

****Fiscal Year 2019–20****

**PRINCIPAL APPORTIONMENT**

**DATA COLLECTION SOFTWARE**

**VERSION 2019-19.00**

# Data Reporting Instruction Manual

**December 2019**

**California Department of Education**

School Fiscal Services Division

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## General Instructions

### Common Acronyms

The following table provides a list of common acronyms, in alphabetical order, used in the manual:

| **Name** | **Acronym** |
| --- | --- |
| administrative unit | AU |
| Adults in Correctional Facilities | AICF |
| Assembly Bill | AB |
| average daily attendance | ADA |
| *California Code of Regulations* | *CCR* |
| *California Code of Regulations*, Title 5 | 5 *CCR* |
| California Department of Education | CDE |
| California Longitudinal Pupil Achievement Data System | CALPADS |
| California Special Education Management Information System | CASEMIS |
| class size penalties | CSP |
| Course Based Independent Study | CBIS |
| cost-of-living adjustment | COLA |
| county office of education | COE |
| Department of Finance | DOF |
| Designated Instruction and Services | DIS |
| District of Choice | DOC |
| *Education Code* | *EC* |
| Education Protection Account | EPA |
| Educational Revenue Augmentation Fund | ERAF |
| Extraordinary Cost Pool | ECP |
| First Principal Apportionment Period | P-1 |
| fiscal year | FY |
| full-time equivalent | FTE |
| *Government Code* | *GC* |
| Grade Span Adjustment | GSA |
| *Health and Safety* *Code* | *HSC* |
| Instructional Personnel Service | IPS |

| **Name** | **Acronym** |
| --- | --- |
| Local Control Funding Formula | LCFF |
| local educational agency | LEA |
| Necessary Small School | NSS |
| Nonpublic, Nonsectarian Schools | NPS |
| Nonpublic, Nonsectarian Schools - Licensed Children's Institutions | NPS/LCI |
| Principal Apportionment Data Collection | PADC |
| Redevelopment Agency | RDA |
| Resource Specialist Program | RSP |
| *Revenue and Taxation Code* | *RTC* |
| Second Principal Apportionment Period | P-2 |
| Special Day Class | SDC |
| special education local plan area | SELPA |
| State Board of Education | SBE |
| State Superintendent of Public Instruction | SSPI |
| Transitional Kindergarten/Kindergarten–3 | TK/K–3 |
| Unduplicated Pupil Percentage | UPP |
| Ungraded Elementary | UE |
| Ungraded Secondary | US |

### Introduction

The PADC Software is used by charter schools, school districts, COEs, SELPAs, and county auditors to:

* Report attendance data for school districts and charter schools;
* Report attendance data for county schools and programs;
* Report school district and county tax data; and
* Report special education infant and ECP data.

This *Data Reporting Instruction Manual* is intended to help users determine which screens should be used and what data should be reported in the PADC Software. It also includes general instructions to assist users with some of the commonly used features of the software. First-time users should also review the *Software User Guide* for more detailed instructions on how to navigate through the PADC Software.

This manual, the *Software User Guide,* data due dates, staff contacts, and other data reporting resources are available on the CDE’s Principal Apportionment Data Collection 2019–20 web page at <https://www.cde.ca.gov/fg/sf/pa/padcsw1920.asp>.

#### Organization of the Manual

The manual is organized by LEA type—charter school, school district, COE, SELPA, and county auditor––and then by data entry screen for each LEA type, listed in the same order as in the PADC Entry Screens grid. Instructions for each screen include:

* Highlights that summarize what is new for the current year.
* Information to help users determine whether the screen is applicable to their LEA and if so what data to report and when to report it.
* Data entry instructions that provide detailed steps for completing the screens, including descriptions and instructions for each data entry field.

**Navigation Tip:** After navigating to another location in the document by selecting a hyperlink, return to the previous location by pressing **Alt+Left Arrow**.

Comments or suggestions regarding this manual may be sent to the Principal Apportionment Section at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov).

### Principal Apportionment Periods

The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds to LEAs throughout the FY as information becomes known. Each calculation uses period specific data reported by the LEAs in the PADC Software.

* The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment on or before February 20 of the FY.
* The Second Principal attendance period, designated P-2, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before April 15 of the FY, and is used by the CDE to compute the P-2 Apportionment on or before June 25 of the FY.
* The annual attendance period, designated Annual, is the attendance count for all full school months during the period from July 1 through June 30 of the FY, and is used by the CDE in combination with P-2 data to compute the Annual Apportionment processed at the P-1 Apportionment in the subsequent FY.

LEAs are required to submit ADA data in the PADC Software at every reporting period. The ADA is used by the CDE to calculate entitlements for several programs. Program funding is based on ADA reported as of the specific period, in accordance with applicable provisions of statute and the Budget Act. Below is a brief description of each program and the period of ADA used to determine final funding for the FY.

| **Program:  PRINCIPAL APPORTIONMENT** | **Period Used for Funding** |
| --- | --- |
| **LCFF** Primary source of the LEA’s general purpose funding. | See detail below |
| **Special Education (AB 602)** Funding to SELPAs for special education services. | See detail below |
| **AICF** Funding for classes for adults in county jails, county industrial farms, or county or joint county road camps. | Prior Year Annual ADA |

| **Program: OTHER PROGRAMS** | **Period Used for Funding** |
| --- | --- |
| **Lottery**  Distribution of the California State Lottery Education Fund to LEAs. | Annual ADA |
| **Mandate Block Grant**  Funding to LEAs for costs of various mandated programs and activities identified in *GC* Section 17581.6(f). | Prior Year P-2 ADA |
| **Clean Energy Job Creation Program**  Funding to LEAs for improving energy efficiency and creating clean energy jobs. | Prior Year P-2 ADA |

#### LCFF and AB 602 ADA Funding Periods

For LCFF and AB 602, the period of ADA used to determine final funding differs based on the category of ADA. The following tables list the types of ADA, by LEA and PADC entry screen, and the reporting periods used for program funding calculations.

**School District**

*EC* Section 42238.05 requires that LCFF entitlement calculations for school districts be based on the greater of current year ADA or prior year ADA. ADA categories marked with [\**>* of CY or PY] below are included in the calculation of greater of current or prior year ADA.

| **Attendance School District,  Attendance Supplement School District,  Attendance Basic-Aid Choice/Court-Ordered Voluntary Pupil Transfer, Attendance Basic-Aid Open Enrollment  ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** | |
| --- | --- | --- | --- |
| Regular ADA (includes Opportunity Classes, Home and Hospital, SDC, and Continuation Education), funded as either LCFF Base Grant or NSS [\**>* of CY or PY] | P-2 | P-2 |
| Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175), funded as either LCFF Base Grant or NSS [\**>* of CY or PY] | Annual | Annual |
| Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions | Annual | Annual |
| Extended Year Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions (Divisor 175) | Annual | Annual |
| Community Day School [*EC* 48660] (Divisor 70/135/180) | Annual | Annual |

**Charter School**

| **Attendance Charter School**  **ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** |
| --- | --- | --- |
| Regular ADA | P-2 | P-2 |
| Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Annual | Annual |
| Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions | Annual | Annual |
| Extended Year Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7) and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions (Divisor 175) | Annual | Annual |

| **Attendance Charter School – All Charter District ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** |
| --- | --- | --- |
| Regular ADA  Resident student ADA is funded on the greater of current or prior year ADA pursuant to *EC* 47613.1. | P-2 | P-2 |
| Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175)  Resident student ADA is funded on the greater of current or prior year ADA pursuant to *EC* 47613.1*.* | Annual | Annual |
| Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions | Annual | Annual |
| Extended Year Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions (Divisor 175) | Annual | Annual |

| **Attendance Charter Funded County Programs ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** |
| --- | --- | --- |
| County Community Schools (Divisor 70/135/175) | P-2 | P-2 |
| Special Education – Special Day Class | P-2 | P-2 |
| Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions | Annual | Annual |
| Extended Year Special Education – Special Education [*EC* 56345(b)(3)], Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions (Divisor 175) | Annual | Annual |
| Other County Operated Programs ADA (Divisor 70/135/175) | P-2 | P-2 |

| **Attendance COE Charter School ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** |
| --- | --- | --- |
| County Group Home and Institution Pupils [*EC* 42238.18] | Annual | Annual |
| Juvenile Halls, Homes and Camps [*EC* 14057(b) and 14058] | Annual | Annual |
| Probation Referred, On Probation or Parole, Expelled pursuant to *EC* 48915(a) or (c) [*EC* 2574(c)(4)(A)] | Annual | Annual |

\* ADA flows through the COE LCFF calculations.

**COE**

| **Attendance COE ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** |
| --- | --- | --- |
| County Group Home and Institution Pupils [*EC* 42238.18] | Annual | Annual |
| Juvenile Halls, Homes and Camps [*EC* 14057(b) and 14058] | Annual | Annual |
| Probation Referred, On Probation or Parole, Expelled pursuant to *EC* 48915(a) or (c)[*EC* 2574(c)(4)(A)] | Annual | Annual |

| **Attendance District Funded County Programs ADA Categories** | **LCFF Funded Period** | **AB 602 Funded Period** |
| --- | --- | --- |
| County Community Schools (Divisor 70/135/175) | P-2 | P-2 |
| Special Education – Special Day Class | P-2 | P-2 |
| Special Education – Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions | Annual | Annual |
| Extended Year Special Education – Special Education [*EC* 56345(b)(3)], Nonpublic, Nonsectarian Schools [*EC* Section 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions (Divisor 175) | Annual | Annual |
| Other County Operated Programs ADA (Divisor 70/135/175) | P-2 | P-2 |
| County School Tuition Fund (Out-of-State Tuition) [*EC* 2000 and 46380] | P-2 | P-2 |

\* ADA credited to the district of residence.

#### Changing Reporting Periods

The **Period** menu allows you to switch between different reporting periods for the current FY and for corrections.

There are three reporting periods for the current FY software (P-1, P-2, and Annual) and two reporting periods for corrections (P-2 and Annual). The default reporting period is P-1 when you logon to the software for the first time. After the first time you logon, each time you re-open the program, it will open to the last reporting period used.

When reporting data for the current FY, select **P-1**, **P-2** or **Annual** from the **Period** menu. When correcting data for a prior period, select **Corrected** from the **Period** menu, then select **P-2** or **Annual** from the sub-menu. A checkmark displays next to the selected period in the **Period** menu or **Corrected** sub-menu. The lists of entry screens available may change for the specific period.

**NOTE**: You must use the appropriate FY software to make any prior year corrections. For example, you would use the 2016–17 PADC Software to make 2016–17 corrections, even if you don’t submit the corrections until 2017–18 or later.

#### Saving Data in P-2 and Annual Reporting Periods

Any data that is changed and saved *replaces* previously saved data. If you save P-2 Corrected or Annual Corrected period data, the saved changes **OVERWRITE** the previously saved P-2 or Annual period data. Conversely, if you save P-2 or Annual data from the "standard" (meaning the Period menu, not the Period menu’s Corrected sub-menu) reporting period, the saved changes **OVERWRITE** any existing P-2 Corrected or Annual Corrected period data.

### Printing Reports and Certifications

#### Printing from an Entry Screen

Print a report from an open entry screen by selecting **File**, and then selecting **Print**. The Print Preview window displays the printed report.

**NOTE:** If you print a report from an entry screen, you must save the data before you can print. Saving the data also ensures the most current data (instead of the previously saved data) displays in your report.

You may be able to resize the window so you can view more of the report. You can also use the scroll bars at the right and bottom of the window to scroll vertically and horizontally to view more of the report. The report page number displays in the lower left hand corner of the window, and if there are multiple pages, use the arrow buttons to scroll through the pages.

The Print Preview screen contains the following functions:

| **Button/Function** | **Description** |
| --- | --- |
| A picture of the print button in the software. Printer button | Sends the report to the printer. |
| Export the report to a selected location on the computer. Export to HTML or text button | Exports the report into an HTML or text file. Do notuse this button for exporting the data that is sent to the CDE. |
| Allows user to change the percentage view Zoom drop-down list | Sets the magnification level from the drop-down list. |
| Button used to move to the first page of the report Navigate to the first page button | Moves to the first page in the report. |
| Button used to move to the previous page of the report. Navigate to the previous page button | Moves to the previous page in the report. |
| Button use to move to the next page of the report.  Navigate to the next page button | Moves to the next page in the report. |
| Button used to move to the last page of the report.  Navigate to the last page button | Moves to the last page in the report. |

You can close the window without printing or exporting the report by selecting on the **Close** **(X)** button at the top right corner of the Print Preview window title bar.

