

Alpine County Unified School District & Alpine County Office of Education
Budget Advisory Committee Meeting
Thursday, April 29, 2021 – 5:00 pm
Alpine County Unified School District and County Office of Education Zoom meeting

Call to order 5:00 pm

New Business

1. Review meeting schedule:
 - a. April 29, 2021 5:00pm
 - i. Review Second Interim 20/21 fiscal year estimated actuals and multi-year projections for 21/22, 22/23 and Pro Forma only 23/24 fiscal years.
 - b. Discuss need for additional Budget Advisory Committee meeting prior to June 10 Board Budget meeting.
 - c. Discuss possible dates and time for next year's Budget Advisory Committee meetings.
2. Address selected information included in, "The Case to Save Teachers" presented by Alpine County Teachers Association at April 8 Board meeting.
3. Review COVID Relief Funding diagram for Alpine County Schools. (CCSESA Leverage Funding for the Future, released 4.21.2021, provided for reference)
4. Review Planning, Programs and Projects diagram for Alpine County Schools.
5. Review current year and projected K-8 Grade spans
6. Upcoming Meeting Schedule

Location: ?
Time: ?
Date: ?

Adjournment

Students are prepared and inspired citizens making positive choices.

Alpine County Unified School District

	Second Interim-Estimated Actuals 2020-21				Adjustments to 20-21 Second Interim		Projection 2021-22				Adjustments to 21-22		Projection 2022-23				Adjustments to 22-23		Pro-Forma Projection 2023-24		
	Unrestricted	Restricted	Gen. Fund		Unrestricted	Restricted	Unrestricted	Restricted	Gen. Fund		Unrestricted	Restricted	Unrestricted	Restricted	Gen. Fund		Unrestricted	Restricted	Unrestricted	Restricted	Combined
Revenue																					
General Purpose	1,921,624	0	1,921,624	1	60,864		1,982,488	0	1,982,488	1	34,599	0	2,017,087	0	2,017,087	1	0	0	2,017,087	0	2,017,087
Federal Revenue	432,245	200,431	632,676	2,8	(61,883)	(106,577)	370,362	93,854	464,216	2,8	(8,925)	0	361,437	93,854	455,291	2,8	0	0	361,437	93,854	455,291
State Revenue	20,218	283,688	303,906		0	(125,033)	20,218	158,655	178,873			0	20,218	158,655	178,873		0	0	20,218	158,655	178,873
Local Revenue	134,890	97,000	231,890		1,659		136,549	97,000	233,549		1,708	0	138,257	97,000	235,257		0	0	138,257	97,000	235,257
Total Revenue	2,508,977	581,119	3,090,096		640	(231,610)	2,509,617	349,509	2,859,126		27,382	0	2,536,999	349,509	2,886,508		0	0	2,536,999	349,509	2,886,508
Expenditures																					
Certificated Salaries	973,851	120,823	1,094,674	3	(134,753)	1,208	839,098	122,031	961,129	3	9,835	1,221	848,933	123,252	972,185	3			848,933	123,252	972,185
Classified Salaries	538,598	160,905	699,503		5,386	1,609	543,984	162,514	706,498		5,441	1,625	549,425	164,139	713,564				549,425	164,139	713,564
Benefits	632,299	259,055	891,354	3	(26,546)	(111,736)	605,753	147,319	753,072	3	26,304	5,894	632,057	153,213	785,270	3			632,057	153,213	785,270
Books and Supplies	101,600	21,972	123,572				101,600	14,340	115,940		0		101,600	14,340	115,940		0		101,600	14,340	115,940
Other Services & Oper. Expenses	295,838	213,862	509,700	2	(50,000)		245,838	106,177	352,015	2	(20,838)		225,000	106,177	331,177	2	0		225,000	106,177	331,177
Capital Outlay	0	0	0	4			0	0	0	4			0	0	0	4	0		0	0	0
Other Outgo 7xxx	0	0	0				0	0	0				0	0	0				0	0	0
Transfer of Indirect 73xx	(29,248)	23,912	(5,336)				(29,248)	23,912	(5,336)				(29,248)	23,912	(5,336)				(29,248)	23,912	(5,336)
Unidentified Cuts																					
Total Expenditures	2,512,938	800,529	3,313,467		(205,913)	(108,919)	2,307,025	576,293	2,883,318		20,742	8,740	2,327,767	585,033	2,912,800		0	0	2,327,767	585,033	2,912,800
Deficit/Surplus	(3,961)	(219,410)	(223,371)		206,553	(122,691)	202,592	(226,784)	(24,192)		6,640	(8,740)	209,232	(235,524)	(26,292)		0	0	209,232	(235,524)	(26,292)
Other Sources/(uses)	0	0	0				0	0	0				0	0	0				0	0	0
Transfers in/(out)	(54,638)	0	(54,638)	6,7	(25,063)		(79,701)	0	(79,701)	5,6,7	0		(79,701)	0	(79,701)	5,6,7	0		(79,701)	0	(79,701)
Contributions to Restricted	(197,670)	197,670	0		51,887		(145,783)	145,783	0		(8,740)	8,740	(235,524)	235,524	0		0	0	(242,472)	242,472	0
Net increase (decrease) in Fund Balance	(256,269)	(21,740)	(278,009)		233,377	(122,691)	(22,892)	(81,001)	(103,893)		(2,100)	0	(105,993)	0	(105,993)		0	0	(112,941)	6,948	(105,993)
Beginning Balance	3,535,411	102,741	3,638,152				3,279,142	81,001	3,360,143				3,256,250	0	3,256,250				3,150,257	0	3,150,257
Ending Balance	3,279,142	81,001	3,360,143				3,256,250	0	3,256,250				3,150,257	0	3,150,257				3,037,316	6,948	3,044,264
Reserve for Econ Uncertainty (5%)	3,245,302		3,245,302				3,256,250		3,256,250				3,150,257		3,150,257				3,037,316		3,037,316
Restricted Programs	33,840	81,001	114,841				0	0	0					0	0					6,948	6,948
Unappropriated Fund Balance	0	0	0				0	0	0				0	0	0				0	0	0
Unappropriated Percent			0.0%						0.0%						0.0%						0.0%

KEY ASSUMPTIONS:

1. 2% increase to property tax revenues and 1.5% increase to state apportionment (COLA)
2. No Federal Stimulus (Additional revenues would need to = additional expeditures)
3. Diamond Valley School certificated 2.0 FTE reduction due to declining enrollment

4. Bear Valley School Reconstruction completed and fully operational 20/21

5. 1% General Fund Unrestricted expenditures to Deferred Maintenance Fund

6. \$50,000 Transfer to Pupil Transportation Fund eliminated from 20/21 & 20/22 (electric bus grant received)

