

# School Business Officials Meeting

## Agenda

**Oct 14, 2021 12:30 PM**

<https://zoom.us/j/92905377255?pwd=TUNnQTVrT050WGdUQVQ4UklzUHVkZz09>

Meeting ID: 929 0537 7255

Passcode: Jq2hmf

Welcome

Denice

### General

1. Presentation

- a. EdBuy Presentation



Ted Witt

2. General

- a. New SBAS Website  
b. New Principal Apportionment Software  
c. New SACS Software

Jenelle

DFAs

DFAs

3. Attendance

- a. Attendance Reporting  
b. J-13 Waivers  
c. Independent Study

Steve

4. Payroll

- a. New STRS File (NSF) Form  
b. Calendar Year-End Dates



Makenzie

5. Escape

- a. Announcements and Updates

John

6. Upcoming Reporting Requirements

- a. ESSER III Expenditure Plan  
b. Audit Reminders/Updates  
c. First Interim  
    i. Routine Restricted Maintenance-Criteria & Standards  
    ii. Concentration Funding Calculation  
    iii. Year-End Balances and Accrual Reversals  
d. LCAP Supplement Template  
e. Expanded Learning Opportunities



Jenelle

Nicole

Makenzie

Denice

DFAs

7. IT Services



Sharon

### 2021-2022 Meeting Schedule

Dec. 2, 2021, Feb. 24, 2022, May 2022 TBD

## *Upcoming Workshops*

### **California Association of School Business Officials (CASBO) – ONLINE**

#### **Capitol Advisors**

#### **Frontline formerly Escape Webinars**

- 12/09/21- W2 Reporting for 2021
- 12/16/21- ACA Reporting 2021

#### **Frontline formerly Escape Training**

#### **School Services of California (SSC)**

- 10/19/21- Managing Cash in the COVID-19 Era
- 10/26/21- Effective Supervision and Evaluation Webinar Series
- 11/02/21- LCAP – From Accountability to Compliance Webinar Series
- 12/02/21- Unraveling the Mystery of School Finance Webinar Series
- ONLINE Workshops- Fiscal Solvency for School Districts
- ONLINE Workshops- Associated Student Body





**EdBuy**





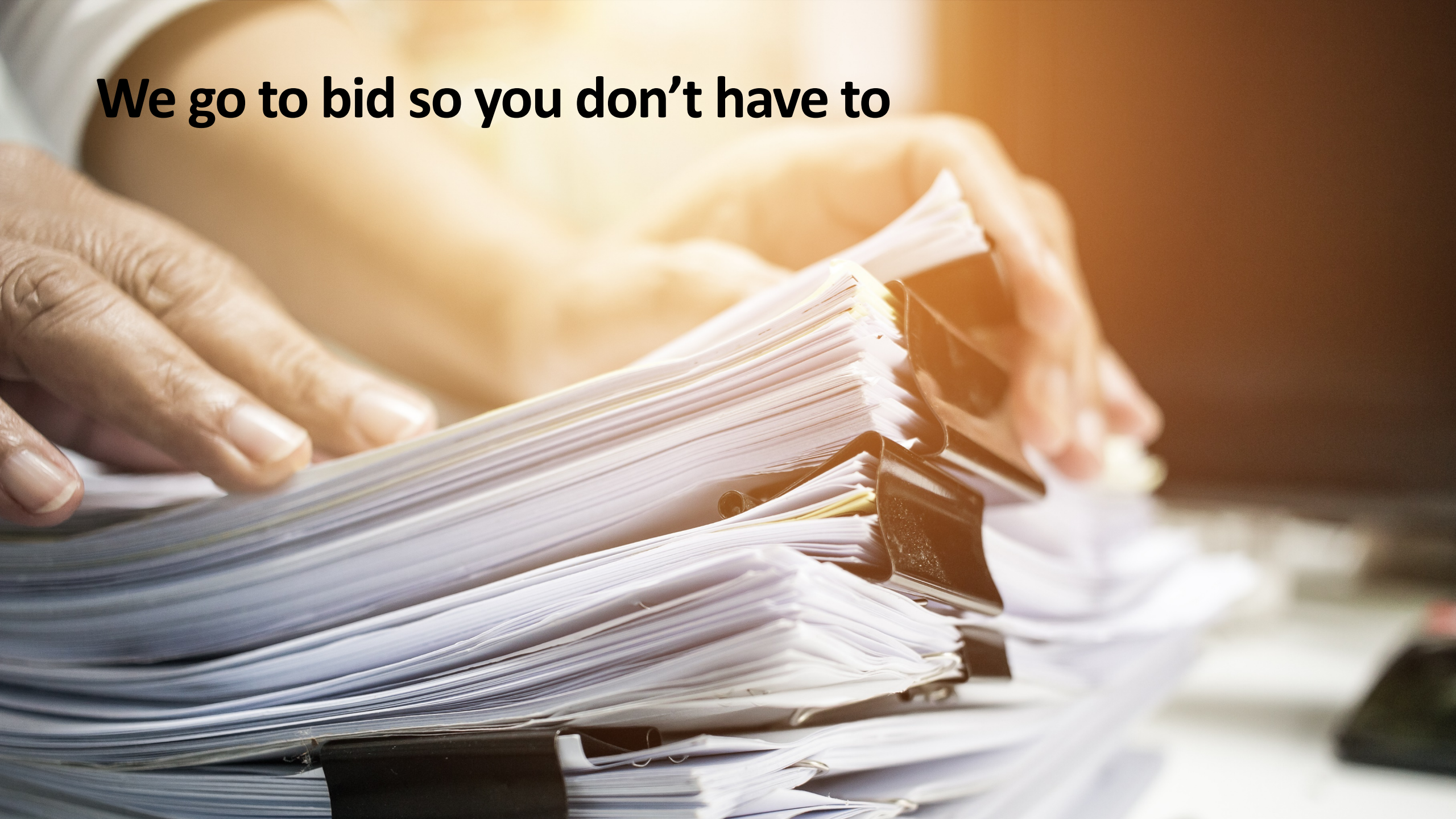
# Los Angeles County Office of Education