#### Printing from the Main Menu

The following types of reports can be printed from the main menu: Entry Screen Reports, Certification Reports, and Status Reports. Before printing, you must select the LEA and the entry screen(s) to be printed.

After you print the reports, the Status window displays the success or failure of the printing process. You can save the status report by selecting the **Save** button, or print the status report by selecting the **Print** button. Close the Status screen without printing or saving by selecting the **Close (X)** button.

#### Printing Certifications

You must export your data to a certified data file before you can print certifications.

Print the certification(s) for your selected LEA(s) or Entry Screen from the **File** menu by selecting **Print**, and then selecting **Certification**. The certification(s) are sent to your printer immediately. You cannot preview the certification(s) before you print them.

After you export your file, you must print your certification and get the proper signatures. Keep the signed certification on file at the COE.

#### Printing COE Certifications

You can print a certification for the LEAs and programs that you have exported without printing a separate certification for each LEA and program. Select **Print** from the **File** menu and then select **COE Certification**. The COE Certification for each program will list all the information for each LEA that exported that program.

The printed certification must be signed and kept at the local level in case of an audit.

#### Selecting LEAs and Programs for Printing

To print the Reports and Certifications from the Main Menu:

1. Make sure that the Selected column cell of all LEAs displays "No". If there is only one LEA in the LEA grid, you can select the Selected column cell to change the "Yes" to "No". If multiple LEAs are displayed in the LEA grid, select **Deselect All** to make sure all LEAs display "No" in the Selected column cell.
2. Select the far left column of any LEA to activate the Entry Screens grid.
3. Select the Selected column cell of one or more LEAs in the LEA grid to change the cell to "Yes".
4. Select the Selected column cell of one or more programs in the Entry Screens grid to change the cell to “Yes”.
5. Select **Print** from the **File** menu and then select the desired report or certification.
6. The report or certification is sent directly to the printer and the Status window displays the success or failure of the printing process.

## Charter School Entry Screens

### Attendance Charter School

This entry screen is used by most charter schools to report ADA to CDE. In some instances, a charter school established pursuant to a specific *EC* will report ADA in a different entry screen (e.g. county program charter schools will report ADA using the Attendance Charter COE and/or Attendance Charter Funded County Program entry screens). **NOTE:** SBE authorized charter schools submit their data directly to CDE’s Charter Schools Division for review and approval.

Access to this entry screen and any other charter school attendance entry screen is dependent upon first completing the Charter School Status entry screen.

**2019–20 Highlights**

**Charter Schools Authorized by the California State Board of Education:** Charter schools authorized by the California State Board of Education pursuant to *EC* Section 47605(j) must complete the ADA Allocation entry screen to report ADA to the appropriate districts of residence.

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before December 31. The P-2 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see [Principal Apportionment Periods](#PrincipalApportionmentPeriods).

**Reporting by Grade Span:** ADA is reported by grade span. A charter should report ADA for ALL students that are enrolled in the charter school. For example, if a charter high school (grades 9–12) enrolls a student in grades 7–8, the charter school should claim and report the ADA for the student in the Grades 7–8 column for the appropriate ADA category.

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a charter school may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the charter school may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the charter school may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Combination Classes:** Report the ADA based on grade level. For example, for a combination class that includes both third and fourth grade students, report ADA attributable to students in the third grade in the Grades TK/K–3 column and ADA attributable to students in the fourth grade in the Grades 4–6 Duplicate column.

**Special Education Programs:** Grade levels UE and US were retired in CALPADS as of June 30, 2018. This change impacts the way ungraded ADA is reported for special education students in the PADC Software. Guidance on assigning the grade level for students who were previously identified with a grade level of UE or US is provided in the CALPADS Update FLASH #139, available on CDE’s website at ~~https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash139.asp~~ [Note: The preceding link is no longer valid.]. ADA should be reported in the grade level that corresponds to the CALPADS assigned grade level.

**Extended Year Special Education:** Pursuant to 5 *CCR*, Section 3043(d), an extended year program shall be provided for a minimum of 20 instructional days including holidays. Extended Year Special Education is considered an extension of the current school year, occurring between the end of the regular academic year and the beginning of the following academic year, and is included in the annual individualized education program for the student. However, the ADA attributed to the Extended Year Program is reported in the FY that the program ends. For example, if a student is in the sixth grade in the 2016–17 academic year, and participates in Extended Year Special Education program that ends in July 2017, his or her Extended Year Special Education ADA shall be reported in Grades 4–6 in the 2017–18 FY.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY 2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements.

Charter schools offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp.](http://www.cde.ca.gov/sp/eo/is/calculations.asp)

Charter schools with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp.](http://www.cde.ca.gov/sp/eo/is/calculations.asp)

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-2 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5 through 51749.6 for the CBIS statutory requirements.

Charter schools with CBIS programs must compute ADA for each student enrolled, in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total charter school ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s 2019–20 Funding Rates and Information web page at [https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp](https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp%20) along with a sample calculation. For this adjustment, total charter school ADA shall include regular ADA reported on Line A-1 of the Attendance Charter School entry screen.

In addition, charter schools offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp.](http://www.cde.ca.gov/sp/eo/is/calculations.asp)

Charter schools with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp.](http://www.cde.ca.gov/sp/eo/is/calculations.asp)

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-4 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

#### Data Entry Instructions

To access the Attendance Charter School entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Attendance Charter School** from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

Enter charter school ADA for the selected period in this entry screen. After you enter data into the screen, you can **Save**, **Check/Save**, **Delete**, **Cancel**, or **Close** the record. You can also print the Attendance Charter School report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

##### Regular ADA Tab

Enter Regular ADA in the appropriate grade span columns. See the table below for additional instructions.

##### Multitrack Entry Tab

If the charter school operates multiple tracks, you must report ADA by track for the P-2 and Annual reporting period. The order of tracks reported at P-2 and Annual must match. For example, if data is submitted for tracks A, B, and C at P-2, you must select tracks A, B, and C when submitting Annual data.

**NOTE:** A charter school that has ceased operation in the current reporting period must report multitrack data, including days of operation, in the current and subsequent reporting period(s), through Annual.

1. Select a track from the Select Track drop-down box.
2. Enter the days of charter school operation in the **Number of School Days** **from July 1 through June 30** field (only required at Annual unless the charter school closed mid-year). The value you enter must be a whole number. The number should be the actual days of operation and **not** include any adjustments for approved J-13A waivers. If school closed mid-year, ADA will still be calculated using the total actual days of attendance divided by the total actual days of instruction.
3. Enter ADA by type in the appropriate grade span columns for the selected track.
4. Select **Save**.
5. Repeat steps 1 through 4 for every track the charter school is operating.
6. The sum of all tracks for each ADA type by grade span must equal the ADA reported on the Regular ADA tab for each ADA type and grade span.

##### ADA Allocation Entry Screen

Countywide charters established pursuant to *EC* Section 47605.6 and charter schools authorized by the California State Board of Education pursuant to *EC* Section 47605(j) must use this screen to attribute ADA to the appropriate districts of residence. All other charter schools should not use this entry screen.

All ADA reported in the Regular ADA tab must be allocated to the resident school districts. Both the total and classroom-based ADA must be reported by grade span for each school district. The total allocated ADA must equal the total ADA reported by grade span in the Regular ADA entry screen tab. **NOTE:** A district of residence reported at P-2 should also be reported at Annual. If a district of residence was misreported at P-2, a corrected P-2 file should be submitted.

To access ADA Allocation, select the **ADA Allocation** button at the bottom of the screen. Then, for each district of residence, complete the following sequence until all districts applicable to the school have been added:

1. Select **Add New**. The Add New Record dialog box displays.
2. **County of Residence**: Select the appropriate county of residence using the drop down box.
3. **District of Residence:** Select the appropriate district of residence using the drop down box.
4. Select **Add Record**.
5. Enter the ADA for the district of residence in the appropriate grade span column, and select **Save**.

Because this is a multi-record entry screen, you are required to re-validate data for this screen after importing. Prior to exporting data for this entry screen, the edit check process must be completed by using the **Check/Save** button in the entry screen. If the edit check process is not completed after importing, the data will not be exported.

The following tables describe the tabs and fields in this screen:

**Regular ADA Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-1 | Report all ADA for classroom-based instruction on Line A-1 pursuant to  *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-3 | Report all ADA for classroom-based instruction on Line A-3 pursuant to  *EC* Section47612.5(e)(1) in the appropriate grade span column. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| A-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-5 | Report all ADA for classroom-based instruction on Line A-5 pursuant to  *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-7 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all Extended Year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| A-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-7 | Report all ADA for classroom-based instruction on Line A-7 pursuant to  *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-9 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of A-1 through A-7 excluding classroom-based ADA) | This is a calculated field. |
| A-10 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of A-2 through A-8 including only classroom-based ADA) | This is a calculated field. |
| A-11 | TK/K–3  4–6  7–8  9–12 | **Non classroom-based ADA Totals** (Difference of A-9 and A-10) | This is a calculated field. |

**Other**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| B-1 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1, A-3, A-5, and A-7, TK/K–3 Column, First Year ADA only). | Report all ADA for students in transitional kindergarten included in Section A. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. |
| B-2 | TK/K–3  4–6  7–8  9–12 | Non classroom-based ADA not eligible for funding pursuant to *EC* 47612.5(b) and 51745.6 and not included in  A-11. | Report full-time traditional independent study ADA not included on Line A-11.  Disallowed ADA should be proportionately allocated amongst grade spans.  See [ADA Reporting Instructions](#ADAReportingInstructionsCharter) section for information regarding Traditional Independent Study ADA not eligible for general funding. |
| B-3 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in A-11 | Report CBIS ADA included on Line A-11 in the appropriate grade span column. |
| B-4 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA not eligible for funding, pursuant to *EC* 47612.5(b) and 51745.6 included in B-2 | Report CBIS ADA included on Line B-2.  Disallowed ADA should be proportionately allocated amongst grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |

**Multi-Track Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| C-1 | Not Applicable | Select Track | Select a Track in the drop down box. |
| C-2 | Not Applicable | Number of school days from July 1 through June 30 | Enter the days of charter school operation for the selected track from July 1 through June 30. The value entered must be a whole number. |
| C-3 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| C-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-3 | Report all ADA for classroom-based instruction on Line C-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-5 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. |
| C-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-5 | Report all ADA for classroom-based instruction on Line C-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-7 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| C-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-7 | Report all ADA for classroom-based instruction on Line C-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-9 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| C-10 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-9 | Report all ADA for classroom-based instruction on Line C-9 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |

**ADA Allocation Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| D-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. | |
| D-2 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-1 | Report all regular ADA for classroom-based instruction on Line D-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. | |
| D-3 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. | |
| D-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-3 | Report all ADA for classroom-based instruction on Line D-3 pursuant to  *EC* Section 47612.5(e)(1) in the appropriate grade span column. | |
| D-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. | |
| D-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-5 | Report all ADA for classroom-based instruction on Line D-5 pursuant to  *EC* Section 47612.5(e)(1) in the appropriate grade span column. | |
| D-7 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-7 | | Report all ADA for classroom-based instruction on Line D-7 pursuant to  *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-9 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of D-1 through D-7 excluding classroom-based ADA) | | This is a calculated field. |
| D-10 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of D-2 through D-10 including only classroom-based ADA) | | This is a calculated field. |

### Attendance Charter School – All Charter District

Only school districts where all schools have converted to charter schools pursuant to *EC* Section 47606 report ADA in this entry screen. All charter districts will receive declining enrollment protection on resident ADA, and therefore, ADA must be reported by resident/non-resident.

Access to this entry screen and any other charter school attendance entry screen is dependent upon first completing the Charter School Status entry screen.

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before December 31. The P-2 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see [Principal Apportionment Periods](#PrincipalApportionmentPeriods).

**Reporting by Grade Span:** ADA is reported by grade span. A charter school should report ADA for ALL students that are enrolled in the charter school. For example, if a charter high school (grades 9–12) enrolls a student in grades 7–8, the charter school should claim and report the ADA for the student in the Grades 7–8 column for the appropriate ADA category.

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a charter school may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the charter school may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the charter school may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Combination Classes:** Report the ADA based on grade level. For example, for a combination class that includes both third and fourth grade students, report ADA attributable to students in the third grade in the Grades TK/K–3 column and ADA attributable to students in the fourth grade in the Grades 4–6 column.