7. \$50,000 Transfer to Cafeteria Fund

8.Impact Aid always adjusted to \$250,000

Alpine County Office of Education

	Second Interim-Estimated Actuals 2020-21				Adjustments to 20-21 Second Interim		Projection 2021-22				Adjustments to 21-22		Projection 2022-23				Adjustments to 22-23		Pro Forma Projection 2023-24		
	Unrestricted	Restricted	Gen. Fund		Unrestricted	Restricted	Unrestricted	Restricted	Gen. Fund		Unrestricted	Restricted	Unrestricted	Restricted	Gen. Fund		Unrestricted	Restricted	Unrestricted	Restricted	Combined
Revenue																					
General Purpose	933,009	0	933,009	1	13,762	0	946,771	0	946,771	1	14,202	0	960,973	0	960,973	1	0	0	960,973	0	960,973
Federal Revenue	0	39,566	39,566	2	0	(29,366)	0	10,200	10,200	2	0	0	0	10,200	10,200	2	0	0	0	10,200	10,200
Other State Revenue	11,300	52,151	63,451		0	(11,151)	11,300	41,000	52,300		0	0	11,300	41,000	52,300		0	0	11,300	41,000	52,300
Local Revenue	44,100	0	44,100		0	0	44,100	0	44,100		0	0	44,100	0	44,100		0	0	44,100	0	44,100
Total Revenue	988,409	91,717	1,080,126		13,762	(40,517)	1,002,171	51,200	1,053,371		14,202	0	1,016,373	51,200	1,067,573		0	0	1,016,373	51,200	1,067,573
Expenditures																					
Certificated Salaries	0	0	0		0	0	0	0	0		0	0	0	0	0				0	0	0
Classified Salaries	246,642	8,918	255,560		2,500	89	249,142	9,007	258,149		2,491	90	251,633	9,097	260,730				251,633	9,097	260,730
Benefits	133,998	3,289	137,287		5,350	131	139,348	3,420	142,768		5,574	137	144,922	3,557	148,479				144,922	3,557	148,479
Books and Supplies	17,000	12,451	29,451		0	0	17,000	12,451	29,451		0	0	17,000	12,451	29,451		0		17,000	12,451	29,451
Other Services & Oper. Expenses	403,573	65,810	469,383	3	22,531	(39,488)	426,104	26,322	452,426	3	0	(1,217)	426,104	25,105	451,209	3	0		426,104	25,105	451,209
Capital Outlay	0	0	0		0	0	0	0	0		0		0	0	0		0		0	0	0
Other Outgo 7xxx	0	0	0				0	0	0		0		0	0	0				0	0	0
Transfer of Indirect 73xx	(1,049)	1,049	0			(1,049)	(1,049)	0	(1,049)		0		(1,049)	0	(1,049)				(1,049)	0	(1,049)
Unidentified Cuts																					
Total Expenditures	800,164	91,517	891,681		30,381	(40,317)	830,545	51,200	881,745		8,065	(990)	838,610	50,210	888,820		0	0	838,610	50,210	888,820
Deficit/Surplus	188,245	200	188,445		(16,619)	(200)	171,626	0	171,626		6,137	990	177,763	990	178,753		0	0	177,763	990	178,753
Other Sources/(uses)	0	0	0				0	0	0				0	0	0				0	0	0
Transfers in/(out)	(182,180)	287	(181,893)	4	3,871	(287)	(178,309)	0	(178,309)	4	0		(178,309)	0	(178,309)	4	0		(178,309)	0	(178,309)
Contributions to Restricted	(4,118)	4,118	0		0	0	0	0	0		(227)	227	0	0	0		0	0	0	0	0
Net increase (decrease) in Fund Balance	1,947	4,605	6,552		(12,748)	(487)	(6,683)	0	(6,683)		5,910	1,217	(546)	990	444		0	0	(546)	990	444
Beginning Balance	932,290	114,739	1,047,029				934,237	119,344	1,053,581				927,554	119,344	1,046,898				927,008	120,334	1,047,342
Ending Balance	934,237	119,344	1,053,581				927,554	119,344	1,046,898				927,008	120,334	1,047,342				926,461	121,324	1,047,785
Reserve for Econ Uncertainty (3%)	882,360		882,360				927,554		927,554				927,008		927,008				926,461		926,461
Restricted Programs	51,877	119,344	171,221				0	119,344	119,344					120,334	120,334					121,324	121,324
Unappropriated Fund Balance	0	0	0				0	0	0				0	0	0				0	0	0
Unappropriated Percent			0.0%						0.0%						0.0%						0.0%

KEY ASSUMPTIONS:

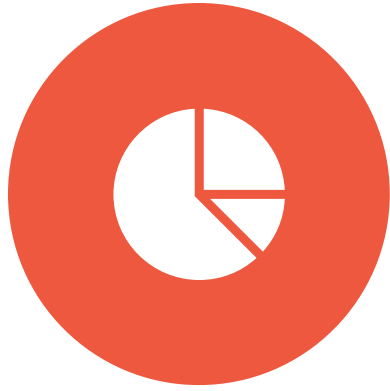
- 1. Project 1.5% increase for STATE apportionment (COLA)
- 2. No Federal Stimulus (Additional revenueswould need to = additional expenditures)
- 3. Includes additional costs for computer systems and software upgrades required to support County Office and District
- 4. Child Development Contribution at current Funding and Expenditure levels



The Case to Save Teachers in Alpine

CHANGING FINANCES GIVE US
MORE OPTIONS TO ASSIST
STRUGGLING STUDENTS

Teacher Layoffs at Alpine Unified School



THE DISTRICT PROJECTED A DEFICIT
OF \$326,592 THIS YEAR.*



THE BOARD APPROVED A
REDUCTION OF 3.0 FTE
CERTIFICATED STAFF POSITIONS



IT IS NOT TOO LATE TO RESCIND
LAYOFFS

Added a .60 FTE Teacher on Special Assignment

**Source: 2.11.21 Board Presentation Documents*

Let's look at the budget.

The district projected \$326,592 in deficit for 2021-22 and \$356,074 in deficit spending for 2022-23.

But since then, the 2nd interim district financials have looked better than anticipated.

Alpine County Unified School District Deficit Reduction proposal		
	2021/22	2022/23
Conservative Estimate based on BVES remaining at 2 FTE		
Adopted Budget	\$ (326,592)	\$ (356,074)
Revenue increases	26,369	53,751
Salary reduction	144,492	144,492
Benefits reduction	51,838	51,838
Total reductions	<u>222,699</u>	<u>250,081</u>
Proposed Revised Budget	\$ <u>(103,893)</u>	\$ <u>(105,993)</u>

*Source: 2.11.21 Board Presentation Documents

Let's look at the budget.

The district's 2nd interim report in March lists a projected deficit of \$223,369.98

But since the 2nd interim district financials were published, the district financials have continued to get better.