EdBuy is organized by California county superintendents to serve local school districts

The lead bidding agency is the Los Angeles County office of Education



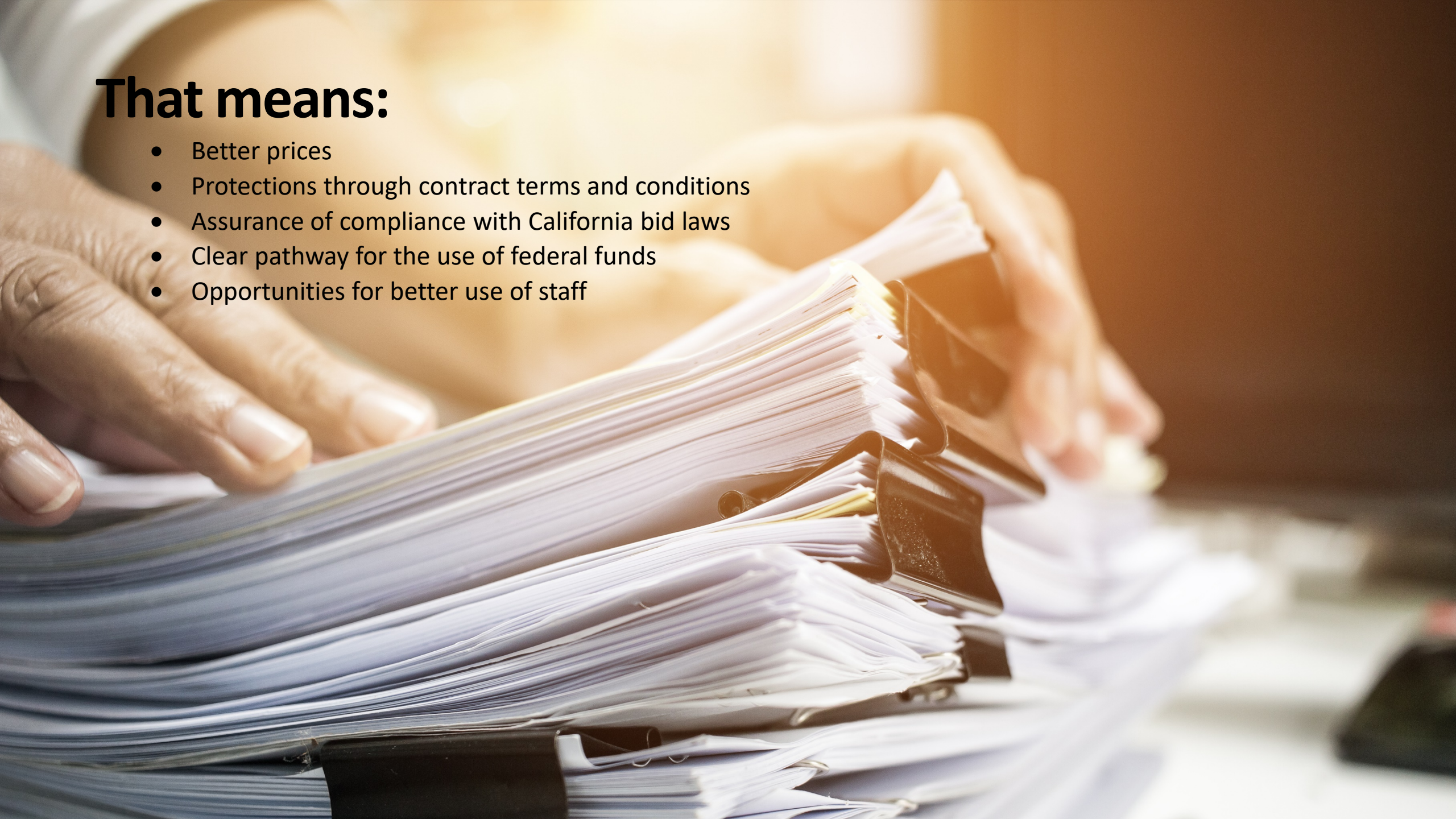
**We go to bid so you don't have to**





# That means:

- Better prices
- Protections through contract terms and conditions
- Assurance of compliance with California bid laws
- Clear pathway for the use of federal funds
- Opportunities for better use of staff