**Special Education Programs:** Grade levels UE and US were retired in CALPADS as of June 30, 2018. This change impacts the way ungraded ADA is reported for special education students in the PADC Software. Guidance on assigning the grade level for students who were previously identified with a grade level of UE or US is provided in the CALPADS Update FLASH #139, available on CDE’s website at ~~https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash139.asp~~ [Note: The preceding link is no longer valid.]. ADA should be reported in the grade level that corresponds to the CALPADS assigned grade level.

**Extended Year Special Education:** Pursuant to 5 *CCR*, Section 3043(d), an extended year program shall be provided for a minimum of 20 instructional days including holidays. Extended Year Special Education is considered an extension of the current school year, occurring between the end of the regular academic year and the beginning of the following academic year, and is included in the annual individualized education program for the student. However, the ADA attributed to the Extended Year Program is reported in the FY that the program ends. For example, if a student is in the sixth grade in the 2016–17 academic year, and participates in Extended Year Special Education program that ends in July 2017, his or her Extended Year Special Education ADA shall be reported in Grades 4–6 in the 2017–18 FY.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY 2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements.

Charter schools offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Charter schools with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on lines A-1 and B-1. The excess ADA should be reported on Line C-2 as ADA not eligible for general funding. The ratio calculations are made at P-2, and used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5 through 51749.6 for the CBIS statutory requirements.

Charter schools with CBIS programs must compute ADA for each student enrolled, in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total charter school ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s 2019–20 Funding Rates and Information web page at <https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp> along with a sample calculation. For this adjustment, total charter school ADA shall include Regular ADA reported on lines A-1 and B-1 of the Attendance Charter School – All Charter District entry screen.

In addition, charter schools offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Charter schools with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on lines A-1 and B-1. The excess ADA should be reported on Line C-4 as ADA not eligible for general funding. The ratio calculations are made at P-2, and used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

#### Data Entry Instructions

To access the Attendance Charter School – All Charter District entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Attendance Charter School – All Charter District** from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

Enter charter school ADA for the selected period into this entry screen. After you enter data into the screen, you can **Save**, **Check/Save**, **Delete**, **Cancel**, or **Close** the record. You can also print the Attendance All Charter District report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

##### Regular ADA (Resident and Non-Resident)

Enter Regular ADA in the appropriate grade span columns. See the table below for additional instructions.

##### Multitrack Entry Tab (Resident and Non-Resident)

If the charter school operates multiple tracks, you must report ADA by track for the P-2 and Annual reporting period. The order of tracks reported at P-2 and Annual must match. For example, if data is submitted for tracks A, B, and C at P-2, you must select tracks A, B, and C when submitting Annual data.

**NOTE:** A charter school that has ceased operation in the current reporting period must report multitrack data, including days of operation, in the current and subsequent reporting period(s), through Annual.

1. Select a track from the Select Track drop-down box.
2. Enter the days of charter school operation in the **Number of School Days** **from July 1 through June 30** field (only required at Annual unless the charter school closed mid-year). The value you enter must be a whole number. The number should be the actual days of operation and **not** include any adjustments for approved J-13A waivers. If school closed mid-year, ADA will still be calculated using the total actual days of attendance divided by the total actual days of instruction.
3. Enter ADA by type in the appropriate grade span columns for the selected track.
4. Select **Save**.
5. Repeat steps 1 through 4 for every track that is operating.
6. The sum of all tracks for each ADA type by grade span must equal the ADA reported on the Regular ADA tab for each ADA type and grade span.

The following tables describe the tabs and fields in this screen:

**Regular ADA Entry Tab Resident ADA**

| **Line Number** | **Column** | | **Field Description** | **Instructions** |
| --- | --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| A-2 | TK/K–3  4–6  7–8  9–12 | | Classroom-based ADA included in A-1 | Report all ADA for classroom-based instruction on Line A-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-3 | TK/K–3  4–6  7–8  9–12 | | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. |
| A-4 | TK/K–3  4–6  7–8  9–12 | | Classroom-based ADA included in A-3 | Report all ADA for classroom-based instruction on Line A-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-5 | TK/K–3  4–6  7–8  9–12 | | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| A-6 | TK/K–3  4–6  7–8  9–12 | | Classroom-based ADA included in A-5 | Report all ADA for classroom-based instruction on Line A-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-7 | TK/K–3  4–6  7–8  9–12 | | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all Extended Year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| A-8 | TK/K–3  4–6  7–8  9–12 | | Classroom-based ADA included in A-7 | Report all ADA for classroom-based instruction on Line A-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-9 | | TK/K–3  4–6  7–8  9–12 | Community Day School [*EC* 48660] (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span column. |
| A-10 | | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-9 | Report all ADA for classroom-based instruction on Line A-9 pursuant to *EC* Section 48660 in the appropriate grade span column. |
| A-11 | | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of A-1 through A-9 excluding classroom-based ADA) | This is a calculated field. |
| A-12 | | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of A-2 through A-10 including only classroom-based ADA) | This is a calculated field. |
| A-13 | | TK/K–3  4–6  7–8  9–12 | **Non classroom-based ADA Totals** (Difference of A-11 and A-12) | This is a calculated field. |

**Regular ADA Entry Tab Non-Resident ADA**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| B-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| B-2 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in B-1 | Report all ADA for classroom-based instruction on Line B-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| B-3 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. |
| B-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included  in B-3 | Report all ADA for classroom-based instruction on Line B-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| B-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| B-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in B-5 | Report all ADA for classroom-based instruction on Line B-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| B-7 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| B-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in B-7 | Report all ADA for classroom-based instruction on Line B-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| B-9 | TK/K–3  4–6  7–8  9–12 | Community Day School [*EC* 48660] (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span column. |
| B-10 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in B-9 | Report all ADA for classroom-based instruction on Line B-9 pursuant to *EC* Section 48660 in the appropriate grade span column. |
| B-11 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of B-1 through B-9 excluding classroom-based ADA) | This is a calculated field. |
| B-12 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of B-2 through B-10 including only classroom-based ADA) | This is a calculated field. |
| B-13 | TK/K–3  4–6  7–8  9–12 | **Non classroom-based ADA Totals** (Difference of B-11 and B-12) | This is a calculated field. |

**Other**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| C-1 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Sections A and B (Lines A-1, A-3, A-5, A-7, A-9, B-1, B-3, B-5, B-7 and B-9, TK/K–3 Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten included in sections A and B. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. |
| C-2 | TK/K–3  4–6  7–8  9–12 | Non classroom-based ADA not eligible for funding pursuant to *EC* 47612.5(b) and 51745.6 and not included in A-13 and B-13 | Report full-time traditional independent study ADA not included on lines A-13 and B-13  Disallowed ADA should be proportionately allocated amongst grade spans.  See [ADA Reporting Instructions](#ADAReportingAllCharter) section for information regarding traditional independent study ADA not eligible for general funding. |
| C-3 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in A-13 and B-13 | Report CBIS ADA, included on lines A-13 and B-13 in the appropriate grade span column. |
| C-4 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA not eligible for funding, pursuant to *EC* 47612.5(b) and 51745.6, included in C-2 | Report CBIS ADA included on Line C-2.  Disallowed ADA should be proportionately allocated amongst grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |

**Multitrack Entry Tab**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| D-1 | Not Applicable | Select Track | Select a Track in the drop down box. |
| D-2 | Not Applicable | Number of school days from July 1 through June 30 | Enter the days of charter school operation for the selected track from July 1 through June 30. The value entered must be a whole number. |

**Multitrack Entry Tab Resident ADA**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| D-3 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| D-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-3 | Report all ADA for classroom-based instruction on Line D-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-5 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. |
| D-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-5 | Report all ADA for classroom-based instruction on Line D-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-7 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-7 | Report all ADA for classroom-based instruction on Line D-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-9 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-10 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-9 | Report all ADA for classroom-based instruction on Line D-9 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-11 | TK/K–3  4–6  7–8  9–12 | Community Day School  [*EC* 48660] (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span column. |
| D-12 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-11 | Report all ADA for classroom-based instruction on Line D-11 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |

**Multitrack Entry Tab Non-Resident ADA**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| D-13 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| D-14 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-13 | Report all ADA for classroom-based instruction on Line D-13 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-15 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section56345(b)(3) in the appropriate grade span column. |
| D-16 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-15 | Report all ADA for classroom-based instruction on Line D-15 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-17 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-18 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-17 | Report all ADA for classroom-based instruction on Line D-17 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-19 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-20 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-19 | Report all ADA for classroom-based instruction on Line D-19 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-21 | TK/K–3  4–6  7–8  9–12 | Community Day School  [*EC* 48660] (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span column. |
| D-22 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-21 | Report all ADA for classroom-based instruction on Line D-21 pursuant to *EC* Section 48660 in the appropriate grade span column. |

### Attendance Charter Funded County Programs

County program charters established pursuant to *EC* Section 47605.5 use this screen to report ADA that does not meet the criteria in *EC* Section 2574(c)(4)(A) or (B). Access to this entry screen and any other charter school attendance entry screen is dependent upon first completing the Charter School Status entry screen.

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before December 31. The P-2 report should include ADA for all full school months from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see [Principal Apportionment Periods](#PrincipalApportionmentPeriods).

**Reporting by Grade Span:** ADA is reported by grade span. A charter school should report ADA for ALL students that are enrolled in the charter school. For example, if a charter high school (grades 9–12) enrolls a student in grades 7–8, the charter school should claim and report the ADA for the student in the Grades 7–8 column for the appropriate ADA category.

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a charter school may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the charter school may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the charter school may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Combination Classes:** Report the ADA based on grade level. For example, for a combination class that includes both third and fourth grade students, report ADA attributable to students in the third grade in the Grades TK/K–3 column and ADA attributable to students in the fourth grade in the Grades 4–6 column.

**Special Education Programs:** Grade levels UE and US were retired in CALPADS as of June 30, 2018. This change impacts the way ungraded ADA is reported for special education students in the PADC Software. Guidance on assigning the grade level for students who were previously identified with a grade level of UE or US is provided in the CALPADS Update FLASH #139, available on CDE’s website at ~~https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash139.asp~~ [Note: The preceding link is no longer valid.]. ADA should be reported in the grade level that corresponds to the CALPADS assigned grade level.

**Extended Year Special Education:** Pursuant to 5 *CCR*, Section 3043(d), an extended year program shall be provided for a minimum of 20 instructional days including holidays. Extended Year Special Education is considered an extension of the current school year, occurring between the end of the regular academic year and the beginning of the following academic year, and is included in the annual individualized education program for the student. However, the ADA attributed to the Extended Year Program is reported in the FY that the program ends. For example, if a student is in the sixth grade in the 2016–17 academic year, and participates in Extended Year Special Education program that ends in July 2017, his or her Extended Year Special Education ADA shall be reported in Grades 4–6 in the 2017–18 FY.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY

2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements.

Charter schools offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Charter schools with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-2 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). In CBIS, students also have to meet the minimum school day requirement for the enrolled courses. CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5 through 51749.6 for the CBIS statutory requirements.

Charter schools with CBIS programs must compute ADA for each student enrolled, in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total charter school ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s 2019–20 Funding Rates and Information web page at <https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp> along with a sample calculation. For this adjustment, total charter school ADA shall include regular ADA reported on Line A-1 of the Attendance Charter Funded County Programs entry screen.

In addition, charter schools offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Charter schools with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-4 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

#### Data Entry Instructions

To access the Attendance Charter Funded County Programs entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA on the LEA grid. Select **Attendance Charter Funded County Programs** from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

Enter charter school ADA for the selected period in this entry screen. After you enter data into the screen, you can **Save, Check/Save, Delete, Cancel,** or **Close** the record. You can also print the Attendance Charter Funded County Programs report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

##### ADA Tab

Enter the ADA in the appropriate grade span column. See the table below for additional instructions.

For County Community Schools, Line A-1, and Other County Operated Programs ADA, Line A-9, the ADA is determined by dividing the total days of attendance by 70 for P-1, by 135 for P-2, and by 175 for Annual. For Special Education, Line A-3 and Line A-5, the ADA is determined by dividing the total days of attendance by the days taught. Extended Year Special Education ADA on Line A-7 is divided by 175.

##### Multitrack Entry Tab

If the charter school operates multiple tracks, you must report ADA by track for the P-2 and Annual reporting period. The order of tracks reported at P-2 and Annual must match. For example, if data is submitted for tracks A, B, and C at P-2, you must select tracks A, B, and C when submitting Annual data.

**NOTE:** A charter school that has ceased operation in the current reporting period must report multitrack data, including days of operation, in the current and subsequent reporting period(s), through Annual.