Clarification of Deficiency

General Fund
(223,369.98)

Trans to Cafeteria Fund
(54,638.00)

True Deficiency
(278,007.98)

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)	(261,021.28)	(223,369.98)	(218,272.79)	(223,369.98)
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2020-21 Second Interim General Fund Summary - Unrestricted/Restricted Revenue, Expenditures, and Changes in Fund Balance								62-4133 900000 Form 011	
Description	Resource Codes	Object Codes	Original Budget (0)	Board Approved Operating Budget (0)	Actuals To Date (0)	Projected Year Totals (0)	Difference (Col B & C) (0)	% Diff (E/D)	
A. REVENUES									
1) LCPP Sources	8010-8999		1,866,773.73	1,921,626.82	1,308,328.08	1,921,626.82	0.00	0.0%	
2) Federal Revenue	8100-8999		474,156.87	432,472.87	174,786.03	432,472.87	0.00	0.0%	
3) Other State Revenue	8300-8999		178,873.00	303,906.00	63,064.75	303,906.00	0.00	0.0%	
4) Other Local Revenue	8600-8799		231,895.00	231,895.00	61,870.27	231,895.00	0.00	0.0%	
5) TOTAL REVENUES			2,751,698.58	3,890,900.69	1,508,149.13	3,890,900.69			
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		1,845,647.00	1,094,672.00	637,426.71	1,094,672.00	0.00	0.0%	
2) Classified Salaries	2000-2999		899,003.00	899,003.00	497,261.79	899,003.00	0.00	0.0%	
3) Employee Benefits	3000-3999		754,895.84	891,363.87	416,698.97	891,363.87	0.00	0.0%	
4) Books and Supplies	4000-4999		118,845.00	123,672.00	84,487.45	123,672.00	0.00	0.0%	
5) Services and Other Operating Expenditures	5000-5999		452,214.51	509,699.81	258,032.51	509,699.81	0.00	0.0%	
6) Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.0%	
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299		0.00	0.00	0.00	0.00	0.00	0.0%	
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.00	0.00	0.00	0.0%	
9) TOTAL EXPENDITURES			3,707,760.35	3,519,347.88	1,993,905.45	3,519,347.88			
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			(951,061.77)	(223,369.98)	(218,272.79)	(223,369.98)			
D. OTHER FINANCING SOURCES AND USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.0%	
b) Transfers Out	7600-7629		79,781.51	54,638.00	0.00	54,638.00	0.00	0.0%	
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.0%	
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.0%	
3) Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.0%	
6) TOTAL OTHER FINANCING SOURCES/USES			(79,781.51)	(54,638.00)	0.00	(54,638.00)			

09) (223,369.98)

California Dept of Education
SACS Financial Reporting Software - 2020 2.0
File: fmpr-rpt-cdr (01/17/2020)

20-21 Second Interim SACS Packet
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Page 1

Source: District's SACS Financial Data filed with the CA Dept. of Education. 2nd interim report, page 18.

Let's look at the budget.

The district has received \$738,152 in total COVID relief funding.

\$424,091 in relief funding from the American Rescue Plan (ARP), signed into law on 3.11.21, was not factored into the 2nd interim report.

The ARP windfall erases the deficit and creates a surplus of \$200,721 this year.

See COVID Relief Funding Diagram

Local Education Agency	Total Relief Funding	Relief Per Student	CARES Act Federal Allocation (3/27/2020)	CARES Act State Allocation (3/27/2020)	\$900B Covid Relief Bill (12/27/2020)	Est. Rescue Plan Federal Allocation (3/11/2021)
Alpine County Unified Alpine County	\$738,152	\$10,872	\$58,391	\$64,930	\$190,740	\$424,091
Alpine County Office of Education Alpine County	\$29,366	\$0	\$0	\$29,366	\$0	\$0

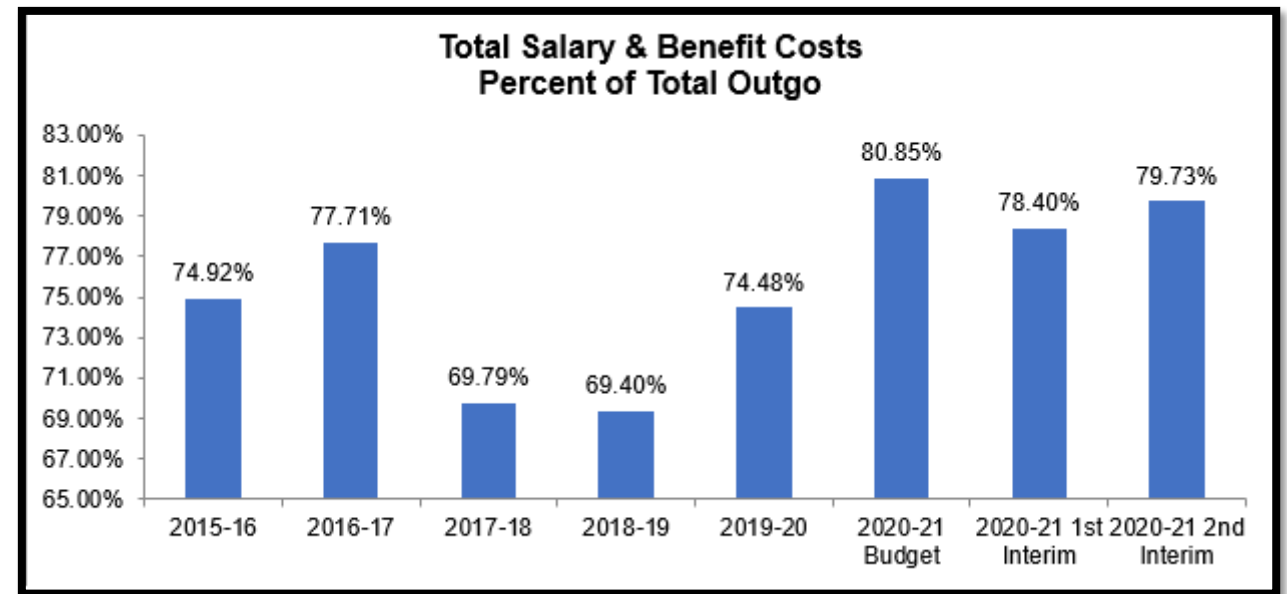
\$738,152

\$424,091

Source: https://edsources.org/2021/california-districts-and-charter-schools-get-covid-relief-funding-under-american-rescue-plan-act/650922?utm_source=newsletter&utm_medium=email

Let's look at the budget.

The district is currently spending just under 80% of total outgo on total salary and benefits. That number will go down as relief funding is incorporated into the budget.



See District Prepared Analysis

Source: https://edsources.org/2021/california-districts-and-charter-schools-get-covid-relief-funding-under-american-rescue-plan-act/650922?utm_source=newsletter&utm_medium=email


District Analysis

Alpine County Unified School District

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Certificated	838,124	948,131	841,073	1,030,469	1,026,242	1,094,674	5,778,713
Classified	614,991	566,587	521,236	681,976	717,806	699,503	3,802,099
Benefits	501,334	590,599	580,804	786,263	789,106	891,354	4,139,460
	1,954,449	2,105,317	1,943,113	2,498,708	2,533,154	2,685,531	13,720,272
Total Expenditures	2,548,180	2,652,086	2,721,097	3,474,940	3,268,218	3,313,467	17,977,988
	76.70%	79.38%	71.41%	71.91%	77.51%	81.05%	76.32%
Capital Outlay	0	0	134,046	245,789	156,602	0	536,437
Adjusted without capital outlay	76.70%	79.38%	75.11%	77.38%	81.41%	81.05%	78.66%

Let's look at the budget.

While 79.73% sounds high, School Services of California states the average district spends 85-90% on total salary and benefits. Alpine is below average on these line items.