Let's define the savings & benefits





# Time Value of Work

## Calculate the Cost of Acquisition for Doing Your Own Bidding

|   | Cost Factors   | Enter Your Variables |
|---|--|----------------------|
| A | Average Budget Loading Factor for Payroll Taxes, Benefits & Pensions as a % of Salary for Non-Teaching Employees | 33%                  |
| B | Number of Actual Work Days Per Year for Non-Teaching Staff   | 236                  |
| C | Average Number of Sick Days Used by Non-Teaching Staff   | 3.00                 |
| D | Length of Actual Working Hours in Day (subtract out break time)  | 7.50                 |
| E | Number of Professional Staff Hours Used for Bidding Process  | 80.00                |
| F | Approximate Salary Range of Procurement Staff  | 75,000               |
| G | Number of Clerical Support Hours Used for Bidding Process  | 14.57                |
| H | Approximate Annual Salary Range of Clerical Staff  | 40,000               |
| I | Average Cost of Legal Notice in Newspaper  | 650                  |
|   | Summary of Procurement Staff Hours from Worksheet (Tab 2)<br>Placed in Row "E" of Cost Factors                   | 40                   |
|   | Summary of Clerical Staff Hours from Worksheet (Tab 2)<br>Placed in Row "G" of Cost Factors                      | 14.57                |
|   | Look Up Formula for Hourly Value for Salary of Procurement Staff   | 57.08154506          |
|   | Look Up Formula for Hourly Value for Salary of Clerical Staff  | 30.443490            |
|   | <b>Total Cost of Staff Time Used in Creating Bid</b>   | <b>5,010.09</b>      |
|   | <b>Advertising Costs</b>   | <b>650</b>           |
|   | <b>Total Cost Avoidance Using a Cooperative Contract</b>   | <b>5,660.09</b>      |

Table of Personnel Costs by Salary Level


| Salary  | Taxes & Benefits | Total Payroll Cost | Monthly   | Weekly   | Daily  | Hourly | Minute |
|---------|------------------|--------------------|-----------|----------|--------|--------|--------|
| 20,000  | 6,600            | 26,600             | 2,216.67  | 570.82   | 114.16 | 15.22  | 0.25   |
| 25,000  | 8,250            | 33,250             | 2,770.83  | 713.52   | 142.70 | 19.03  | 0.32   |
| 30,000  | 9,900            | 39,900             | 3,325.00  | 856.22   | 171.24 | 22.83  | 0.38   |
| 35,000  | 11,550           | 46,550             | 3,879.17  | 998.93   | 199.79 | 26.64  | 0.44   |
| 40,000  | 13,200           | 53,200             | 4,433.33  | 1,141.63 | 228.33 | 30.44  | 0.51   |
| 45,000  | 14,850           | 59,850             | 4,987.50  | 1,284.33 | 256.87 | 34.25  | 0.57   |
| 50,000  | 16,500           | 66,500             | 5,541.67  | 1,427.04 | 285.41 | 38.05  | 0.63   |
| 55,000  | 18,150           | 73,150             | 6,095.83  | 1,569.74 | 313.95 | 41.86  | 0.70   |
| 60,000  | 19,800           | 79,800             | 6,650.00  | 1,712.45 | 342.49 | 45.67  | 0.76   |
| 65,000  | 21,450           | 86,450             | 7,204.17  | 1,855.15 | 371.03 | 49.47  | 0.82   |
| 70,000  | 23,100           | 93,100             | 7,758.33  | 1,997.85 | 399.57 | 53.28  | 0.89   |
| 75,000  | 24,750           | 99,750             | 8,312.50  | 2,140.56 | 428.11 | 57.08  | 0.95   |
| 80,000  | 26,400           | 106,400            | 8,866.67  | 2,283.26 | 456.65 | 60.89  | 1.01   |
| 85,000  | 28,050           | 113,050            | 9,420.83  | 2,425.97 | 485.19 | 64.69  | 1.08   |
| 90,000  | 29,700           | 119,700            | 9,975.00  | 2,568.67 | 513.73 | 68.50  | 1.14   |
| 100,000 | 33,000           | 133,000            | 11,083.33 | 2,854.08 | 570.82 | 76.11  | 1.27   |



# How is EdBuy different?



# How is EdBuy different?

- 
- Creation of Core List pricing based on usage histories
  - Opportunity for custom Core Lists and voluntary vendor discounts
  - Wide selection of Rest-of-Catalog products at deep-discount pricing
  - Testing procedures for assurance of high-quality products, even with a low bid price
  - Fair apple-to-apples comparisons to identify lowest, responsive, responsible bidders
  - Terms and Conditions that ensure vendor compliance for delivery, warranty, returns, etc.
  - Language to facilitate the use of federal grant funds for purchases
  - Audits of vendor compliance with bid pricing and correct billing



**Our current portfolio of contracts. . .**



# Our current portfolio of contracts. . .

- Office Supplies
- Instructional Supplies
- Janitorial Supplies
- Copy Paper
- Cut-Stock and Specialty Papers (focuses on paper for printing presses)
- Ink and Toner
- Dell Computers and Product Catalog
- Epson
- Hewlett Packard Chromebooks, Laptops, Desktops, Workstations, Printers, and Servers
- Hitachi Product Catalog
- Microsoft Products
- Optoma Product Catalog
- Promethean Product Catalog
- Sharp Audio-Visual Products
- SMART Electronic Whiteboard Product Catalog







About pricing . . .