1. Select a track from the Select Track drop-down box.
2. Enter the days of charter school operation in the **Number of School Days from July 1 through July 30** field (only required at Annual unless the charter school closed mid-year). The value you enter must be a whole number. The number should be the actual days of operation and **not** include any adjustments for approved J-13A waivers. If school closed mid-year, ADA will still be calculated using the total actual days of attendance divided by the total actual days of instruction.
3. Enter ADA by type in the appropriate grade span columns for the selected track.
4. Select **Save**.
5. Repeat steps 1 through 4 for every track the charter school is operating.
6. The sum of all tracks for each ADA type by grade span must equal the ADA reported on the ADA tab for each ADA type and grade span.

##### ADA Allocation Entry Screen

County program charters established pursuant to *EC* 47605.5 must use this screen to attribute ADA to the appropriate districts of residence.

All ADA reported in the ADA tab must be allocated to the resident school districts. Both the total and classroom-based ADA must be reported by grade span in the ADA entry screen tab. **NOTE:** A district of residence reported at P-2 should also be reported at Annual. If a district of residence was misreported at P-2 a corrected P-2 file should be submitted.

To access ADA Allocation, select the ADA Allocation button at the bottom of the screen. Then, for each district of residence, complete the following sequence until all districts applicable to the school have been added:

1. Select **Add New**. The Add New Record dialog box displays.
2. **County of Residence**: Select the appropriate county of residence using the drop down box.
3. **District of Residence**: Select the appropriate district of residence using the drop down box.
4. Select **Add Record**.
5. Enter the ADA for the district of residence in the appropriate grade span column, and select **Save**.

Because this is a multi-record entry screen, you are required to re-validate data for this screen after importing. Prior to exporting data for this entry screen, the edit check process must be completed by using the **Check/Save** button in the entry screen. If the edit check process is not completed after importing, the data will not be exported.

The following tables describe the tabs and fields in this screen:

**ADA Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | County Community Schools [Divisor (70/135/175)] | Report all ADA for students attending a Charter County Community School, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by 70 for P-1, by 135 for P-2, and by 175 for Annual. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-1 | Report all ADA for classroom-based instruction on Line A-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Special Education - Special Day Class | Report all Special Education - SDC ADA in the appropriate grade span column. ADA is determined by dividing the total days of attendance by the days taught. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-3 | Report all ADA for classroom-based instruction on Line A-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. ADA is determined by dividing the total days of attendance by the days taught. |
| A-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-5 | Report all ADA for classroom-based instruction on Line A-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-7 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Special Education [*EC* 56345(b)(3)], Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all Extended Year ADA for Special Education that meet the requirements of *EC* Section 56345(b)(3), nonpublic, nonsectarian schools and *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. ADA is determined by dividing the total days of attendance by 175. |
| A-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-7 | Report all ADA for classroom-based instruction on Line A-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-9 | TK/K–3  4–6  7–8  9–12 | Other County Operated Programs ADA (Divisor 70/135/175) | Report all ADA of students in the appropriate grade span column for the following programs:   * Opportunity schools or in full day opportunity classes as pursuant to *EC* sections 48640 and 48641. * Grades 9–12 in approved schools with specialized curricula in high technology, performing arts or other special curricular areas pursuant to *EC* Section 58801.   Check box(es) for corresponding program(s) that are applicable to the ADA reported on Line A-9. ADA is determined by dividing the total days of attendance by 70 for P-1, by 135 for P-2, and by 175 for Annual. |
| A-10 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-9 | Report all ADA for classroom-based instruction on Line A-9 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-11 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (sum of A-1 through A-9 excluding classroom-based ADA) | This is a calculated field. |
| A-12 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of A-2 through A-10 including only classroom-based ADA) | This is a calculated field. |
| A-13 | TK/K–3  4–6  7–8  9–12 | **Non classroom-based ADA Totals** (Difference of A-11 and A-12) | This is a calculated field. |

**Other**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| B-1 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines  A-1, A-3, A-5, A-7 and A-9, TK/K–3 Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten included in Section A. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. |
| B-2 | TK/K–3  4–6  7–8  9–12 | Non classroom-based ADA not eligible for funding pursuant to *EC* 47612.5(b) and 51745.6 and not included in  A-13. | Report full-time traditional independent study ADA not included on Line A-13.  Disallowed ADA should be proportionately allocated amongst grade spans.  See [ADA Reporting Instructions](#ADAReportingInstructionsACFCP) section for information regarding Traditional Independent Study ADA not eligible for general funding. |
| B-3 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in A-13 | Report CBIS ADA included on Line A-13 in the appropriate grade span column. |
| B-4 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA not eligible for funding, pursuant to *EC* 47612.5(b) and 51745.6, included in B-2 | Report CBIS ADA included on Line B-2.  Disallowed ADA should be proportionately allocated amongst grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |

**Multitrack Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| C-1 | Not Applicable | Select Track | Select a Track in the drop down box. |
| C-2 | Not Applicable | Number of School Days from July 1 through June 30 | Enter the days of charter school operation for the selected track from July 1 through June 30. The value entered must be a whole number. |
| C-3 | TK/K–3  4–6  7–8  9–12 | County Community Schools [*EC* 1981(a),(b) and (d)] (Divisor 70/135/175) | Report all ADA for County Community School students in the appropriate grade span column. |
| C-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-3 | Report all ADA for classroom-based instruction on Line C-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Special Day Class | Report all Special Education- SDC ADA in the appropriate grade span column. |
| C-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-5 | Report all ADA for classroom-based instruction on Line C-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-7 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| C-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-7 | Report all ADA for classroom-based instruction on Line C-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-9 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Special Education [*EC* 56345(b)(3)], Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for Special Education that meet the requirements of *EC* Section 56345(b)(3), NPS and *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| C-10 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-9 | Report all ADA for classroom-based instruction on Line C-9 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-11 | TK/K–3  4–6  7–8  9–12 | Other County Operated Programs ADA (Divisor 70/135/175) | Report all ADA of students in the appropriate grade span column for the following programs:   * Opportunity schools or in full day opportunity classes as pursuant to *EC* sections 48640 and 48641. * Grades 9–12 in approved schools with specialized curricula in technology, performing arts or other special curricular areas pursuant to *EC* Section 58801.   Check box(es) for corresponding program(s) that are applicable to the ADA reported on Line C-11. |
| C-12 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in C-11 | Report all ADA for classroom-based instruction on Line C-11 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| C-13 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of C-3 through C-11 excluding classroom-based ADA) | This is a calculated field. |
| C-14 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of C-4 through C-12 including only classroom-based ADA) | This is a calculated field. |

**ADA Allocation Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| D-1 | TK/K–3  4–6  7–8  9–12 | County Community Schools [*EC* 1981(a),(b) and (d)] (Divisor 70/135/175) | Report all ADA for students attending a Charter County Community School, in the appropriate grade span column. |
| D-2 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-1 | Report all ADA for classroom-based instruction on Line D-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-3 | TK/K–3  4–6  7–8  9–12 | Special Education - Special Day Class | Report all Special Education- SDC ADA in the appropriate grade span column. |
| D-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-3 | Report all ADA for classroom-based instruction on Line D-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-5 | Report all ADA for classroom-based instruction on Line D-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-7 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education – Special Education [*EC* 56345(b)(3)], Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for Special Education that meet the requirements of *EC* Section 56345(b)(3), NPS and *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| D-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-7 | Report all ADA for classroom-based instruction on Line D-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-9 | TK/K–3  4–6  7–8  9–12 | Other County Operated Programs ADA (Divisor 70/135/175) | Report all ADA of students in the appropriate grade span column for the following programs:   * Opportunity schools or in full day opportunity classes as pursuant to *EC* sections 48640 and 48641. * Grades 9–12 in approved schools with specialized curricula in technology, performing arts or other special curricular areas pursuant to *EC* Section 58801.   Check box(es) for corresponding program(s) that are applicable to the ADA reported on Line D-9. |
| D-10 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in D-9 | Report all ADA for classroom-based instruction on Line D-9 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| D-11 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of D-1 through D-9 excluding classroom-based ADA) | This is a calculated field. |
| D-12 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of D-2 through D-10 including only classroom-based ADA) | This is a calculated field. |

### Attendance COE Charter School

Only charter schools established pursuant to *EC* Section 47605.5 that have students that meet the following criteria report ADA using this screen:

* Attends a juvenile court school. [*EC* Section 2574(c)(4)(B)]
* Probation-referred pursuant to Sections 300, 601, 602 and 654 of the *Welfare and Institutions Code*. [*EC* Section 2574(c)(4)(A)]
* On probation or parole and not in attendance in a school. [*EC* Section 2574(c)(4)(A)]
* Expelled for any of the reasons specified in subdivisions (a) or (c) of *EC* Section 48915. [*EC* Section 2574(c)(4)(A)]

Access to this entry screen and any other charter school attendance entry screen is dependent upon first completing the Charter School Status entry screen.

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before December 31. The P-2 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding for various types of ADA is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see [Principal Apportionment Periods](#PrincipalApportionmentPeriods).

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a charter school may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the charter school may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the charter school may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY 2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements.

Charter schools offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Charter schools with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported in Section A. The excess ADA should be reported on Line B-2 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5 through 51749.6 for the CBIS statutory requirements.

Charter schools with CBIS programs must compute ADA for each student enrolled, in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total charter school ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s 2019–20 Funding Rates and Information web page at <https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp> along with a sample calculation. For this adjustment, total charter school ADA shall include Regular ADA reported in Section A of the Attendance COE Charter School entry screen.

In addition, charter schools offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

Charter schools with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported in Section A. The excess ADA should be reported on Line B-4 as ADA not eligible for general funding. The ratio calculations are made at P-2, and used for reporting ADA at P-2 and Annual.

**NOTE:** Independent study is equivalent to non classroom-based instruction.

#### Data Entry Instructions

To access the Attendance COE Charter School entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Attendance COE Charter Schoo**l from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

Enter charter school ADA for the selected period in this entry screen. After you enter data into the screen, you can **save**, **check/save**, **delete**, **cancel**, or **close** the record. You can also print the Attendance COE Charter School report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

##### Elementary and High School ADA

Enter Elementary and High School ADA in the appropriate grade span columns.

##### Multitrack Entry Tab

If the charter school operates multiple tracks, you must report ADA by track for the P-2 and Annual reporting period. For example, if data is submitted for tracks A, B, and C at P-2, you must select tracks A, B, and C when submitting Annual data.

**NOTE:** A charter school that has ceased operation in the current reporting period must report multitrack data, including days of operation, in the current and subsequent reporting period(s), through Annual.

1. Select a track from the Select Track drop-down box.
2. Enter the days of charter school operation in the **Number of School Days** **from July 1 through June 30** field (only required at Annual unless the charter school closed mid-year). The value you enter must be a whole number. The number should be the actual days of operation and **not** include any adjustments for approved J-13A waivers. If school closed mid-year, ADA will still be calculated using the total actual days of attendance divided by the total actual days of instruction.
3. Enter Elementary and High School ADA in the appropriate grade span columns for the selected track.
4. Select **Save**.
5. Repeat steps 1 through 4 for every track that is operating.

The sum of each ADA type for all tracks reported must equal the ADA reported on the Elementary and High School ADA tab for each ADA type.