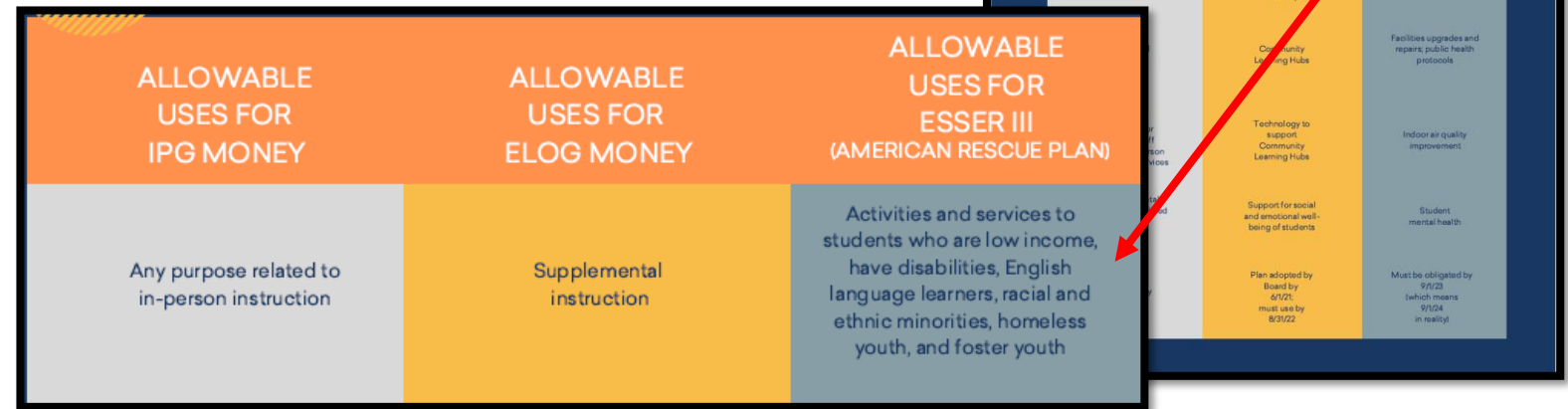
The screenshot shows the School Services of California website. The header includes the logo, a search bar, and links for Privacy and Disclaimer. The main content area is titled "The FISCAL REPORT" and includes a sidebar with navigation links like Home, About SSC, Services & Products, Workshops, Tools & Resources, Contact Us, and My SSC. The main text area displays the report title, copyright information (© 2018 School Services of California, Inc.), volume (38), publication date (September 21, 2018), and issue number (No. 19). A red circle highlights the text: "For the average school agency, expenditures for personnel comprise approximately 85% to 90% of the local discretionary budget."

A. "Position control" is a simple name given to what can be a very complex process. We define "position control" as the technology system that is used, and the people and processes surrounding it, for controlling the personnel expenditure budget. For the average school agency, expenditures for personnel comprise approximately 85% to 90% of the local discretionary budget. That's why a good position control system is so critical in managing local school agency finances.

Source: http://www.sscal.com/fiscal_reports.cfm?action=display&contentid=22635&src=emailHTM&CFID=5787135&CFTOKEN=37431287

Let's look at the impact to students.

The \$738,152 in COVID relief funding can be spent on in-person instruction. The \$424,091 American Rescue Plan funding is targeted for activities and services for students who are low income, have disabilities, and racial and ethnic minorities, which fits much of our student population in Alpine County.



See COVID Relief Funding Diagram

Source: CTA Center for Organizing and Bargaining

Let's look at the impact to students.

District budget officers often tell boards NOT to spend one time money on ongoing expenditures like teacher salaries, but this money is specifically targeted for teacher salaries to address learning loss.

Even a postponement of layoffs for at least a year will profoundly impact our students and give our teachers more time to make plans for their futures.

ALLOWABLE USES FOR IPG MONEY	ALLOWABLE USES FOR ELOG MONEY	ALLOWABLE USES FOR ESSER III (AMERICAN RESCUE PLAN)
Any purpose related to in-person instruction	Supplemental instruction	Activities and services to students who are low income, have disabilities, English language learners, racial and ethnic minorities, homeless youth, and foster youth

IPG MONEY, ELOG MONEY, ESSER III, CRR 120.02		
ALLOWABLE USES FOR IPG MONEY	ALLOWABLE USES FOR ELOG MONEY	ALLOWABLE USES FOR ESSER III (AMERICAN RESCUE PLAN)
Any purpose related to in-person instruction	Supplemental instruction	Activities and services to students who are low income, have disabilities, English language learners, racial and ethnic minorities, homeless youth, and foster youth
COVID-19 Testing	number of days, minutes, testing, learning recovery	Technology for online learning
	Community Learning Hubs	Facilities upgrades and repairs public health protocols
	Technology to support Community Learning Hubs	Indoor air quality improvement
	Support for social and emotional well-being of students	Student mental health
	Plan adopted by Board by 6/1/21; must use by 8/31/22	Must be obligated by 9/30/23 (which means 9/30/24 in reality)

See COVID Relief Funding Diagram

Source: CTA Center for Organizing and Bargaining

Let's look at the impact to students.

While combos are great in meal deals, they don't work as well for our students.

We need to retain current teachers in order to limit the implementation of combo classes next year. Let's best serve our students with targeted curriculum at each grade level and a low teacher to student ratio.



Let's look at the impact to students.

If “learning is for everyone,” as our district motto states, then a reevaluation of the proposed layoffs in light of the new federal COVID relief monies, demonstrates our firm commitment to our students’ academic success.

Rescind layoffs so there’s a better teacher to student ratio to serve our students, reverse learning loss, and avoid combo classes to ensure that our Alpine students have every opportunity to thrive next year.

Let’s use our windfall funds as intended to support our students. Let’s provide them with the teaching staff will most effectively boost their academic growth.



LEVERAGE FUNDING FOR THE FUTURE



CONSIDERATIONS FOR UTILIZING FUNDS TO SUPPORT PROGRAM DESIGN AND STUDENT NEEDS FOR 2021 AND BEYOND

CALIFORNIA COUNTY SUPERINTENDENTS
EDUCATIONAL SERVICES ASSOCIATION (CCSESA)

April 2021

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CCSESA PRESIDENT'S MESSAGE



As county offices of education, our mission is to provide a first line of support to our school districts and the students they serve. As we recover from this pandemic, we know California's 1,000 school districts need more support than ever as they address the considerable academic and social-emotional challenges facing our students in real time.

We are grateful for the significant financial commitment to our children from both the federal government and our own great state. We know that such investment requires considerable planning, thought, and expertise. We also know where much is given, much is expected.

How we choose to spend these one-time resources will ultimately be a statement of our values. The impacts of this pandemic have not been felt equally. Our recovery is taking place against a backdrop of unrivaled and painful racial, political, and social upheaval. We must continue to prioritize *all* of our students with a keen eye toward the needs of those who have suffered most from being disconnected from the safeguards and face-to-face instruction our schools provide.

We hope the resources included in this toolkit will help our schools rebuild better -- recognizing lessons learned and facing the sobering reality of what has been lost. We have included practical ready-to-use financial planning tools and key questions to help prioritize equity, measure outcomes, leverage technology, and staff your plans.