## About pricing . . .

- There is always a lower price somewhere; finding it is expensive
- EdBuy pricing includes contract protections and assurance of legal bid protection
- Cherry-picking is not a way to save money; it ends up costing more
- Choosing a contract and sticking with it brings greater value and more efficiency in the long term
- It is better to incentivize schools to use contracts than to proscribe onerous rules
- Prices achieved in a competitive bid process incorporate the best value
- Pricing includes free shipping for orders over a dollar threshold



A woman with dark hair, wearing a white lab coat, is looking down and writing in a notebook with a pen. The background is a warm, out-of-focus interior. Overlaid on the image is a complex network of glowing white and blue lines and dots, resembling a circuit board or data flow diagram.

**How to order . . .**

**Whatever your style or procedure . . .**



A woman with dark hair, wearing a white lab coat, is looking down and writing in a notebook. The background is a warm, orange-toned interior. Overlaid on the image is a complex network of white and blue lines and dots, resembling a circuit board or data network, which frames the text and adds a technological feel.

# How to order . . .

## Whatever your style or procedure . . .

**Vendor's website, EdBuy website, punchout, paper lists**

- Set up your initial accounts with Awarded Vendors
- If you have an existing account with an awarded vendor, insist that their prices point to and are based on the EdBuy/LACOE contract
- Establish a relationship with your assigned sales representative
- You may send orders directly to vendors electronically or by paper, or the purchase orders may be faxed or emailed to EdBuy for entry and review



# Frequently Asked Questions . . .



# Frequently Asked Questions . . .

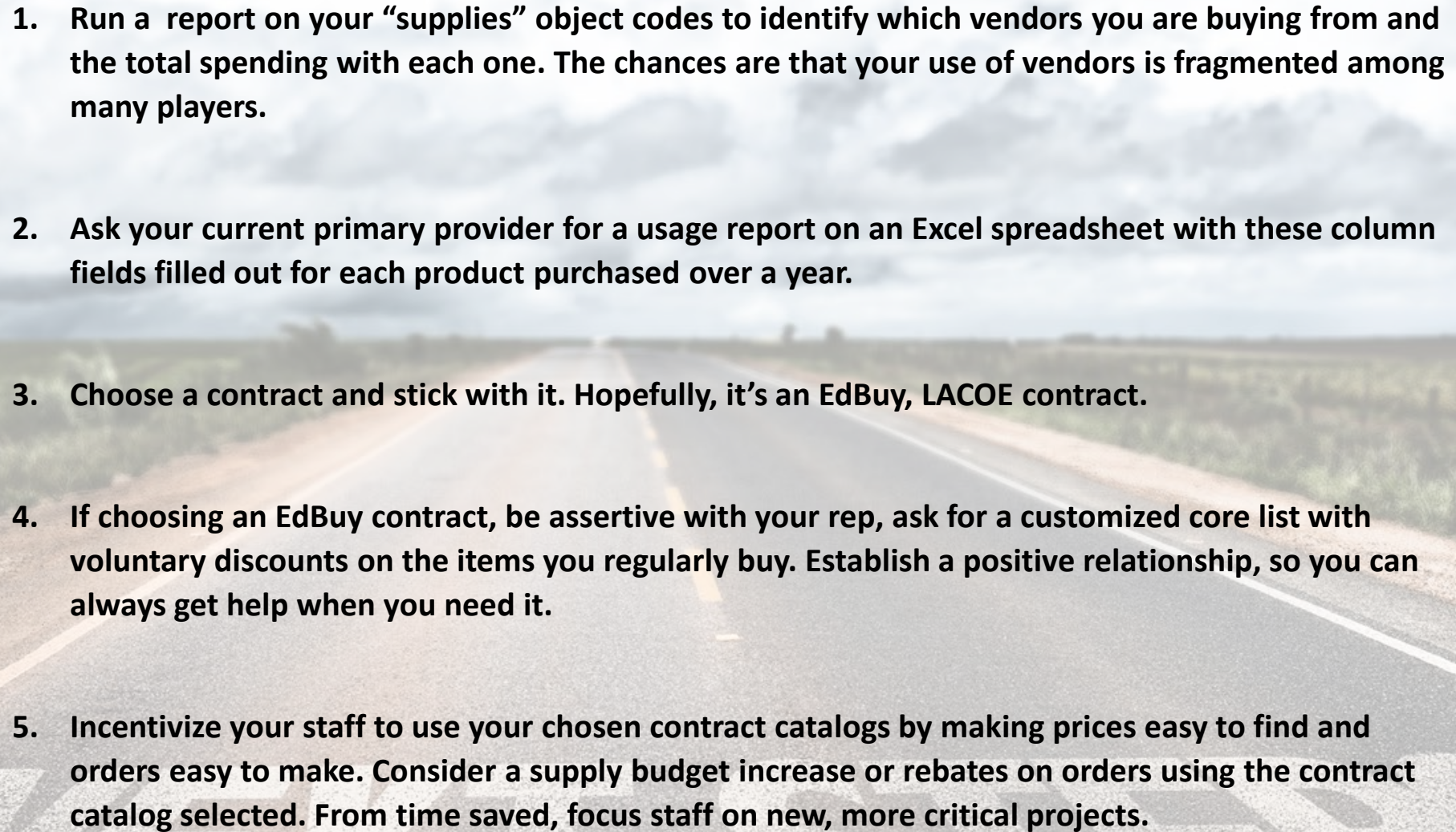
- We already buy from your vendors. What should I do to be part of EdBuy ?
- How can I be sure I am getting an EdBuy price?
- What do I do if my order is not being fulfilled?
- What if the vendor is not paying attention to me or our orders?
- What is the standard for delivery?
- What's the difference between EdBuy and other purchasing cooperatives?
- Why is the EdBuy price higher than the price on the vendor's retail website?
- What if the vendor does not have the product I want?
- Can you create contracts for other product categories?
- Do I need to sign up with EdBuy?
- Is there a membership fee?
- How does the program support itself?





