

**AGENDA**  
**CHIEF BUSINESS OFFICIALS MEETING**  
**San Mateo County Office of Education**  
**Zoom Meeting**  
**March 17, 2022**  
**1:00 p.m. — 2:30 p.m.**

	<i>Topic</i>	<i>Leader</i>	<i>Handout</i>
1.	Welcome	Kevin Bultema	
2.	ESSA PPE report is due by March 1 <sup>st</sup> but has been extended to March 18. Only one district and three charters need to complete (as of March 7)	Vinita	
3.	Selection of independent auditor – send to Jean Corpuz by April 4, 2022	Wendy	
4.	A-G Completion Improvement Grant – Plan needs to be done by April 1, 2022. Have to have two meetings, discussion and adoption. These meetings do not have to occur by April 1. Ed Code 41590 (f)	Wendy	
5.	Annual Reporting – ESSER I, II, III and GEER Will open May 2-20 (see below-email sent out early February)	Vinita	See below
6.	10% reserve cap goes into effect for 2022-23. Sample resolution-request from COE	Vinita	
7.	SACs web-based system to go live April 5, 2022. SMCOE to offer training April 8, 2022. Registration flyer to go out closer to end of month. (see below)	Wendy	Yes and See below
8.	Save the date – April 8, 2022. SACs web-based training – a flyer to follow to register-will be zoom	Wendy/Brian	
9.	MOEquity – What documentation may be needed due to filing for exception. (See below)	Vinita	See below
10.	ESSER III plans – uploading instructions to CDE	Vinita	Yes
11.	Request for public hearing and adoption of LCAP and budget to go out end of March from Jean Corpuz	Wendy	
12.	SELPA Topics: 1. 21-22 IDEA/ARP 611 Local Assistance Entitlement 2. 21-22 IDEA/ARP 619 Federal Preschool Grant 3. FY 21-22 CCEIS Budget Update 4. ERMHS Federal and State dollars if the proposed Governor’s Budget passes.	Natasha King	Will be provided during meeting
13.	Roundtable Discussions		
Next Meeting: April 21, 2022			

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## #5 Annual Reporting:

February 2, 2022

The California Department of Education (CDE) is reaching out to you to provide an update regarding the required Annual Reporting for the U.S. Department of Education.

Every local education agency (LEA) who received Elementary and Secondary School Emergency Relief (ESSER) I, ESSER II, ESSER III, and/or Governor's Emergency Education Relief (GEER) I funding will be required to report to the CDE for the Annual Report. **The reporting time period that will be covered will be from October 1, 2020, through June 30, 2021.** The Annual Reporting will begin in April 2022. **Updated to be May 2-20, 2022**

### ESSER I, II, and III Annual Reporting

LEAs will be required to report expenditures for ALL ESSER funding sources by the following categories in this reporting period:

- Addressing Physical Health and Safety
- Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)
- Mental Health Supports for Students and Staff
- Operational Continuity and Other Allowed Uses

Under each of the ESSER categories above, LEAs will be required to report the **total amount expended** for:

- Personnel Services – Salaries
- Personnel Services – Benefits
- Purchased Professional and Technical Services
- Purchased Property Services
- Other Purchased Services
- Supplies
- Property
- Debt Service and Miscellaneous
- Other Items

LEAs will report additional allowable use categories (Yes/No) for which the 20% of ESSER III funds reserved to address the impact of learning loss (resource code 3214) were used.

LEAs will also be required to report on planned uses of funds by each category by percentage. Additionally, LEAs will be required to answer whether they have spent ESSER funds (Yes/No) on the following items in this reporting period:

- Promoting vaccination
- Consistent and correct mask use
- Physical distancing
- Screening testing to promptly identify cases, clusters, and outbreaks
- Ventilation
- Handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Contact tracing
- Cleaning and disinfection

Furthermore, LEAs will report as to whether or not (Yes/No) they used ESSER funding for providing internet access, reengaging students, allocation of resources, and addressing learning loss in this reporting period.

