 PPE and sanitation supplies

2.1 Teaching Fellows and After School teachers

2.2 Summer and After School programs

3.1 Mental Health Supports

Although not listed as one of the targeted areas of need. One challenge we experienced was setting up and implementing our Covid Program which included testing, reporting, PPE and scheduling. More PD and resources would have been helpful before returning and facing the COVID testing dilemma.

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.

Crete has used its fiscal resources received for the 2021-22 school year in a consistent manner with the applicable plans that align with our LCAP and annual update

1.1 Teachers and Professional Development- We were able to hire high-quality, educated teachers and equip them with the skills, resources and training to provide a supportive, rigorous and SEL-based classroom learning experience.

1.2 Administrators and Professional Development- We were able to hire and maintain high-quality, educated, well- trained administrators who provide leadership, rigor and SEL-based school model for all stakeholders.

1.3 PPE- We successfully purchased PPE (Masks, Sanitizer, Soap, Air ventilation system, etc.) and had air purification systems installed.

2.1 Teaching Fellows and After School Teachers- Hired high-quality, educated and trained Teaching Fellows and Afterschool teachers who will support students in small group instruction, 1:1 academic tutoring and after school tutoring.

2.2 Summer and After School Programs- Hired high-quality, educated and trained teachers to provide summer school instruction for students at-risk, academically. Purchased materials and supplies for students in summer and after school programming.

3.1 Mental Health Concerns- MSWs were provided to all students and available upon request. Individual and family counseling was made available to those in need. Parent workshops and trainings were also provided, as needed.

# 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  
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