NEXT STEPS



- 
1. **Run a report on your “supplies” object codes to identify which vendors you are buying from and the total spending with each one. The chances are that your use of vendors is fragmented among many players.**
  2. **Ask your current primary provider for a usage report on an Excel spreadsheet with these column fields filled out for each product purchased over a year.**
  3. **Choose a contract and stick with it. Hopefully, it’s an EdBuy, LACOE contract.**
  4. **If choosing an EdBuy contract, be assertive with your rep, ask for a customized core list with voluntary discounts on the items you regularly buy. Establish a positive relationship, so you can always get help when you need it.**
  5. **Incentivize your staff to use your chosen contract catalogs by making prices easy to find and orders easy to make. Consider a supply budget increase or rebates on orders using the contract catalog selected. From time saved, focus staff on new, more critical projects.**



# Contact us. . .

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Suzanne Barchi

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[sbarchi@epylon.com](mailto:sbarchi@epylon.com)

|   |  |
|---|--|
| Friday, December 17, 2021                   | Deadline for Districts to post adjustments for <u>Additional Compensation Items</u> such as Group Term Life Insurance, Domestic Partner Benefits, Workers Compensation, 403b/457, Third Party Sick Pay, and Social Security and Medicare corrections |
| Friday, December 17, 2021                   | Deadline for Districts to change the cost of health insurance coverage for W-2 box 12 code DD<br>Deadline for District to input COVID Leave amounts in W-2 Box 14  |
| <b>Friday, December 17, 2021</b>            | <b>Deadline for Districts to Submit the December Regular Payroll</b>   |
| <b>Monday, December 27, 2021 at 10 a.m.</b> | <b>Deadline for the last Manual and Cancel Warrant production for the 2021 calendar year</b>   |
| <b>Monday, December 27, 2021</b>            | <b>Deadline for the County to make corrections to an employee's social security number to close out calendar year-end reporting and for W-2 production</b>   |
| Tuesday, December 28, 2021                  | December payroll released for pickup or delivery   |
| <b>Wednesday, December 29, 2021</b>         | <b>December Regular Payroll issue date</b>   |
| Wednesday, January 5, 2022                  | Deadline for Districts to make changes to an employee's <b>name or address for W-2 production</b>  |
| Thursday, January 6, 2022                   | Last day for the County to make any last-minute adjustments to the W-2s for 2021   |
| Friday, January 07, 2022                    | W-2 processing begins  |
| Monday, January 10, 2022                    | W-2 printing begins  |
| January 11 - 19, 2022                       | W-2 distribution to Districts  |
| Monday, January 31, 2022                    | Last day for Districts/Employers to distribute W-2s to employees   |

If you have questions about these dates please call 805-964-4711 to contact the SBAS Payroll Team:  
Myron Porter x 5280, Staci Hunter x 5254, Richard Weger x 5242, Sheng Xiong x 5252





## ESSER III Expenditure Plan Finance Roadmap

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

#### Total ESSER III funds received by the LEA

**\$ 98,075** ①

| Plan Section   | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning  | <b>\$ 78,460</b> ②                   |
| Addressing Lost Instructional Time ( <u>a minimum of 20 percent</u> of the LEAs ESSER III funds) | <b>\$ 19,615</b> ③                   |
| Use of Any Remaining Funds ① ⊖ ② ⊖ ③ =   | <b>\$ 0</b> ④                        |