The following tables describe the tabs and fields in this screen:

**Elementary and High School ADA Entry Tab**

**Alternative Education Grant ADA (Use Divisors 70/135/175)**

**Juvenile Court Schools ADA**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | Elementary and  High School | County Group Home and Institution Pupils [*EC* 42238.18] | Report all ADA in the appropriate column, of students that meet the requirements of *EC* Section 42238.18. |
| A-2 | Elementary and  High School | Classroom-based ADA included in A-1 | Report all ADA for classroom-based instruction on Line A-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-3 | Elementary and  High School | Juvenile Halls, Homes and Camps [*EC* 14057(b) and 14058] | Report all ADA in the appropriate column, of students in classes in juvenile halls, homes, and camps [*EC* sections 14057(b) and 14058]. |
| A-4 | Elementary and  High School | Classroom-based ADA included in A-3 | Report all ADA for classroom-based instruction on Line A-3 pursuant to *EC* Section 47612.5(e)(1). |

**Non-Juvenile Court Schools ADA**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| A-5 | Elementary and  High School | Probation Referred, On Probation or Parole, Expelled pursuant to *EC* 48915(a) or (c) [*EC* 2574(c)(4)(A)] | Report all ADA in the appropriate column, of students in classes in juvenile halls, homes, and camps [*EC* sections 14057(b) and 14058]. | |
| A-6 | Elementary and  High School | Classroom-based ADA included in A-5 | Report all ADA for classroom-based instruction on Line A-5 pursuant to *EC* Section 47612.5(e)(1). |
| A-7 | Elementary and  High School | **ADA Totals** (Sum of A-1 through A-5 excluding classroom-based ADA) | This is a calculated field. |
| A-8 | Elementary and  High School | Classroom-based ADA Totals (Sum of A-2 through A-6 including only classroom-based ADA) | This is a calculated field. |
| A-9 | Elementary and High School | **Non classroom-based ADA Totals** (Difference of A-7 and A-8) | This is a calculated field. |

**Other**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| B-1 | Elementary | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1, A-3, and A-5, Elementary Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten included in Section A. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. | |
| B-2 | Elementary and  High School | Non classroom-based ADA not eligible for funding pursuant to *EC* 47612.5(b) and 51745.6 and not included in A-9. | Report full-time traditional independent study ADA not included on Line A-9.  Disallowed ADA should be proportionately allocated amongst grade spans.  See [ADA Reporting Instructions](#ADAReportingInstructionsCOECharter) section for information regarding Traditional Independent Study ADA not eligible for general funding. |
| B-3 | Elementary and  High School | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in A-9 | Report CBIS ADA included on Line A-9 in the appropriate grade span column. |
| B-4 | Elementary and  High School | Course Based Independent Study ADA not eligible for funding, pursuant to *EC* 47612.5(b) and 51745.6, included in B-2 | Report CBIS ADA included on Line B-2.  Disallowed ADA should be proportionately allocated amongst grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |

**Multitrack Entry Tab**

| **Line**  **Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| C-1 | Not Applicable | Track | Select a Track in the drop down box. | |
| C-2 | Not Applicable | Number of School Days | Enter the days of charter school operation for the selected track from July 1 through June 30. The value entered must be a whole number. |
| C-3 | Elementary and  High School | County Group Home and Institution Pupils [*EC* 42238.18] | Report all ADA in the appropriate column, of students that meet the requirements of *EC* Section 42238.18. |
| C-4 | Elementary and  High School | Classroom-based ADA included in C-3 | Report all ADA for classroom-based instruction on Line C-3 pursuant to *EC* Section 47612.5(e)(1). |
| C-5 | Elementary and  High School | Juvenile Halls Homes and Camps [*EC* 14057(b) and 14058] | Report all ADA in the appropriate column, of students in classes in juvenile halls, homes and camps [*EC* sections 14057(b) and 14058]. | |
| C-6 | Elementary and  High School | Classroom-based ADA included in C-5 | Report all ADA for classroom-based instruction on Line C-5 pursuant to *EC* Section 47612.5(e)(1). |
| C-7 | Elementary and  High School | Probation Referred, On Probation or Parole, Expelled pursuant to *EC* 48915(a) or (c) [*EC* 2574 (c)(4)(A)] | Report all ADA, in the appropriate column, of students that meet the requirements pursuant to *EC* Section 2574(c)(4)(A) [i.e. students who are probation-referred pursuant to sections 300, 601, 602, and 654 of the *Welfare and Institutions Code*, or who are on probation or parole and who are not in attendance in any school, or expelled pursuant to *EC* sections 48915(a) or (c)]. |
| C-8 | Elementary and  High School | Classroom-based ADA included in C-7 | Report all ADA for classroom-based instruction on Line C-7 pursuant to *EC* Section 47612.5(e)(1). |

### Charter Status

#### Data Entry Instructions

To access the Charter Status entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Charter Status** from the Entry Screens grid. The Charter Status entry screen must be completed before any of the charter school attendance screens can be accessed.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

You can print the Charter Status report from this entry screen.

Once you finish entering data into the screen, you must select the **Save** button. **NOTE: Saving or deleting** **this screen will clear any previously entered data in the charter school attendance screens**.

The following questions must be answered by every charter school in order to proceed to the applicable charter school attendance entry screens. Be sure to enter data correctly, as subsequently changing and saving this information will clear any previously entered data in the charter school attendance screens.

* **Did the charter school cease operation during the current fiscal year?** From the drop-down box select **Yes** or **No**. If you select **Yes** the following pop-up message will show at the corresponding periods when saving this screen:
  + **P-1 entry screen**: If the charter school has ceased operation then you must also submit data for the P-2 and Annual reporting periods.
  + **P-2 entry screen**: If the charter school has ceased operation then you must also submit data for the Annual reporting period.

At Annual period, select **Yes** if the charter school ceased operation at the end of the current FY or will not operate in the next FY.

* **Is this charter school in its first year of operation?** From the drop-down box select **Yes** or **No**. If **Yes**, enter the date the school opened in the **Enter Date (month,** **day, year)** **that instruction commenced** field. Use the MM/DD/YYYY format.
* **Does this charter school operate multiple instructional tracks?** From the drop-down box select **Yes** or **No**. If **Yes**, the charter school must also provide data for each track in the **MultiTrack** tab for the P-2 and Annual reporting periods.
* **Single Track Days of Operation:** This screen is only available at the Annual reporting period unless the charter school has ceased operation in the middle of the year.
  + **In P-1 entry screen**: If the charter school has ceased operation, report the number of days operated and also submit data for the P-2 and Annual reporting periods.
  + **In P-2 entry screen**: If the charter school has ceased operation, report the number of days operated and also submit data for the Annual reporting period.

Enter the number of school days operated from July 1 through June 30. Refer to 5 *CCR*, Section 11960 for a definition of days of attendance. *CCRs* can be viewed on the California Office of Administrative Law’s *CCR* web page at <https://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>.

The number should be the actual days of operation and **not** include any adjustments for approved J-13A waivers. If school is closed mid-year, ADA will still be calculated using the total actual days of attendance divided by the total actual days of instruction.

* **What is the site type of the charter school?** From the drop-down box, select **Site-based**, **Independent Study**, or **Combination.**

After all of the questions have been answered select **Save**, confirm your selection, and then select **Close**.

Charter Status cannot be exported as a standalone file. If a user attempts to export the Charter Status screen without also including all Charter ADA and Basic Aid Supplement Charter School programs, a screen will appear to advise the user to select these files for export.

### Basic Aid Supplement Charter School

The ADA reported in this screen will be used to determine if the sponsoring district of a charter school is eligible for additional funding pursuant to *EC* Section 47663. A sponsoring district that is a basic aid district or that loses basic aid status as a result of transferring property taxes to a charter school or schools may be eligible for a supplemental funding allocation authorized pursuant to this section. Resident ADA is not eligible for Basic Aid Supplement Charter School funding.

For the purposes of this entry screen, “basic aid school district” means a school district that does not receive from the state an apportionment of state funds pursuant to *EC* Section 42238.02(o).

Access to this entry screen and any other charter school attendance entry screen is dependent upon first completing the Charter School Status entry screen.

#### Data Entry Instructions

To access the Basic Aid Supplement Charter School entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Basic Aid Supplement Charter School** from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

**NOTE:** After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

If you imported data for this screen, the Last Edit Check Date from the import file is automatically cleared in the software. In order to export data from this screen after data was imported, you must complete an edit check by selecting the **Check/Save** button to ensure that your data has no errors and can be exported.

##### Regular ADA: Adding a New Basic Aid Supplement Charter School Record

When you open the Basic Aid Supplement Charter School screen, a message box reminds you that if you change the Attendance Charter School data, you must revalidate Basic Aid Supplement Charter School. Select **OK** to close the message box.

Next, a new message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**.

For each district of residence, complete the following sequence until all districts applicable to the school have been added:

1. Select **Add New**. The Add New Record dialog box displays.
2. **County of Residence.** Select the appropriate county of residence using the drop down box.
3. **District of Residence.** Select the appropriate district of residence using the drop down box.
4. Select **Add Record**.
5. Enter ADA by districts of residence in the appropriate grade span column, select **Save**. (Note: lines A-1 and A-2 are only reported at P-1 and P-2. All other lines are reported at all periods).

The following table describes the fields in this screen:

**Regular ADA Entry Tab**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA | Report all regular ADA in the appropriate grade span column. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-1 | Report all regular ADA for classroom-based instruction on Line A-1 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* Section 56345(b)(3)] (Divisor 175) | Report all extended year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-3 | Report all ADA for classroom-based instruction on Line A-3 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* Section 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children’s Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| A-6 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-5 | Report all ADA for classroom-based instruction on Line A-5 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-7 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* Section 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all Extended Year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span column. |
| A-8 | TK/K–3  4–6  7–8  9–12 | Classroom-based ADA included in A-7 | Report all ADA for classroom-based instruction on Line A-7 pursuant to *EC* Section 47612.5(e)(1) in the appropriate grade span column. |
| A-9 | TK/K–3  4–6  7–8  9–12 | **ADA Totals** (Sum of A-1 through A-7 excluding classroom-based ADA) | This is a calculated field. |
| A-10 | TK/K–3  4–6  7–8  9–12 | **Classroom-based ADA Totals** (Sum of A-2 through A-8 including only classroom-based ADA) | This is a calculated field. |

### Charter School Audit Adjustments to CALPADS Data

This entry screen is used to report changes to charter school CALPADS data identified by a charter school’s audit finding or auditor letter of concurrence, pursuant to *EC* sections 42238.02(b)(3)(B) and 2574(c)(4)(A) and (B). If the adjustment is not the result of an audit finding disclosed in the charter school’s annual audit report, then an auditor’s letter of concurrence is required for all changes except a decrease in the unduplicated pupil count. Email the letter of concurrence to the CDE at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) when the data is submitted.

Include in this screen CALPADS adjustments that were not included in your certified CALPADS data. Line A-1 is available to all charter schools; lines B-1 and B-2 are only for county program charters authorized pursuant to *EC* Section 47605.5 and will affect a COE’s UPP calculation.

Report data using the Annual reporting period. Audit adjustments reported after Annual is processed should be submitted using the Annual Corrected reporting period.

The adjustments will only affect the LCFF UPP calculation(s) and will not be used to modify previously certified CALPADS data for any other purpose. The UPP is used in the calculation of supplemental and concentration grants in the LCFF.

#### Data Entry Instructions

To access the Charter School Audit Adjustments to CALPADS Data entry screen, select **Charter School** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Charter School Audit Adjustments to CALPADS Data** from the Entry Screens grid. The fields in this entry screen will accept positive or negative values.

You can **print** the Charter School Audit Adjustments to CALPADS Data Report from this entry screen.

##### Charter Funded Students

Enter in Section A the **net change** in CALPADS enrollment and/or unduplicated pupil count adjustments identified in the charter school’s audit finding or auditor letter of concurrence for students served by the charter school. These adjustments will impact the charter school’s UPP.

##### County Funded Charter Served Students

Enter in Section B the **net change** in CALPADS enrollment and/or unduplicated pupil count adjustments identified in the charter school’s audit finding or auditor letter of concurrence for students served by the charter school program but funded through the COE LCFF Alternative Education Grant pursuant to *EC* Section 2574(c)(4)(A), County Funded Non-Juvenile Court, or *EC* Section 2574(c)(4)(B), Juvenile Court Schools. These charter school adjustments will impact the COE’s UPP.

The following tables describe the fields in this screen:

**Charter Funded Students**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | Enrollment  Unduplicated Pupil Count | Audit Adjustment to CALPADS Data – Charter Funded Students | Report the **net change** to CALPADS data identified in the charter school’s audit finding or auditor letter of concurrence for students served by the charter school. |

**County Funded Charter Served Students**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| B-1 | Enrollment  Unduplicated Pupil Count | Audit Adjustment to CALPADS Data – County Funded Charter Served Students – Juvenile Court Schools | Report the **net change** to CALPADS data identified in the charter school’s audit finding or auditor letter of concurrence for students served by the charter school but funded through the COE pursuant to *EC* Section 2574(c)(4)(B). |
| B-2 | Enrollment  Unduplicated Pupil Count | Audit Adjustment to CALPADS Data – County Funded Charter Served Students – County Funded Non-Juvenile Court | Report the **net change** to CALPADS data identified in the charter school’s audit finding or auditor letter of concurrence for students served by the charter school but funded through the COE pursuant to *EC* Section 2574(c)(4)(A). |

#### Export Instructions

Audit Adjustments to CALPADS Data cannot be exported with any other program(s) (e.g. Charter Status, Attendance Charter School, etc.). When a user attempts to export Audit Adjustments to CALPADS Data with other program(s), a screen will appear to advise the user that Audit Adjustments to CALPADS Data must be exported separately. Navigate the corresponding drop-down menu and uncheck all other programs.

### Charter School Physical Location

Charter school physical location(s) will be used for purposes of calculating the charter school’s LCFF concentration grant [*EC* Section 42238.02(f)(2)(A)].