While some may view our current school reopening efforts as the culmination of a "return to normal", we as educators entrusted to lead California's public school systems understand well that this is more than simply getting back to what we were doing before. We are contemplating and implementing an entirely "new normal" for our students.

The investments made to the recovery of our public education system by leaders at the federal and state levels must be matched by our own leadership at this pivotal time. We must prepare for what comes next with a commitment to students, collaboration with stakeholders and clear focus on maximizing the opportunity we have been given to make positive and meaningful change. Because we know well that a "return to normal" would be a disservice to our six million students.

A handwritten signature in blue ink, appearing to read "L. K. Monroe".

L. K. Monroe
Alameda County Superintendent of Schools
2021 CCSESA President

PURPOSE

1. These tools and resources can assist in the planning and effective use of one-time funding to Local Education Agencies (LEAs). While funding is termed “one-time,” how we consider and allocate these funds is important to not only the recovery during the COVID-19 pandemic, but also recovery beyond COVID-19. The United States Department of Education reinforces this in the [ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs \(PDF\)](#) which states:

“These funds also provide an opportunity to address the most urgent needs of students, teachers, and staff while making the kinds of investments that build state, district, and school capacity in ways that sustain meaningful and effective teaching and learning. If well-invested, funding through ARP can help address gaps in educational opportunity and outcomes – not just during the COVID-19 pandemic, but beyond.”

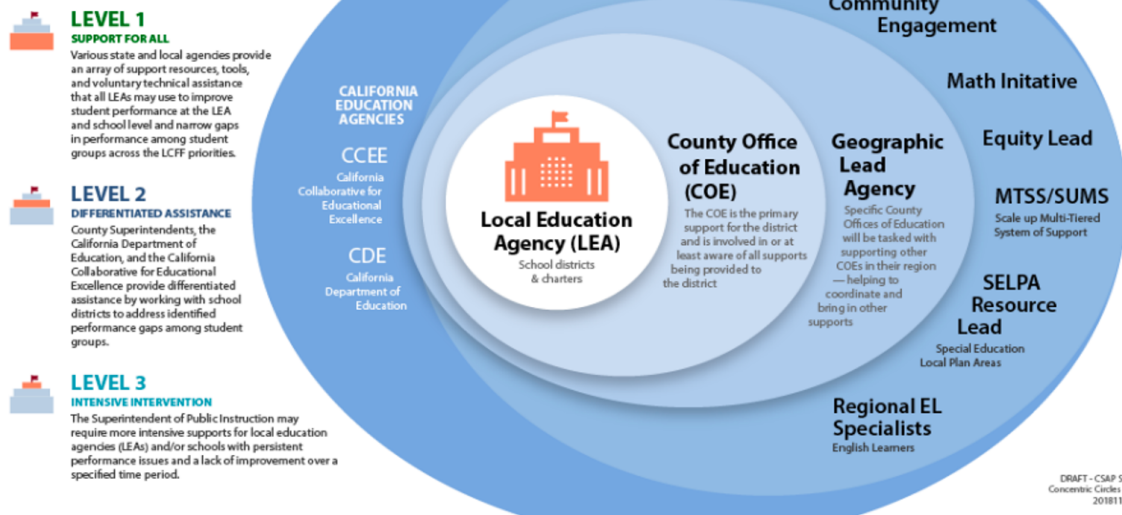
2. These tools support an effective use of funds for initiatives and efforts that meet the short and long-term needs of students, build LEA capacity, and strengthen systems for equity.
3. These tools and resources encourage LEAs to build on and strengthen existing initiatives, especially those goals and actions identified in the Local Control Accountability Plan (LCAP), expand learning opportunities, and leverage resources available through the California System of Support.

Statewide System of Support

Help LEAs and their schools meet the needs of each student they serve, with a focus on building capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



INTRODUCTION

Over the past 12 months, the pandemic has disrupted our traditional educational processes, altered the educational and social and emotional development of our students, and exposed some major fault lines in educational equity, instructional practices, and even school infrastructure. As a result, both the federal government and state of California have directed unprecedented one-time expenditures to schools to facilitate safe school reopenings and address these educational needs.

The Funding resources from the Federal Government are allocated through two large relief packages - Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and American Rescue Plan (ARP) – while the educational allocations are distributed to state agencies through Elementary and Secondary School Emergency Relief (ESSER) funding (ESSER II and ESSER III) and may be spent by LEAs through September 2024.

The state relief funds are to be allocated through the In-person Instruction and Expanded Learning Opportunities grants of Assembly Bill 86 (Chapter 10, Statutes of 2021).

The charts on the next page illustrate the funding sources, uses and timeline.

Taken together, California LEAs have received a substantial amount of funding through these funding measures, and have been entrusted with the responsibility, and what may be a one-time window of opportunity, to assess needs, and to braid these federal and state funding streams together to initiate short term and longer-term systemic changes to our educational institutions that can have a lasting impact.

Time Restrictions Chart

Resource	Program Name	Funding	FROM		SPENDING PERIOD THROUGH					
			2019-20	2020-21	2020-21	2020-21	2022-23	2022-23	2023-24	2024-25
			13-Mar-20		31-May-21	30-Jun-21	31-Aug-22	30-Sep-22	9/30/2023	9/30/2024
7388	COVID-19	Prop 98								
3215	LLM	GEER								
3220	LLM	CRF								
7420	LLM	Prop 98								
3210	ESSER I	CARES								
3212	ESSER II	CRSAA								
3213?	ESSER III	ARP								
7422	IPI	Prop 98								
7425	ELO	Prop 98								
7426	ELO paras	Prop 98								

- Learning Loss Mitigation (LLM)
- Elementary & Secondary School Emergency Relief Funds (ESSER)
- In Person Instruction (IPI)
- Expanded Learning Opportunities (ELO)

Accounting & Compliance Schedule Chart

Program	SB98 Learning Loss Mitigation (LLM)			SB117	Elementary & Secondary School Emergency Relief (ESSER)			AB86- In Person Instruction (IPI) and Expanded Learning Opportunities (ELO)		
Program Acronym	LLM	LLM	LLM	COVID-19 relief	ESSER I	ESSER II	ESSER III	IPI	ELO	ELO paras
Source	Federal	Federal	State	State	Federal	Federal	Federal	State	State	State
Funding	GEER	CRF	Prop 98	Prop 98	CARES	CRSAA	ARP	Prop 98	Prop 98	Prop 98
Spending deadline	Sep-22	May-21	Jun-21	n/a	Sep-22	Sep-23	Sep-24	Aug-22	Aug-22	Aug-22
Resource	3215	3220	7420	7388	3210	3212	3213?	7422	7425	7426
Unearned Revenue/Fund Bal	U	U	F	F	U	U	U	F	F	F
SACS Revenue Code	8290	8290	8590	8590	8290	8290	8290	8590	8590	8590
Federal requirements:										
Excess Interest earned	YES	NO			YES	YES	YES			
Private School Equitable Services	YES	NO			YES	NO	NO			
Supplement not supplant	NO	NO			NO	NO	NO			
Maintenance of Effort	YES	NO			YES	YES	YES			
NEW Maintenance of Equity	n/a	n/a			NO	NO	YES			
Indirect Costs	YES	NO			YES	YES	YES			
Cash dependent on reporting	YES	NO			YES	YES	YES			
State requirements:										
Plan required	Learning Continuity & Attendance Plan (in place of 2020-21 LCAP)							Expanded Learning Opportunity Grant Plan Board Adoption by June 1, 2021		