#### Total ESSER III funds included in this plan

**\$ 98,075** ★

CDE's [Schedule of ESSER III Allocations](#) shows funding for the **current** authority (columns O-Q) and funding for the **future** authority (columns R-T). LEAs should use the **TOTAL** Revised Allocation (current + future) (Column U) to populate ①

| A             | H                        | O  | P  | Q   | R   | S   | T  | U  |
|---------------|--------------------------|--|--|---|---|---|--|--|
| County Name   | Local Educational Agency | 80% of Funding Allowable Uses of ESSER III Resource 3213 (Current Authority) | 20% of Funding to Address Learning Loss <sup>1</sup> Resource 3214 (Current Authority) | Total Revised Allocation Amount (Current Authority) | 80% of Funding Allowable Uses of ESSER III Resource 3213 (Future Authority) | 20% of Funding to Address Learning Loss <sup>1</sup> Resource 3214 (Future Authority) | Total Revised Allocation Amount (Future Authority) | Total Revised Allocation Amount (Current + Future) |
| Santa Barbara | ABC School District      | \$58,077   | \$14,519   | \$72,596  | \$20,383  | \$5,096   | \$25,479   | \$98,075   |

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections ② ③ ④ from below.

★ The Expenditure Plan should include planned expenditures for all ESSER III funds. If funds are not included, the assumption would be there is not an intention to spend those funds. At the end of the grant period, unexpended funds are subject to recoupment.

### Actions and Expenditures to Address Student Needs

#### Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

#### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

②

**\$ 78,460**

| Plan Alignment (if applicable) | Action Title                | Action Description            | Planned ESSER III Funded Expenditures |
|--------------------------------|-----------------------------|-------------------------------|---------------------------------------|
| Action A                       | [Short title of the action] | [A description of the action] | <b>\$ 25,253</b>                      |
| Action B                       | [Short title of the action] | [A description of the action] | <b>\$ 13,221</b>                      |
| Action C                       | [Short title of the action] | [A description of the action] | <b>\$ 39,986</b>                      |

⚠ The sum of (Action A) + (Action B) + (Action C) must equal ②

Report the amount of ESSER III funds being used to implement strategies for continuous and safe in-person learning.

#### Perform Plan Checks:

- ✓ Total ESSER III funds used for continuous and safe in person learning agrees to the sum of actions.
- ✓ Total ESSER III funds used for continuous and safe in person learning agrees to the Summary of Planned ESSER III Expenditures section.

#### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

#### Total ESSER III funds being used to address the academic impact of lost instructional time

③

**\$ 19,615**

| Plan Alignment (if applicable) | Action Title                | Action Description            | Planned ESSER III Funded Expenditures |
|--------------------------------|-----------------------------|-------------------------------|---------------------------------------|
| Action D                       | [Short title of the action] | [A description of the action] | <b>\$ 19,615</b>                      |

Report the amount of ESSER III funds being used to address lost instructional time. This amount must be **AT LEAST 20%** but may be more. If the district chooses to use an amount greater than 20%, it will reduce the amount available for ② and ④.

#### Perform Plan Checks:

- ✓ Total ESSER III funds used for Lost Instructional Time is **AT LEAST 20%** of the total award amount.
- ✓ Total ESSER III funds used for Lost Instructional Time agrees to the sum of actions.
- ✓ Total ESSER III funds used for Lost Instructional Time agrees to the Summary of Planned ESSER III Expenditures section.

#### Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

#### Total ESSER III funds being used to implement additional actions

④

**\$ 0**

| Plan Alignment (if applicable) | Action Title                | Action Description            | Planned ESSER III Funded Expenditures |
|--------------------------------|-----------------------------|-------------------------------|---------------------------------------|
| Action E                       | [Short title of the action] | [A description of the action] | <b>\$ 0</b>                           |

Any remaining ESSER III funds not used for ② or ③ can be used to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified in the ESSER III Expenditure Plan Instructions. If there are no remaining funds, the LEA may indicate that it is not implementing additional actions and populate \$0.

#### Perform Plan Checks:

- ✓ Total remaining ESSER III funds agrees to the sum of actions.
- ✓ Total remaining ESSER III funds agrees to the Summary of Planned ESSER III Expenditures section.
- ✓ If there are no remaining funds, \$0 has been indicated.

# First Interim Reminders

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## 1 Accruals

- ☐ As part of year-end close, an automatic entry is created by the system to bring your starting balances forward into the next fiscal year for all balance sheet accounts.
  - The prior year ending balance in the **accounts payable** object 9500 becomes the starting balance in object 9501 in the current year.
  - The prior year ending balance in the **accounts receivable** object 9200 becomes the starting balance in object 9201 in the current year.
- ☐ Automatic Accruals - Escape automatically reverses accruals created by the system when payments are made after July 1 in the prior year payments screen and when receipts are recorded after July 1 in the prior year receipts screen.
- ☐ Year-End Processing Accruals – If accrual entries are made via the Year-End Processing screen, Escape will automatically reverse these accruals **only when a payment or receipt is posted against the purchase order or invoice that was accrued**. If no payment or receipt is posted, account balances will be skewed. At a minimum, these entries should be reviewed and addressed at each interim reporting period and must be cleared before the district closes the current year.
- ☐ Manual Accruals - All accruals created manually in the prior year will need to be **reversed manually** in the current year.