Like last year, LEAs will also be required to report on the number of Full-Time Equivalent positions, which includes all staff regardless of whether the position is funded by Federal, State, local, or other funds.

### **GEER Annual Reporting**

For GEER funding, LEAs will have to report as to whether or not (Yes/No) funds have been used during this reporting period for:

- Purchasing educational technology
- Activities focused on addressing the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health services and supports
- Sanitization and minimizing the spread of infectious diseases
- Extended learning time opportunities
- Other

LEAs will be additionally required to report on planned uses of funds by category by percentage for:

- Purchasing educational technology
- Providing mental health services and supports
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Extended learning time opportunities, including tutoring, summer learning, and supplemental afterschool programs.
- Other
- Not yet determined

An additional category of planned uses by percentage is also required, but can include planned funds from categories listed above:

- Activities focused specifically on addressing the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth

LEAs will also be required to answer (Yes/No) if GEER funding was used to provide home internet access, mobile hotspots, devices, internet subscriptions for students, home internet access, and/or Other in this reporting period.

For GEER Annual Reporting, LEAs will also be required to report how many non-public and public schools received GEER funding or services during this reporting period.

The CDE recommends LEAs start collecting this information now to support future reporting.

If you have additional questions, please send questions via email to [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

Thank you!

CDE Federal Stimulus Team

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## #7 SACs web-based software

- What will not change
  - SACs code structure (no new, revised, or removed fields)
  - Data file structure-import and export specifications remain the same
  - Forms (fund and supplemental)-same content and overall functionality
- What will change
  - User roles and security
  - Drafts vs submissions
  - Single string validation tool
  - Multi-user dataset access and form locking
  - Charter Alternate form is included
  - System compatible to Google Chrome

As a separate handout, I will attach a PowerPoint that we received at a overview from the CDE.

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## #9 MOEquity Documentation

Dear «ContactFirstName» «ContactLastName»,

You are receiving this letter because «SubRecipientName» indicated that it qualifies for an exception to Maintenance of Equity (MOEquity) provisions of section 2004(c) of the American Rescue Plan (ARP) Act as a local education agency (LEA) that did not have an aggregate reduction in combined State and local per-pupil funding in the 2021-2022 school year (option “D”) within the Maintenance of Equity Exception Certification Questionnaire. Thank you for completing the questionnaire. To meet all exception requirements, please submit the [Certification of Exception from Local Maintenance of Equity Requirements \(Appendix B\) form](#) to the [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov) inbox.

The California Department of Education (CDE) also requests that you internally maintain documentation to support «SubRecipientName»’s exception from further MOEquity requirements for school year 2021-2022. This internal documentation should show that «SubRecipientName» did not have an aggregate reduction in combined State and local per-pupil funding from school year 2020-2021 to school year 2021-2022. One example of documentation could be an internal memo with a table that includes the following:

	2020-21	2021-22
State	\$\$\$	\$\$\$\$
Local	\$\$\$	\$\$\$\$
Combined	\$\$\$	\$\$\$\$

Another form of documentation could include links to easily accessible LCAP allocations and local funding amounts to demonstrate the LEA did not have an aggregate reduction in combined State and local per-pupil funding from school year 2020-2021 to school year 2021-2022.

Please maintain similar documentation internally at this time. If needed at a later date, CDE will directly request this supporting documentation. **Please do not send this internal documentation to CDE unless directly requested.** Thank you for your support in ensuring that all local MOEquity requirements are met for «SubRecipientName» for 2021-2022.

If you have additional questions, please send questions via email to [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

Thank you!

CDE Federal Stimulus Team

*To receive updates on Federal Stimulus Funds, including reporting updates, please join our listserv by sending a blank email message to [join-edrelieffunds@mlist.cde.ca.gov](mailto:join-edrelieffunds@mlist.cde.ca.gov).*