Pursuant to *EC* Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that have a sponsoring school district because they were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or sponsor is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to *EC* sections 47605.5 or 47605.6, respectively, should report physical location data because they do not have an authorizing or sponsoring school district. The entry screen and data are not applicable to charter schools authorized by an all-charter school district.

**Pursuant to *EC* Section 42238.02(f)(2)(B), the reported physical location(s) are considered final as of P-2.**

**The entry screen is available only for the P-1 reporting period. It is not available for the P-2, P-2 Corrected, or Annual reporting period. Corrections to the data can only be made in the P-1 reporting screen and by submitting a new P-1 file with the revised data.** The CDE must receive any new files by the P-2 reporting deadline of the current FY (April 15th for the 2019–20 FY). If a new P-1 file is submitted after P-1 for processing with P-2, it is incumbent upon the charter school to ensure the COE sends the file to the CDE by the P-2 reporting deadline. CDE strongly recommends that the charter school send an email to CDE at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) when the new data file is submitted.

Additional information regarding Charter School Physical Location is available on the PADC Software Webinar Frequently Asked Questions web page at ~~https://www.cde.ca.gov/fg/sf/pa/padc1314faq.asp~~ [Note: The preceding link is no longer valid.].

#### Data Entry Instructions

To access the Charter School Physical Location entry screen, select **Charter School** from the LEA menu, select a charter school to activate the entry screens, and then select **Charter School Physical Location** from the Entry Screens grid.

When you open the screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. Close the message box by selecting **OK**.

Enter records for all school district(s) where the charter school is physically located or has a school facility. Because the school district(s) are based on the charter school’s physical location(s), they may include school districts that are in addition to, or differ from, the charter school’s authorizing school district. A charter school with a single location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

##### Adding a New Record

To add a new charter school physical location record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Select the appropriate county and school district from the drop down lists.
3. Select **Add Record**.

After you select a school district you can **save**, **delete**, or **cancel** the record. You must save each individual record (physical location) before adding a new one. You can **close** the record at any time.

You can **print** the Charter School Physical Location report from this entry screen.

The following table describes the fields in this screen:

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | County | County that corresponds to the school district in which the charter school is physically located or has a school facility. |
| A-2 | School District | School district in which the charter school is physically located or has a school facility.  **NOTE:** This list contains school districts only; COEs are not applicable. |

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## School District Entry Screens

### Adults in Correctional Facilities (School District)

This entry screen is used to report ADA for participation in the AICF categorical program. A district or county superintendent of schools may only claim ADA for apportionment purposes for schools or classes maintained for AICF if those classes meet the requirements of *EC* Section 41976. Prior approval from the CDE Adult Education Office is required for both new and continuing AICF categorical programs. No AICF allocations will be made without this approval.

#### Data Entry Instructions

To access the categorical AICF entry screen, select **School District** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the AICF entry screen from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

After you enter data into the screen you can **save**, **delete**, **cancel**, or **close** the record. You can also **print** the AICF Program report from this entry screen.

The following tables describe the fields in this screen:

**ADA**

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | Adults in Correctional Facilities [*EC* sections 41840 through 41841.8] (Divisor 85/135/175) | Report all regular ADA for the AICF that meets the requirements of *EC* sections 41840 through 41841.8. |

**Certification**

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-2 | By checking the box at A-2, the submitting LEA hereby certifies that it has participated in the Adults in Correctional Facilities Program in the prior year. | By checking the box, an LEA is confirming that an AICF program was maintained by the school district in the prior year. |

### Annual Migrant ADA Increase

This entry screen is used by eligible school districts to request funding based on the Annual reporting period for all categories of ADA. An eligible school district, pursuant to the provisions of *EC* Section 41601.5, must meet the following conditions:

1. The ADA increase is attributable to students of migrant agricultural workers;

AND

1. Annual ADA, as reported on Line A-6 of the Attendance School District entry screen is at least two percent greater than P-2 ADA; OR, P-2 ADA, as reported on Line A-6 of the Attendance School District entry screen is less than 2,501 units and the Annual ADA increase is greater than or equal to 10 units of ADA.

#### Data Entry Instructions

To access the Annual Migrant ADA Increase entry screen, select **School District** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the Annual Migrant ADA Increase from the Entry Screens grid.

The Annual Migrant ADA Increase screen is available only in the **Annual** reporting period. See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

After you check the box in the screen you can **save**, **delete**, **cancel**, or **close** the record. You can **print** the Annual Migrant ADA Increase report from this entry screen.

The following table describes the fields in this screen:

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | By checking this box, the submitting LEA is requesting that its LCFF funding be calculated utilizing Annual ADA in lieu of P-2 ADA and hereby certifies that the increase from P-2 ADA to Annual ADA is attributable to students of migrant agricultural workers in accordance with *EC* Section 41601.5. | Select this check box to certify the LEA’s compliance with *EC* Section 41601.5 and request to use Annual ADA rather than P-2 ADA. |

##### Annual Migrant ADA and Necessary Small School Funding

Checking the Annual Migrant ADA Increase box provides access to the NSS entry screen at Annual and Annual Corrected reporting periods. Report Annual ADA in lieu of P-2 ADA for any NSS. Refer to the [Necessary Small School](#_Necessary_Small_Elementary) section for additional instructions.

If you have existing NSS records for the Annual reporting period and you save an unchecked certification box for Annual Migrant ADA Increase, a dialog box displays informing you that the NSS data will zero out. You are given the option to continue or not. Select the **Yes** button to continue to have your NSS records zeroed out for the Annual reporting period. Select the **No** button if you want to check the Annual Migrant ADA Increase certification box and retain your NSS records for the Annual reporting period.

If you have already submitted Annual data to the CDE and are submitting a corrected Annual Migrant ADA Increase certification (unchecked box), you must also export and submit the NSS zero data in Annual Corrected Mode.

### Attendance School District

This entry screen is used by all school districts to report ADA to CDE. In some instances, a school district may need to report ADA in other school district attendance entry screens for certain interdistrict attendance programs (e.g. Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer).

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months from July 1 through the last school month that ends on or before December 31. The P-2 report should include ADA for all full school months from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see [Principal Apportionment Periods](#PrincipalApportionmentPeriods).

**Reporting by Grade Span:** ADA is reported by grade span. A district should report ADA for ALL students that are enrolled in schools of the district pursuant to *EC* Section 41601. For example, if a high school district (grades 9–12) enrolls a student in grades 7–8, the district should claim and report the ADA for the student in the Grades 7–8 column for the appropriate ADA category.

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a school district may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the school district may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the school district may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Combination Classes:** Report the ADA based on grade level. For example, for a combination class that includes both third and fourth grade students, report ADA attributable to students in the third grade in the Grades TK/K–3 column and ADA attributable to students in the fourth grade in the Grades 4–6 column.

**Special Education Programs:** Grade levels UE and US were retired in CALPADS as of June 30, 2018. This change impacts the way ungraded ADA is reported for special education students in the PADC Software. Guidance on assigning the grade level for students who were previously identified with a grade level of UE or US is provided in the CALPADS Update FLASH #139, available on CDE’s website at ~~https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash139.asp~~ [Note: The preceding link is no longer valid.]. ADA should be reported in the grade level that corresponds to the CALPADS assigned grade level.

**Extended Year Special Education:** Pursuant to 5 *CCR*, Section 3043(d), an extended year program shall be provided for a minimum of 20 instructional days including holidays. Extended Year Special Education is considered an extension of the current school year, occurring between the end of the regular academic year and the beginning of the following academic year, and is included in the annual individualized education program for the student. However, the ADA attributed to the Extended Year Special Education Program is reported in the FY that the program ends. For example, if a student is in the sixth grade in the 2016–17 academic year, and participates in the Extended Year Special Education program that ends in July 2017, his or her Extended Year Special Education ADA shall be reported in Grades 4–6 in the 2017–18 FY.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY 2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements. School districts offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

School districts with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-2 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). In CBIS, students also have to meet the minimum school day requirement for the enrolled courses. CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5–51749.6 for the CBIS statutory requirements. School districts with CBIS programs must compute ADA for each student enrolled, in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total district ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s 2019–20 Funding Rates and Information web page at <https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp> along with a sample calculation. For this adjustment, total district ADA shall include Regular ADA reported on Line A-1 of the Attendance School District, Attendance Basic Aid Open Enrollment, and Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screens.

In addition, school districts offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

School districts with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-4 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

#### Data Entry Instructions

To access the Attendance School District entry screen, select **School District** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select the **Attendance School District** from the Entry Screens grid.

See Principal Apportionment Periods for information about changing the reporting period.

Enter school district ADA for the selected period in this entry screen. After you enter data into the screen, you can **save**, **check/save**, **delete**, **cancel**, or **close** the record. You can also **print** the Attendance School District report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

The following tables contain descriptions of the fields in this screen:

**Regular ADA Entry Tab**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | Report all regular ADA in the appropriate grade span. Continuation Education should only be reported in Grades 9–12. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for special education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools Licensed Children's Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Community Day School (*EC* 48660) (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span. |
| A-6 | TK/K–3  4–6  7–8  9–12 | ADA Totals (sum of A-1 through A-5) | This is a calculated field. |

**Other Entry Tab**

| **Line Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| B-1 | TK/K–3  4–6  7–8  9–12 | Full-Time Traditional Independent Study ADA, pursuant to *EC* 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | Report full-time traditional independent study ADA included on Line A-1 of the Attendance School District, or other applicable entry screens, in the appropriate grade span. | |
| B-2 | TK/K–3  4–6  7–8  9–12 | Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to *EC* 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | Report full-time traditional independent study ADA, not included on Line A-1 of the Attendance School District or other applicable entry screens, in the appropriate grade spans.  Disallowed ADA should be proportionately allocated among grade spans.  See ADA Reporting Instructions section for information regarding traditional independent study ADA not eligible for general funding. |
| B-3 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | Report CBIS ADA included on Line A-1 of the Attendance School District, or other applicable entry screens, in the appropriate grade span. |
| B-4 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA not eligible for general funding, pursuant to *EC* 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | Report CBIS ADA not included on Line A-1 of the Attendance School District or other applicable entry screens, in the appropriate grade spans.  Disallowed ADA should be proportionately allocated among grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |
| B-5 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1 through  A- 5, TK/K–3 Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten included in Section A. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. |
| B-6 | 9–12 | ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9–12 Column) | Report all ADA for students in continuation education included in Section A. |
| B-7 | Total | ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column) | Report all ADA for students in opportunity classes included in Section A. |

##### Prior Year ADA Adjustment Entry Tab

Prior Year ADA Adjustment data entry tab is not applicable at Annual and is only available at P-1, P-2, and P-2 Corrected; therefore, the printed report for Annual will show zero ADA on lines C-1 through C-12.

**Lines C-1 through C-9:** School districts that have prior year P-2 ADA transferring to or from charter schools of the district **MUST** report these ADA changes in the current year on lines C-1 through C-9. Total ADA (not net ADA) is to be reported in the appropriate grade span the students were enrolled in the prior year. These ADA units adjust the district’s prior year P-2 ADA to determine the greater of current or prior year ADA pursuant to *EC* Section 42238.05.

**Lines C-1 and C-2:** Report prior year P-2 ADA for students attending a charter school sponsored by the district [*EC* Section 47632(i)] in the current year who attended a non-charter school of the district in the prior year [*EC* Section 42238.051(a)(2)(B)].

1. Do not include ADA for any student enrolled in a grade at the charter school if the district does not offer classes for students in that grade.
2. For each student, the ADA may not be greater than the ADA reported for that student by the charter school in the current year. This will be accounted for by reporting the lesser of the current year and prior year ADA reported for that student.

**Example:** A student attended grade six in a traditional school of the district in the 2016–17 academic year and transferred to a district sponsored charter school in the 2017–18 academic year. Determine the prior year P-2 ADA claimed by the district for this student and the current year ADA claimed by the charter school for this student, whichever is less. Report this as the prior year P-2 ADA in the 4–6 grade span. Sum the resulted ADA, for all students, and report in the appropriate grade span on lines C-1 and C-2).

| **Line Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| C-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | Report all regular ADA in the appropriate grade span of the prior year. Continuation education is reported only in Grades 9–12. | |
| C-2 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for special education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span of the prior year. |
| C-3 | TK/K–3 4–6  7–8  9–12 | ADA Totals (Sum of C-1 and C-2) | This is a calculated field. |

**Lines** **C-4 and C-5:** Report prior year P-2 ADA for students attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [*EC* Section 42238.051(a)(2)(C)].