### Helpful Reports

- Helpful reports include the *Ledger02* report for a listing of AR/AP entries and the *Fiscal03* report to view current year balances in objects 9201/9501 after the system has reversed all non-manual accruals.
- ☐ Districts should ensure timely reversals of all accruals. SBAS will be monitoring accruals for Districts before First Interim and will be available to offer guidance regarding accrual reversals as needed.

**Important note:** If accruals are not reversed and prior year revenues are received or expenditures incurred before Oct 31, revenues/expenditures will be overstated at First Interim.



## 2 Beginning Balances

- ☐ As part of year-end close, an automatic entry is created by the system to bring fund/resource actual ending balances forward into the current year as beginning balances in object 9791, as well as rolls forward cash.
- ☐ Please verify that your prior year actual ending balances (Unaudited Actuals SACS report/Escape) match your current year actual beginning balances in Escape.
- ☐ The system automatically creates a budget revision entry for each fund to create the new revised budget for fund/resource beginning balances in the current year.

### Helpful Reports

- The Fiscal 04 is a helpful report for verifying that beginning balances in the current year revised budget match actual beginning balances in object 9791.
- Under report favorites, search by user *61humphreyst*, find the Fiscal 04 FY Beginning Balances report, save the report as your own favorite.

- ☐ SBAS verifies beginning balances as well, but please contact SBAS if you see any discrepancies.
- ☐ Reminder to bring your beginning balances (object 9791) into your First Interim budget model and verify that they are correct in the model before posting.

\*See screenshot of the change to perform in your First Interim budget model

| Perform Model Change |                                      |
|----------------------|--------------------------------------|
| Comment              | Copy Beginning Balances from Actuals |
| Type                 | 07 {Copy From Accounts: Actuals} ▾   |
| Copy Fiscal Year     | 2017 {2016/2017}                     |
| Copy Model           |                                      |
| Adjustment Percent   | 0.00                                 |
| Fixed Amount         | 0.00                                 |
| Copy File            |                                      |
| Replace Budget       | 2 {Replace Same Item Types} ▾        |
| Vacancy Date         |                                      |
| Affect Salaries      |                                      |
| Fund                 | ▾                                    |
| Resource             | ▾                                    |
| Year                 | ▾                                    |
| Goal                 | ▾                                    |
| Function             | ▾                                    |
| Object               | 9791 {Beginning Fund Balance} ▾      |
| School               | ▾                                    |
| Management           | ▾                                    |
| Unit                 | ▾                                    |

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

| Local Educational Agency (LEA) Name | Contact Name and Title               | Email and Phone               |
|-------------------------------------|--------------------------------------|-------------------------------|
| [Insert LEA Name here]              | [Insert Contact Name and Title here] | [Insert Email and Phone here] |

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 stakeholders related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its stakeholders on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

[Respond here]

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.

[Respond here]

A description of how and when the LEA engaged its stakeholders 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.

[Respond here]



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.

[Respond here]

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.

[Respond here]

# Instructions for the Supplement for 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 for the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local 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 for 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 stakeholders.

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 Summary Tables for the 2022-23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review with an LEAs 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 response and a level of detail that will be meaningful and accessible for the LEA's diverse stakeholders 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 stakeholders on** the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

To the extent that an LEA received funds through the 2021 Budget Act that included a requirement for the LEA to engage stakeholders on the use of funds and those funds were not included in the LEAs adopted 2021-22 LCAP, describe how and when the LEA engaged, or plans to engage, its stakeholders on the use of funds provided in the Budget Act of 2021.

If an LEA did not receive funds through the 2021 Budget Act that included a requirement to engage stakeholders on the use of funds, provide this explanation. If an LEA included the applicable funds in its adopted 2021-22 LCAP, provide this explanation.

**Prompt 2:** “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.”

Describe how the LEA **has used, or plans to use,** the **additional** 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 (55%).**

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.

If the LEA included actions related to this requirement in its 2021-22 LCAP, identify the applicable actions and provide the location of the 2021–22 LCAP. If the LEA does not receive the concentration grant add-on, provide this explanation.

**Prompt 3:** “A description of *how and when* the LEA *engaged* its stakeholders *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.”

Describe *how and when* the LEA *engaged* its stakeholders *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](#) for a listing of COVID-19 relief funding and the [Federal Stimulus Funding web page](#) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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.

**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.”

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.

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

**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.”

Describe 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 *goals, actions and expenditures in 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  
September 2021



## Expanded Learning Opportunities Program

The Expanded Learning Opportunities (ELO) Program is established beginning in fiscal year 2021-22 by Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021), which added *Education Code (EC)* Section 46120. Recently introduced AB 167, if passed by the Legislature and signed by the Governor, includes amendments to *EC* 46120 and *EC* 14041 for the ELO Program. Pursuant to AB 130 and AB 167, the School Fiscal Services Division is implementing a new Principal Apportionment funding exhibit for the ELO Program. The 2021-22 appropriation for the ELO Program is \$1,754,021,000, authorized by Budget Item 6100-110-0001 and *EC* Section 46120(f).