COVID-19 Relief Funding Cheat Sheet

LEVERAGE FUNDING FOR THE FUTURE

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION (CCSESA)

ALIGNMENT THROUGH-LINE

Developing coherence, expected impacts, outcomes, and measurements

Budget planning and allocations should support the broader story of the LEA. This “story” contains a through-line that emerges from robust stakeholder input, analysis of data, impact analysis of prior goals/actions, and the intersection of planning/inquiry processes (such as a LEA might have engaged in through the Differentiated Assistance or comparable planning processes). A through-line emerges in the plan when deep coherence-making is part of the planning process. Essential to this concept is a clear theory of action. Also essential is the connection to actions and services outlined in other plans (e.g., Learning Continuity and Attendance Plan (LCP), School Plan for Student Achievement (SPSA), etc.) The analysis, engagement, and planning processes reveal local needs and areas of focus. Explicitly connecting indicators, needs, actions, impact, outcomes, and the larger goals ensure that the plan is coherent and the story is clear.

Coherent plans result from clear actions that communicate *who will do what for whom* to create *what observable or measurable change*, to effectuate *what impact*, for *what purpose* and *to what end*. Clarity about the theories of action within the plan bring the story to life.

Similarly, planning activities related to pandemic response, distance learning plans, and return to in-person learning have impacted the broader LEA’s “story” and the related budget priorities. Shifting from an expenditure mindset to one of effectively resourcing for equity requires beginning with the needs of all students at the center of the planning process.

Guiding questions for reflecting on alignment of LEA initiatives:

1. What are the chief themes regarding priorities of the LEA that have emerged from stakeholder input?
2. What are the key needs and areas of opportunity that emerge from the most recent student data?
3. What have been the key learnings that have emerged from distance, hybrid, or in-person learning during the past year? What do they suggest around learning lag, social-emotional and academic learning, effective learning modalities, and broader LEA planning and instructional support?
4. How can the LEA leverage the combination of one time and ongoing funding to effectively resource the services within the theory of action?

5. How will the LEA leverage one-time funds to support activities that will mitigate learning loss and support students in a return to in-person instruction?
6. How can LEAs leverage LCAP stakeholder input to inform the Expanded Learning Opportunities Plan? How will the LEA map stakeholder input to the seven Supplemental Instruction and Support Strategies?
7. How will LEAs align plans to the corresponding/appropriate funding source?
8. How can LEAs match the timeline and purpose of various funding sources across planned actions that emerge from stakeholder input and other data sources?
9. How will LEAs allocate one-time funding which strategically aligns with existing plans? Spending plans for one-time funds should support current planned actions and services designated to meet the increased and improved services requirements of LCFF funding?

EQUITY

Developing overall story, expected outcomes and measurements

The consideration for analysis and planning around one-time and ongoing funding is grounded in equity. Interrogating one's own systems and identifying gaps in opportunity and educational attainment are necessary to devise targeted and robust initiatives, programs, and systems that support all student groups. The LEA's story should be closely aligned with its equity journey and should contain clear strategies to support student groups that emerge in the analysis of stakeholder input, data, and reflective planning processes. Particular attention should be paid to the impact of the pandemic on specific student groups within a school community.

The impact of allocation of one-time funds should be a function of ongoing equity analysis, reflection, and input at the site and LEA level. These processes, while essential at any time, are particularly critical as LEAs plan their return to in-person learning and address learning loss. Planning processes should be informed by the lessons that LEAs learned about the needs of their students and communities over the course of the pandemic. Ongoing self-reflection, input seeking, and analysis should continue to evaluate the impact of instructional activities on all student groups with special emphasis on those groups of students who have been historically underserved.

Guiding questions for grounding your LEA's work in equity:

1. What do LEA data reveal about access and educational attainment and achievement and opportunity gaps?
2. What does stakeholder input reveal about unintended inequitable outcomes? How might one-time funding be used to shift systems and provide additional resources and support for historically underserved students?
3. Where was the impact of the pandemic experienced disproportionately that might have exacerbated differences in learning outcomes? How can one-time funds be leveraged to provide additional support?
4. What types of ongoing input, reflection, and self-analysis processes might a site or LEA employ that inform planning for one-time funding and also serve as core components of ongoing stakeholder input and planning?

ACCOUNTABILITY

Developing the story, expected outcomes and measurements, and tracking of expenditures

Linking initiatives and activities to measurable outcomes is critical in gauging effectiveness and impact. Specific outcome measures may be quantitative, such as pre-test/post-test data, or qualitative, such as case studies or interview/focus-group data. LEAs are encouraged to identify output measures rather than input measures, where possible. For example, an initiative that involved two staff members providing student support in reading would be most effectively evaluated by a pre-test/post-test for the participating students in reading (output) rather than simply citing the hiring of two staff and placement of 20 students in the enrichment course (input).

The data gathered is essential in providing analysis to evaluate the adjustment, expansion, or abandonment of the activity. Many LEAs will employ a process such as one grounded in Improvement Science to continually evaluate, adjust, and revise offerings to provide greater impact to students.

Guiding questions for measuring your LEA's outcomes and measurements:

1. What is the need that the activity is designed to address?
2. What is the basis for identifying the need (stakeholder input, data, etc)?
3. What will change if the activity/intervention is successful?
4. What objective measures will be instructive in assessing the impact of the activity?
5. How can the data gathered inform reflection processes to design subsequent activities?
6. What processes are in place to ensure reliable and valid data are collected?
7. What processes are in place to ensure thorough vetting of activities/interventions?
8. How can data-gathering and ongoing reflection cycles illuminate the gaps between student groups?

TECHNOLOGY: BEYOND DEPLOYING DEVICES

Access

Initially, during the pandemic, many LEAs had to scramble to ensure that students had devices. The digital divide discussion quickly started as many schools did not offer a 1:1 student-to-computer ratio. The initial funding helped quickly bridge access to devices with students, though many districts had to wait for devices due to logistics. LEAs currently face challenges in maintaining a 1:1 ratio for students as many districts rely on one-time monies to provide access to devices. Device cost per district can vary from \$300 to \$600 depending on the device and capability required to run educational systems. Districts with existing 1:1 programs typically refresh their devices every three to four years, so for a district with 10,000 ADA, it will cost the LEA \$750,000 to \$1,500,000 annually to complete a 4-year refresh cycle. LEAs need to provide a device to each student to ensure that students have the same opportunity and access to a rich learning experience.

- Funding may help LEAs continue their 1:1 initiative.
- Funding could also help assist in funding Learning Hub devices where students can use the hub as a resource for learning.

Many LEAs during this time also had to develop an online environment for students. Many had established Learning Management Systems (LMS), such as Google Classroom, and Canvas, to provide an online learning experience. Many LEAs faced an increase in cost using an LMS as they needed to scale to create more content online. Many LEAs started getting charged by Google for \$3 per student annually to expand resources for Google Classroom and other Google Applications.