**Example:** A student attended grade one in a district sponsored charter school in the 2016–17 academic year and transferred to a traditional school in the district in the 2017–18 academic year. Determine the prior year P-2 ADA claimed by the charter school and the current year ADA claimed by the district, whichever is less. Report this as the prior year P-2 ADA in the 1–3 grade span. Sum the resulted ADA, for all students, and report in the appropriate grade span on lines C-4 and C-5).

| **Line Number** | **Column** | **Field Description** | **Instructions** | |
| --- | --- | --- | --- | --- |
| C-4 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | Report all regular ADA in the appropriate grade span of the prior year. Continuation education is reported only in Grades 9–12. | |
| C-5 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for special education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span of the prior year. |
| C-6 | TK/K–3  4–6  7–8  9–12 | ADA Totals (Sum of C-4 and C-5) | This is a calculated field. |

**Lines C-7 and C-8:** Report prior year P-2 ADA attributable to district resident students attending a non-charter school, if all the following conditions are met [*EC* Section 42238.052]:

1. The school operated as a charter school of the district in the prior year.
2. The school operated as a non-charter school of the district in any year prior to the prior year.
3. The school operates as a non-charter school of the district in the current year and is not reporting the ADA of this school as a necessary small school.
4. The amount attributed to prior year ADA should not include ADA of students who were not residents of the district in the prior year.

**Example:** A student who is a resident of the school district attended grade nine of a conversion charter school in the prior year, and the school in the current year is no longer a charter school. Determine the prior year P-2 ADA claimed by the charter school and the current year ADA claimed by the district, whichever is less. Report this as the prior year P-2 ADA for resident students in the 9–12 grade span. Sum the resulted ADA, for all students, and report in the appropriate grade span on lines C-7 and C-8.

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| C-7 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | Report all regular ADA in the appropriate grade span of the prior year. Continuation education is reported only in Grades 9–12. |
| C-8 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for special education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span of the prior year. |
| C-9 | TK/K–3  4–6  7–8  9–12 | ADA Totals (sum of C-2 and C-8) | This is a calculated field. |

**Lines C-10 and C-11:** Gain or Loss of ADA due to a Reorganization or Transfer of Territory [*EC* Section 42238.05(a)(3)]. If the ADA adjustment is a loss, report the loss as a negative number on Line C-10 or C-11. Do not include prior year ADA for necessary small schools.

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| C-10 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and  Continuation Education) | Report all regular ADA in the appropriate grade span of the prior year. Continuation education is reported only in Grades 9–12. |
| C-11 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345 (b)(3)] (Divisor 175) | Report all extended year ADA for special education that meet the requirements of *EC* Section 56345(b)(3) in the appropriate grade span of the prior year. |
| C-12 | TK/K–3  4–6  7–8  9–12 | ADA Totals (sum of C-10 and C-11) | This is a calculated field. |

##### Annual Migrant ADA Increase

Eligible school districts may request funding based on Annual reporting for all categories of ADA if the Annual ADA increase meets specified criteria and is attributable to students of migrant agricultural workers. See [Annual Migrant ADA Increase](#AnnualMigrantADAIncrease) section for information and instructions.

If the school district elects Annual Migrant ADA Increase and reports ADA for NSS, report Annual ADA in the Necessary Small School entry screen, as applicable.

##### Annual Reporting Period Instructions for NSS Data

If ADA for Extended Year Special Education [*EC* 56345(b)(3)] is reported on Line A-2 of the Attendance School District entry screen at Annual reporting, and if any of the Extended Year Special Education ADA is attributable to a necessary small school, report the applicable ADA on Line C-3 on the [Necessary Small School](#_Necessary_Small_School) screen. Refer to the Annual Reporting Period Instructions of the Necessary Small School screen for additional information.

If you have already submitted Annual data to the CDE and are submitting corrected Attendance School District data that will zero out Extended Year Special Education [*EC* Section 56345(b)(3)], you must use the **Annual Corrected** mode to export and submit the Necessary Small Schools zero data as well.

### Attendance Supplement School District

This entry screen is used by Capistrano Unified School District (Orange County) to report interdistrict attendance authorized pursuant to *EC* Section 46610. Capistrano Unified is the only school district that can access this entry screen.

#### Data Entry Instructions

To access the Attendance Supplement School District entry screen, select **School District** from the LEA menu. Select **Capistrano Unified** to activate the entry screen. Open the Attendance Supplement School District from the Entry Screens grid.

Refer to the [Attendance School District](#AttendanceSchoolDistrict) section for ADA Reporting Instructions and field specific instructions for applicable categories of ADA to be reported on this screen.

When you open the Attendance Supplement School District screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**.

You must add a new record or select an existing record before you can enter data into this screen. After you add a new record you can enter Attendance Supplement School District data for that record.

Add new record information in the Add New Record dialog box by selecting from both of the following drop-down lists described in the table below.

To add a new record:

1. Select **Add New** in the Attendance Supplement School District entry screen. The Add New Record dialog box displays.

2. Add new record information in the Add New Record dialog box by selecting from both of the following drop-down lists:

| **Drop-down List** | **Description** |
| --- | --- |
| County of Residence | Select the residence county for which the ADA is being reported. |
| District of Residence | Select the residence school district for which the ADA is being reported. |

3. Select **Add Record**.

1. Select **Save** in the Attendance Supplement School District entry screen.

After you save the record you can delete the record by selecting **Delete.** You can **save**, **check**/**save**, **cancel**, or **close** the record. You can also **print** the Attendance Supplement School District report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and is exportable. Because this is a multi-record entry screen, you may be required to re-validate the data for this screen after importing. This will only be required in cases where records already exist, and which are overwritten during the import process. For example, if a record already exists for the Attendance Supplement School District entry screen, and a user imports data for this same entry screen, the Last Edit Check Date will be automatically cleared by the software. Prior to exporting data for this entry screen, the edit check process must be completed (by using the **Check/Save** button in the entry screen). If the edit check process is not completed after importing, the data will not be exported.

### Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer

**2019–20 Highlights**

The Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen is available for those basic aid districts that have adopted a board resolution and actively have DOC students attending their schools pursuant to *EC* Section 48300 through 48317. This entry screen is also available to basic aid districts receiving students from another district because of a court order as part of the Court-Ordered Voluntary Pupil Transfer program pursuant to *EC* Section 41544. If your district is basic aid and is unable to access the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen, contact Principal Apportionment staff for assistance at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov).

A district new to the DOC program must submit a copy of the district’s resolution to the Principal Apportionment Section for review. Requirements and applicable timelines for the DOC program are outlined in *EC* sections 48300 through 48317. Upon acceptance, CDE will provide the district access to the entry screen in the PADC Software.

Basic aid districts that enroll students pursuant to *EC* sections 41544 and 48300 through 48317 from a district of residence that is an excess tax district may not generate additional LCFF apportionment funding for the district of attendance. However, the ADA for those students should still be reported in this entry screen.

**Do not include ADA reported in the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen in the Attendance School District entry screen.**

#### Data Entry Instructions

To access the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen, select **School District** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer from the Entry Screens grid.

Basic Aid Choice/Court-Ordered Voluntary Pupil ADA is subject to the same provisions as regular districtwide ADA. Refer to the [Attendance School District](#AttendanceSchoolDistrict) entry screen instructions for the following:

* Reporting Periods
* Reporting by Grade Span
* Transitional Kindergarten
* Special Education Programs
* Combination Classes
* Extended Year Special Education

##### Adding a District of Residence Record

You must add a new record or select an existing record before you can enter data into the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen. To add a new record:

1. Open the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen from the Entry Screens grid.
2. A dialog box prompts you to select the **Add New** button to add a new record. The message box only displays if no records exist.
3. Add new record information in the Add New Record dialog box by selecting from both of the following drop-down lists described in the following table:

| **Drop-down List** | **Description** |
| --- | --- |
| County of Residence | Select the county of residence for which the ADA is being reported. |
| District of Residence | Select the district of residence for which the ADA being reported. |

1. Select **Add Record**.

Once data is entered into the screen you can **save**, **check/save**, **cancel**, or **close** the record. Once you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons. You can also **print** the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data contains no errors and can be exported. Because this is a multi-record entry screen, you may be required to re-validate the data for this screen after importing. This will only be required in cases where records already exist, and which are overwritten during the import process. For example, if a record already exists for the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer entry screen, and a user imports data for this same entry screen, the Last Edit Check Date will be automatically cleared by the software. If the edit check process is not completed after importing, the data will not be exported.

The following table contains descriptions of the fields in this screen:

**Regular and Other ADA Entry Tab**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | Report all regular ADA in the appropriate grade span. Continuation education is reported only in Grades 9–12. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for special education that meets the requirements of  *EC* Section 56345(b)(3) in the appropriate grade span. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions | Report all ADA for NPS that meet the requirements of  *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Community Day School (*EC* 48660) (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span. |
| A-6 | TK/K–3  4–6  7–8  9–12 | ADA Totals (sum of A-1 through A-5) | This is a calculated field. |
| B-1 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1 through A-5, TK/K–3 Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten pursuant to *EC* Section 46300 included in Section A (lines A-1 through A-5, TK/K–3 Column, first year ADA only). |
| B-2 | Continuation Education | ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9–12 Column) | Report all ADA for students in continuation education included in Section A (Line A-1, Grade 9–12 Column). |
| B-3 | Opportunity Classes | ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column) | Report all ADA for students in opportunity classes included in Section A (Line A-1, Total Column). |

### Attendance Basic Aid Open Enrollment

Access to the Attendance Basic Aid Open Enrollment entry screen is limited. If your district is basic aid, satisfies the conditions of the Open Enrollment Act pursuant to *EC* sections 48350 through 48361, and is serving students under the interdistrict attendance provision, contact Principal Apportionment staff at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) to be granted access to the Basic Aid Open Enrollment entry screen.

Basic aid districts that enroll students from a district of residence that is a basic aid district may not generate additional LCFF apportionment funding for the district of attendance. However, the ADA for those students should be reported in this entry screen beginning in the second consecutive year of enrollment.

A district may begin reporting ADA in this entry screen beginning in the second consecutive year of the student’s enrollment. ADA for the first year of enrollment, pursuant to *EC* sections 48350 through 48361, should be reported in the Attendance School District entry screen. **Do not include the ADA reported in the Attendance Basic Aid Open Enrollment entry screen in the Attendance School District entry screen.**

#### Data Entry Instructions

To access the Attendance Basic Aid Open Enrollment entry screen, select **School District** from the LEA menu. Select the appropriate LEA to activate the entry screen. Select **Attendance Basic Aid Open Enrollment** from the Entry Screens grid.

Basic Aid Open Enrollment ADA is subject to the same provisions as regular districtwide ADA. Refer to the [Attendance School District](#AttendanceSchoolDistrict) entry screen instructions for the following:

* Reporting Periods
* Reporting by Grade Span
* Transitional Kindergarten
* Special Education Programs
* Combination Classes
* Extended Year Special Education

##### Adding a District of Residence Record

You must add a new record or select an existing record before you can enter data into the Attendance Basic Aid Open Enrollment entry screen. To add a new record:

1. Open the Attendance Basic Aid Open Enrollment entry screen from the Entry Screens grid.
2. A dialog box prompts you to select the **Add New** button to add a new record. The message box only displays if no records exist.
3. Select **Add New**.
4. Add new record information in the Add New Record dialog box by selecting from both of the following drop-down lists described in the following table:

| **Drop-down List** | **Description** |
| --- | --- |
| County of Residence | Select the county of residence for which the ADA is being reported. |
| District of Residence | Select the school district of residence for which the ADA is being reported. |

1. Select **Add Record**.
2. A pop-up dialog box will prompt you to select **Yes** or **No** before you can enter data into this record.
   1. Select **Yes** for students enrolled in your district who are beginning their second consecutive year or after.
   2. Select **No** for students in their first year of enrollment. The ADA should be reported in the Attendance School District entry screen.

Once data is entered you can **save**, **check/save**, **cancel**, or **close** the record. After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete**. You can scroll through the records by using the scroll buttons. You can also **print** the Attendance Basic Aid Open Enrollment report from this entry screen.

After you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data contains no errors and can be exported. Because this is a multi-record entry screen, you may be required to re-validate the data for this screen after importing. This will only be required in cases where records already exist, and which are overwritten during the import process. For example, if a record already exists for the Attendance Basic Aid Open Enrollment entry screen, and a user imports data for this same entry screen, the Last Edit Check Date will be automatically cleared by the software. If the edit check process is not completed after importing, the data will not be exported.