### Program Summary:

The ELO Program provides funding to school districts and charter schools for afterschool and summer school enrichment programs for grades TK/K-6. Funds received in the 2021-22 school year may be used for program development and/or services. Beginning in 2022-23, as a condition of receipt of funds, local educational agencies (LEA) are required to offer to all students in TK/K-6 classroom-based instruction programs access to ELO Programs. *EC* Section 46120 outlines the program requirements including time offering, staffing ratios, and prioritizing services. The program will be subject to audit beginning in 2022-23.

### Funding Calculation Summary:

Funding will be allocated to all eligible school districts and charter schools for ELO Programs pursuant to *EC* 46120. County offices of education and county program charter schools are not eligible for this funding. The funding will be based on prior year P-2 classroom-based TK/K-6 average daily attendance (ADA) and prior year P-2 unduplicated pupil percentage (UPP). Nonclassroom-based ADA, including traditional and course based independent study ADA, is excluded.

- Eligible LEAs with prior year UPP equal to or greater than 80.00 percent receive \$1,170 per classroom-based TK/K-6 ADA multiplied by the UPP.
- Eligible LEAs with prior year UPP equal to or less than 79.99 percent receive funding at a rate per classroom-based TK/K-6 ADA multiplied by the UPP that will be calculated based on the remaining funds available in the appropriation.

### Special Apportionment:

The CDE will issue a special apportionment in Fall 2021 which represents 55 percent of each eligible LEA's estimated 2021-22 ELO Program entitlement. Pending the enactment of AB 167, the CDE plans to publish initial entitlements in early October, in advance of the special apportionment. The remaining ELO Program entitlement will be allocated according to the statutory Principal Apportionment payment schedule beginning with 2021-22 First Principal Apportionment via the new ELO Program funding exhibit.

### Principal Apportionment Funding Exhibit:

The CDE will publish a new funding exhibit for ELO Program beginning with 2021-22 P-1. The funding calculated for eligible LEAs will appear as a separate line on the Principal Apportionment Summary. Standardized Account Code Structure (SACS) object and resource codes will be included on the Principal Apportionment Summary for reference.

**ELO Program FAQs:** <https://www.cde.ca.gov/ls/ex/elofaq.asp>



# School Business Officials

October 14, 2021

## Information Technology Services Update

Sharon Van Gundy, Administrator, Information Technology Services  
Office (805) 964-4710 x 5298 Cell (805) 455-9424  
[sharonv@sbceo.org](mailto:sharonv@sbceo.org)

**After Hours Hotline (805) 964-4710 x 5203 ...leave voice mail message**

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# Escape Financial System

- Purchased by Frontline Education 2019
- Rebranding Escape to CA-ERP
- Selling other Frontline Products (not part of Escape and might not interface with Escape)
- SBCEO only supports Escape (CA-ERP)
- *If questions – contact SBAS*

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## Nov 5,6,7 – Escape Unavailable

SBCEO – installing new Generator Power for PSPS and other power emergencies

- FRI Nov 5<sup>th</sup> 5:30 p.m.: Escape and Internet Service at Cathedral Oaks unavailable
- SAT Nov 6<sup>th</sup> – SUN Nov 7<sup>th</sup>: Generator Provisioning
- Late SUN Nov 7<sup>th</sup>: Escape and Internet will be restored



3

## E-Safety Meeting

Wednesday Oct 27<sup>th</sup> Noon – 2 p.m.

- Co-hosted with Matt Zuchowicz
- All District Network Techs invited
- Occasionally Superintendents / CBOs join – all are welcome
- Learn from district network tech colleagues
- Access to the expert – Mel Beckman (Security & network Guru)
- Topic: Deploying Residential Wi-Fi for Needful Urban Attendance Areas
  - Mel using streetlight poles to power Wi-Fi Access Points and high bandwidth microwave backhaul links to specific low income areas for Zoom and educational needs.



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## BIIG Internet Connectivity

Nearly Complete

- Ballard SD **DONE**
- Olga Reed (Orcutt USD) **DONE**
- Santa Ynez Elementary (College SD) **DONE**
- Solvang SD **DONE**
- Cold Spring Elementary
- Vista Del Mar

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## BIG Internet Connectivity

Soliciting eligible schools

- Survey sent out to district network techs
  - School cannot have fiber optic based services now
  - School must be open and have a K-12 population of students
  - Must be a school site (if District Office is co-located with a school site, school can still be included)

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## CCSESA TSC (AB1560)

- California County Superintendents Educational Services Association (CCSESA) Technology Steering Committee (TSC)
- April 1, 2022 and annually thereafter:
  - CA Superintendent of Public Education shall survey each school district, COE, and charter school and report to the Legislature:
    - # pupils without computing devices that meet the minimum performance standard for distance learning
    - # pupils from households without residential broadband service

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## Questions?

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