- Funding may help LEAs fund different Learning Management Systems and other curriculum resources that were incurred and may be needed for learning acceleration.
- Funding would help software license cost.

Connectivity

Access to devices was an initial challenge for LEAs to help close the digital divide. The next challenge was providing connectivity at home. Students that lacked connectivity at home relied on the LEA to assist in connecting to online resources. LEAs sought help in connecting students through wireless hot spots and occasionally broadband services through wired providers. Wireless providers provided services that ranged from \$10-\$20/month depending on the provider and the plan. The cost to districts that had to provide 1000 hot spots would cost \$10,000-\$20,000 per

month to provide connectivity to students. For many LEAs, throughout the state, wireless or wired providers could not provide access and had to build their own private LTE/Wireless network to provide connectivity. Providing private LTE/Wireless required initial investments for infrastructure and provided similar ongoing costs in maintaining such networks of \$10-\$20/month. For many LEAs creating a private LTE/wireless network was their only option as providers may not have existing services in their region.

- Funding would help LEAs in providing hot spots, broadband access, or maintaining the infrastructure for their private LTE/Wireless networks.
- Funding can also provide connectivity to learning hubs to provide connectivity to online learning resources

Classroom connectivity will also be a point of discussion for LEAs as more devices return to the classroom. The infrastructure of schools should also be considered with an increased number of devices. Wireless access points, switches, routers, firewalls, structured cabling, and bandwidth to the internet service provider should be considered in growing technology use in the classroom.

- Funding would help classroom infrastructure.
- Funding would help increase bandwidth to schools.
- Funding would help fund content filtering.

Professional Learning

The classroom continued to evolve as students and families extended the classroom to the home. Teachers were now adapting their pedagogy to an online environment while students and families adapted to this delivery of instruction. LEAs during this time sought to provide professional learning to teachers in adapting their pedagogy and creating online content. LEAs also invested in technology coaches to help teachers in the online classroom. Families in some LEAs were provided professional learning as well to help assist their students during this time.

- Funding would help LEAs fund professional learning and also provide stipends for technology coaches.
- Funding would help provide resources for families to assist in helping students use technology.

Technology Support

The technology departments at each LEA supported technology in the classrooms, and the schools now had to provide support to a remote workforce and distance learners. LEAs now had to be the technical support for teachers, students, staff, and families. Many LEAs had to procure helpdesk systems that allowed them to extend the reach to students and families that needed technology support. There were also investments in remote support software to enable technical staff to provide remote support.

- Funding would help fund helpdesk systems that are now extended to more users.
- Funding would help fund remote assistance software.

Community Survey

Communication has been essential in managing resources and logistics for teachers, students, families, and the community. LEAs have made investments in surveying and data gathering systems to help them understand the needs of students, families, teachers, and the broader community. Investments in these systems have allowed LEAs to plan and support the needs. These systems can also help LEAs understand where issues are arising in the community and to be able to align resources accordingly.

- Funding would help cover the cost of surveying systems.

JUVENILE COURT AND COMMUNITY SCHOOLS

Juvenile court and community schools provide public education for students who are incarcerated in facilities run by county probation departments. These schools are located in juvenile halls, juvenile homes, day centers, ranches, camps, and regional youth education facilities and are operated by the county board of education in the county in which the facility is located.

It is important to note that the planning needs for juvenile court and community schools are no different than a traditional LEA in terms of determining the through-line between needs and supports.

There are three important considerations to keep in mind as the context in which they operate are changing:

1. With the ongoing decline of incarcerated youth, what strategic investments will help best position your program to respond to this changing landscape?
2. The role of the county office in finding underserved populations continues to play a role in how we envision our future offerings. How can the funding be leveraged to understand the unique needs of the communities in which we serve to better structure educational supports for underserved populations?
3. How do we structure our budgets to build capacity to continue to provide high-quality instructional resources when the one-time funding is no longer available? Are there opportunities for strategic infrastructure investments that yield a long-term benefit?

PERSONNEL/HUMAN RESOURCES

In-Person Instructional Grants may be used for salaries of certificated and classified employees providing in-person instruction or services and social and mental health support services. (Education Code (EC) § 45322(f))

Expanded Learning Opportunity Grant funding may be used for the following personnel related purposes:

- Training for school staff for strategies, trauma-informed practices, social, mental health, and academic support for students (EC § 45322 (b), (d));
- To provide additional academic services for students (for example, as tutors, to support small groups of learners, etc.).

At least 10% of Expanded Learning Opportunity Grant funds **must** be used for:

Hiring/rehiring/retaining paraprofessionals who would be subject to layoff after June 30, 2021 (EC § 45322(c)). The definition of paraprofessional is very specific and includes paraprofessionals, instructional assistants, and teacher aides.*

Guiding questions regarding use of one-time funding for staffing:

1. What are the services that are needed?
 - a. How many days/hours are needed?
2. Can services be provided with existing staff?
 - a. Can additional days or hours be given to existing part-time staff?
 - b. Can short-term or limited term employees be used?
 - c. Do the duties fall within an existing classification (job description)?
3. Do additional staff need to be hired?
 - a. Recommend listing “expanded learning” (or something similar on posting to clearly identify that one-time funding is being used.
 - b. Is this additional staffing sustainable when funding ends?
 - c. Is there usually attrition or high turnover in this classification?
 - i. Will elimination of positions (layoff) be needed or will natural attrition work to reduce staff when one-time funding ends?
 - d. Does a new classification (job description) need to be created? Consider that this may require negotiations for the duties and the salary range.

** EC § 45330(a) (“As used in this section, a paraprofessional means a person who assists classroom teachers and other certificated personnel in instructing reading, writing, and mathematics. A paraprofessional includes an instructional aide as defined in subdivision (a) of Section 45343 and a teacher aide as described in Section 45360.”).*

Certificated Tips:

- Use of substitute teachers is limited to replace absent teachers (EC § 44918) except in the case of EC § 44917. (Inability to obtain the services of a regular teacher after September 1st).
- Temporary teachers serving 75% of the dates school is in session shall be deemed to have served one year probationary service (EC § 44918).

Classified Tips:

- EC § 45103 limits short-term classified employees to 75% of the school year.
- Limited term (Merit) employees are limited to no more than six months (EC § 45286).
- Be aware that adding 30 minutes or more for 20 consecutive days to a part-time classified employee's hours may trigger an increase in their benefit cap (EC § 45137).
- Working a classified employee out of class may trigger an increase in salary rate (EC § 45110).

NOTE: Check your Collective Bargaining agreements and check with legal counsel for more information regarding temporary teachers' rights.

RESOURCES

A. GUIDING QUESTIONS:

ALIGNMENT THROUGH-LINE

Developing coherence, expected impacts, outcomes, and measurements

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3. What have been the key learnings that have emerged from distance, hybrid, or in-person learning during the past year? What do they suggest around learning lag, social-emotional and academic learning, effective learning modalities, and broader LEA planning and instructional support?
4. How can the LEA leverage the combination of one time and ongoing funding to effectively resource the services within the theory of action?
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TECHNOLOGY

See above.

JUVENILE COURT AND COMMUNITY SCHOOLS

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2. The role of the county office in finding underserved populations continues to play a role in how we envision our future offerings. How can the funding be leveraged to understand the unique needs of the communities in which we serve to better structure educational supports for underserved populations?
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 - c. Is there usually attrition or high turnover in this classification?
 - i. Will elimination of positions (layoff) be needed or will natural attrition work to reduce staff when one-time funding ends?
 - d. Does a new classification (job description) need to be created? Consider that this may require negotiations for the duties and the salary range.

B. POWERPOINT

[COVID-19 Relief Funding for PK-12 Education - April 2021](#)

C. WEBINAR

Coming Soon

D. MAPPING TO OTHER FUNDING SOURCES

[CCSESA COVID-19 Relief Budget Planning Tool](#)

The budget planning tool has been set up with the capacity to add supplemental and concentration grant funds as well as up to another 15 categorical grant sources. We encourage you to use the tool to its fullest extent by coordinating the use of all categorical funding sources, one-time and ongoing.

CONTRIBUTORS

Name	COE	Steering Committee
Ryan Choate	Alameda	TSC
Phil Grasso	Alameda	CCSESA
Matt Strahl	Alpine	CCSESA
Kirk Delmas	Madera	CISC Guest
Jim Sargent	Madera	CISC Guest
Beth Kradepohl	Marin	CISC Guest
Kate Lane	Marin	BASC
Laura Trahan	Marin	CISC
Janet Riley	Merced	BASC
Tammy Nguyen	Mono	CISC
Dean West	Orange	BASC
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Kathryn Ferreira	Placer	CISC Guest
Jennifer Hicks	Placer	CISC Chair
Eric Calderon	Riverside	TSC
Cynthia Glover-Woods	Riverside	CISC
Coleen Johnson	Sacramento	PASSCO
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Jeanette Chien	San Diego	CISC
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Marnie Lynch	Solano	CISC Guest
Martin Frolli	Tulare	CISC Guest
Micah Studer	Yolo	CISC/SPSSC

ACUSD

K-8

ACOE

Early Learning
9-12

IP / ELO (86)

Extended
Learning
Opportunities
Fund

\$93,756

Separate Restricted
State Funding for Ex-
tended Learning Op-
portunities.

- Extended Day
- Summer School
- Before / After-
school

ESSER III

\$424,091

Proactive

20% reserve for learning
Loss

Remaining funds may be
used for a wide range of
activities, including salaries

ESSER III

\$0

IP / ELO (86)

Extended
Learning
Opportunities
Fund

\$132,627

Separate Restricted
State Funding for Ex-
tended Learning Op-
portunities.

- Extended Day
- Summer School
- Before / After-
school

ESSER II

\$219,593

Restricted

Continued Emergency Relief,
PPE, Cleaning, Safety

ESSER II

\$0

ABOVE —NOT RECEIVED

BELOW—RECEIVED & SPENT

ESSER I

for School

Emergency Relief

\$120,922

Restricted

Emergency Relief,
PPE, Cleaning, Safety

ESSER I

for School

Emergency Relief

\$40,517

ACOE / ACUSD Planning, Programs and Projects (April to August)

- Extended Learning Opportunities Grant (SB86)
 - Due June 1 to CDE
 - Must go before the board on May 13, must be completed by May 5.
 - \$93K District / \$132K County (combined TBD)
 - Stakeholder feedback in planning
 - Criteria and assessments for participants,
- 19/20 LCAP and 20/21 LCP Update
 - Due with LCAP 7/1
- LCAP Development and Approval of LCAP and Budget
 - 4.21 Pac Meeting
 - 5.12 Pac Meeting
 - 6.10 & 6.24 Board meeting
 - 7.1 Submission
- Summer Safety Protocols
 - MOU expires 6/30 but our programs start prior to that
 - Need to end MOU early or make an addendum AND write new protocols
 - Access for outside agencies to access SS and ELP
 - Access for AELC tenant's to use space (play group, yoga, etc)
- Facilities Prep for Bond, SS, ELP
 - Storage containers
 - Packing / Cleaning / Arranging

ELP Summer Session

June 14—July 1

July 5—August 13

Location, Transportation, Hours

SEL Community of Practice

Contract / MOU

Collaboration

Monthly Meetings / Professional Development

June 17, July 15, August 25—27

Bond Construction

June 1—August 15

Fencing, office, staff access, ELP / SS location, finger-printing,

IEEEP—Infant Yard Renovation

Starting July 31, 2021 at the latest

Bear Valley Roof

Starting no earlier than June 1, 2021

CalOES SCIGP Project

School Communications grant for Bear Valley School

In Progress

Summer School / Summer Camp 2022

Food, Curriculum, Technology, Location, Staffing, Transportation

(SB86)

Diamond Valley Elementary

35 Hawkside Dr.
Markleeville, CA 96120-9522
(530) 694-2238

Count Enrollment and ADA On A Given Day Calculated for: 04/26/2021

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Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
Grade0K	Ponsness	Kindergarten	0	0	0	0	8	8	5	0	3
Grade0TK	Ponsness	Transitional Kindergarten	0	0	0	0	0	0	0	0	0
Grade1	Voss	Grade 1	0	0	0	0	6	6	4	0	2
Grade2	Romanowitz	Grade 2	0	0	0	0	7	7	6	0	1
Grade2-A	Marks	Grade 2	0	0	0	0	1	1	1	0	0
Grade3	Romanowitz	Grade 3	0	0	0	0	4	4	1	0	3
Grade3-A	Marks	Grade 3	0	0	0	0	1	1	1	0	0
Grade4	Blaha	Grade 4	0	0	0	0	3	3	0	1	2
Grade4-A	Marks	Grade 4	0	0	0	0	1	1	1	0	0
Grade5	Blaha	Grade 5	0	0	0	0	4	4	4	0	0
Grade6	Trevett	Grade 6	0	0	0	0	6	6	5	0	1
Grade6-A	Curry	Grade 6	0	0	0	0	0	0	0	0	0
Grade7	Coletti	Grade 7	0	0	0	0	7	7	1	1	5
Grade7-A	Curry	Grade 7	0	0	0	0	0	0	0	0	0
Grade8	Wennstrom	Grade 8	0	0	0	0	9	9	5	0	4
Total For School:			0	0	0	0	57	57	34	2	21

Bear Valley Elementary School

550 Creekside Apt #DR.

Bear Valley, CA 95223

Count Enrollment and ADA On A Given Day

Calculated for: 04/26/2021

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
Grade0K-A	Murico	Kindergarten	0	0	0	0	4	4	0	0	4
Grade0TK-A	Murico	Transitional Kindergarten	0	0	0	0	1	1	1	0	0
Grade1-A	Murico	Grade 1	0	0	0	0	4	4	0	0	4
Grade2-A	Murico	Grade 2	0	0	0	0	2	2	1	0	1
Grade3-A	Savaso	Grade 3	0	0	0	0	3	3	0	0	3
Grade4-A	Savaso	Grade 4	0	0	0	0	2	2	0	0	2
Grade5-A	Savaso	Grade 5	0	0	0	0	3	3	0	0	3
Grade8-A	Savaso	Grade 8	0	0	0	0	1	1	0	0	1
Total For School:			0	0	0	0	20	20	2	0	18