The following table contains descriptions of the fields in this screen:

**Regular and Other ADA Entry Tab**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | TK/K–3  4–6  7–8  9–12 | Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | Report all regular ADA in the appropriate grade span. Continuation education is reported only in Grades 9–12. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all extended year ADA for special education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions | Report all ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Nonpublic, Nonsectarian Schools [*EC* 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175) | Report all extended year ADA for NPS that meet the requirements of *EC* Section 56366(a)(7) and/or NPS/LCI in the appropriate grade span. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Community Day School [*EC* 48660] (Divisor 70/135/180) | Report all ADA for students in community day schools that meet the requirements of *EC* Section 48660 in the appropriate grade span. |
| A-6 | TK/K–3  4–6  7–8  9–12 | ADA Totals (sum of A-1 through A-5) | This is a calculated field. |
| B-1 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1 through A-5, TK/K–3 Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten pursuant to *EC* Section 46300 included in Section A (lines A-1 through A-5, TK/K–3 Column, first year ADA only). |
| B-2 | Continuation Education | ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9–12 Column) | Report all ADA for students in continuation education included in Section A (Line A-1, Grade 9–12 Column). |
| B-3 | Opportunity Classes | ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column) | Report all ADA for students in opportunity classes included in Section A (Line A-1, Total Column). |

### Class Size Penalties

The CSP entry screen is used by school districts to report required class size data for kindergarten and grades 1–8, pursuant to *EC* sections 41375 through 41382, and 5 *CCR* sections 15100 through 15112.

For kindergarten and grades 1–3, the calculations to determine whether a penalty is assessed are based on enrollments reported for individual classes, as well as on districtwide average enrollments in kindergarten and grades 1–3. In contrast, the CSP calculations for grades 4–8 are based on the average number of students enrolled per FTE classroom teacher.

The following information identifies the criteria used to determine if a district and its individual schools are subject to the CSP reporting requirements.

1. Each elementary or unified school district having 101 or more units of ADA in the current FY must submit **enrollment** for regular day classes in the elementary grades (*EC* Section 41376 and 5 *CCR* Section 15110).
2. Each district is to report class size data for the entire district.
3. Any class combining students in kindergarten, which includes transitional kindergarten, or in any grade or grades 4–8 with one or more of grades one, two, or three will be considered a class of grades one, two, and three (5 *CCR* Section 15102). For example:

| **Classroom Grade Combination** | **Report As** |
| --- | --- |
| TK and K | Kindergarten |
| K and 1 | Grades 1–3 |
| 1 and 2 | Grades 1–3 |
| 3 and 4 | Grades 1–3 |
| 4 and 5 | Grades 4–8 |

1. Exclude the following:
   1. Necessary small elementary schools that in the current FY meet the definition in *EC* Section 42283 (5 *CCR* Section 15101).
   2. Charter school enrollment.
   3. SDCs are not considered "regular day classes" for the purposes of this entry screen. Do not report information for those classes. However, special education students who are enrolled in regular day classes must be counted for the purposes of this report.
   4. For 4–8 CSP only: grades seven and eight of a junior high school organized to include grades seven and eight; grades seven, eight, and nine; or grades seven, eight, nine, and ten established and organized as a secondary school maintained by a high school district or unified district. If the junior high school is organized to include grade six, then report grades six, seven, and eight (5 *CCR* sections 2(e)(2) and 15101).
   5. A student enrolled in traditional or CBIS pursuant to Article 5.5 of Chapter 5 of Part 28 of the *EC* for the full regular school day shall not be included in the enrollment count.

The CSP entry screen, which includes data for grades K–8, should not be confused with the K–3 Grade Span Adjustment, which requires school districts to maintain an average class enrollment of not more than 24 students for each school site in kindergarten and grades 1–3, unless a collectively bargained alternative is agreed to, as specified in *EC* 42238.02(d)(3)(D).

The following table summarizes the differences between the K–3 CSP and the K–3 GSA:

| **Topic** | **K–3 Class Size Penalties** | **K–3 Grade-Span Adjustment** |
| --- | --- | --- |
| Applicability | Applies to all elementary or unified district schools where the district ADA is 101 or more. Necessary small elementary schools are excluded from the reporting requirements. | Applies to all elementary or unified district schools, unless the district has collectively bargained an alternative. |
| Requirement | Pursuant to *EC* sections 41376 and 41378:  Individual class requirement: average for class not to exceed:   * 33 in kindergarten * 32 in grades 1–3   Districtwide requirements: average of all individual classes not to exceed:   * 31 in kindergarten * 30 in grades 1–3 | Pursuant to *EC* Section 42238.02(d)(3)(D), upon full implementation of the LCFF maintain at each school site an average K–3 class enrollment of 24 or less. |
| Penalty/Condition of Funding | Generally, the penalty is equal to the loss of all funding for ADA above 31 in kindergarten classes, above 30 in first through third grade classes, and above the district’s applicable average for grades 4–8. The CSP data is processed and penalties applied, if applicable, at the P-2 or subsequent certifications. | Districts that do not meet the required K–3 average class enrollment will not receive a 10.4 percent GSA applied to the K–3 LCFF base grant funding; this adjustment impacts supplemental and concentration grant funding also, where applicable. Compliance with the K–3 GSA requirements is evaluated through the district’s annual audit. |
| Waiver | May be waived by the SBE. | May not be waived by the SBE or the SSPI. |
| Additional Information on Class Sizes | For additional information on K–3 CSP, go to the CDE’s Class Size Penalties - *CalEDFacts* web page at: <https://www.cde.ca.gov/fg/aa/pa/cefcsp.asp>. | For additional information on K–3 GSA, go to the CDE’s LCFF Frequently Asked Questions web page at: <https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>. |

#### Data Entry Instructions – Grades K–3

The CSP entry screen is only available at the P-2 and P-2 corrected reporting periods. See [Principal Apportionments Periods](#PrincipalApportionmentPeriods) for information about changing between reporting periods for data entry purposes.

To access the CSP entry screen, select **School District** from the LEA menu. Open the entry screen from the Entry Screens grid. Enter class size data for Grades K–3 into this screen tab. Class size data for kindergarten enrollment will be reported separately from class size data for grades 1–3, which are reported together. Data for transitional kindergarten must be included with the kindergarten data reported pursuant to *EC* Section 48000, including any transitional kindergarten students who are enrolled but have not reached their fifth birthday.

For all kindergarten and grades 1–3 classes, the district must take an active enrollment count for each class on the last teaching day of **each** school month that ends prior to April 15th of the school year. Active enrollment counts for school months that end on or after April 15th are not included for CSP reporting. Active enrollment means the number of students **enrolled** in the class on the first day of the school year on which the class was in session, plus all later enrollees, minus all withdrawals since that first day (5 *CCR* sections 15103(c) and 15110 and *EC* Section 37201). Class means a group of students scheduled to report regularly at a particular time to a particular teacher, as opposed to a grade which is a broader segment of the school organization [5 *CCR* Section 15103(a)].

Enter the grade, period, and enrollment information by selecting options from the drop-down lists described in the following table:

| **Field** | **Description** |
| --- | --- |
| Select Kindergarten or Grades 1–3 | Select Kindergarten or Grades 1–3 from the drop-down list. |
| Select Full Second or Less than Full Second Period | Select the period length from the drop-down list: Full Second Period or Less than Full Second Period. Less than Full Second Period means any class not in session continuously for the full reporting period. |

After you select the grade and period length, a dialog box displays to add a new record by selecting the **Add New** button. Once you select the **Add New** button, you can enter data into the fields described in the following table:

| **Line**  **Number** | **Field**  **Description** | **Instructions** |
| --- | --- | --- |
| A-1 | Average Class Enrollment Size (one record for each average class size) | Enter average class enrollment size(s) in the selected grade(s) for the selected period. This is determined by summing all the active monthly enrollment counts made for each class and dividing by the number of school months ending prior to April 15th (round to the nearest whole number). |
| A-2 | Number of Classes of this Size | Enter the number of classes of this size in the selected grade(s) for the selected period. |
| A-3 | Fraction of period in session | Enter the calculated fraction of the number of school months the class was in session divided by the number of full school months through P-2. The fraction must be greater than zero and less than one. If you selected Full Second Period, then this field is disabled since the fraction of the period is automatically one. |

After you enter data into the screen you can **save**, **cancel**, or **close** the record. After you save the record, you can add another record to report additional class size data by selecting **Add New** or delete the record by selecting **Delete**. You can scroll through the records by using the scroll buttons.

Using the data provided on lines A-1 through A-3, the software will automatically calculate for kindergarten and grades 1–3, the total classes, total students enrolled, overall average class enrollment size, and total excess enrollment, which is used to determine if a class size penalty is assessed. The Class Size Penaltiesreportreflects this information, and is available under the **print** function in this entry screen.

An example of the active enrollment count and determining the average class enrollment size is reflected in the table below:

| Teacher | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 | Month 7 | Month 8 | Subtotal | **Average Monthly Class Enrollment Size** (total classroom count divided by number of months) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ms. Jones | 20 | 20 | 21 | 21 | 21 | 21 | 21 | 21 | 166 | **21** |
| Mr. Russell | 21 | 21 | 20 | 20 | 21 | 21 | 21 | 21 | 165 | **21** |
| Ms. Smith | 25 | 25 | 25 | 26 | 26 | 25 | 25 | 25 | 202 | **25** |
| Mr. Bridges | 29 | 29 | 29 | 29 | 29 | 30 | 30 | 30 | 235 | **29** |

The data in this sample would be reported as:

| **Average Class Enrollment Size** (Line A-1) | **Number of Classes of This Size** (Line A-2) |
| --- | --- |
| 21 | 2 |
| 25 | 1 |
| 29 | 1 |

##### Select and Search for Records

To open a saved record, select an existing record in the entry screen. You can also search for records with a specific average class enrollment size by following these steps:

1. Enter the average class enrollment size you want to search for into the text box at the lower-left corner of the entry screen.
2. Select the binocular button. The first record with the enrollment size you entered in the text box displays in the entry screen. To search for the next record that contains the specified enrollment size, select the binocular button again.

#### Data Entry Instructions—Grades 4–8

To access the CSP entry screen, select **School District** from the LEA menu. Open the entry screen from the Entry Screens grid, and then select the **Grades 4–8** tab. Enter class size data for Grades 4–8 into this screen tab.

Enter the information described in the table below. After you enter data into the screen you can **save**, **delete**, **cancel**, or **close** the record.

The following table contains descriptions of the fields in this screen:

| **Line Number** | **Field** | **Instructions** |
| --- | --- | --- |
| B-1 | Total number of students enrolled | Pursuant to5 *CCR* sections 15103(c) and (f), for grades 4–8 inclusive, a one-time count is made on the last teaching day of the sixth school month. The count is the number of students enrolled on the first day of the school year on which the class was in session, plus all later enrollees, minus all withdrawals since that first day, exclusive of the active enrollment of students in grade 4, in classes considered to be of grades 1, 2, or 3. The sum of this count is reported on Line B-1. |
| B-2 | Total number of FTE classroom teachers | Pursuant to 5 *CCR* sections 15103(g) and (h), a one-time count is made of the number of FTE classroom teachers on the last teaching date of the sixth school month. **Classroom teacher** **means an employee of the school district in a position requiring certification qualifications whose duties require the employee to teach in regular day classes in any of grades 4–8,** inclusive, during the school year.  A classroom teacher assigned for the total number of hours designated by the governing board as a regular school day is a FTE classroom teacher. A certificated employee whose assignment as a regular day class classroom teacher accounts for less than a regular school day is counted as a fraction of an FTE classroom teacher. The fraction of an FTE classroom teacher is calculated as the period of time assigned as a regular day class classroom teacher divided by the total number of hours designated as a regular school day, rounded to the nearest one-tenth (0.1).  In reporting the total number of regular day class FTE teachers, there shall be included all FTE and all fractions of FTE classroom teachers. The sum of this count is reported on Line B-2. |

Using the data provided on lines B-1 and B-2, the PADC Software will automatically calculate the average number of students enrolled per FTE classroom teacher, which is the basis for determining if a class size penalty is to be assessed. The Class Size Penalties report***,*** available under the **print** function, displays the average number of students enrolled per FTE classroom teacher.

A penalty may be assessed if the average number of students enrolled per FTE classroom teacher is greater than the 1964 statewide average of 29.9 or the district’s average number of students per teacher in 1964. A district’s 1964 average can be found on Line F-3 of the Class Size Penalties Funding Exhibit located on the Principal Apportionment web page at <https://www.cde.ca.gov/fg/aa/pa/index.asp>.

### Necessary Small School

#### 2019–20 Highlights

* A school district with a NSS certifying under *EC* Section 42283(a)(3) that has not previously certified under this *EC* Section, must contact Principal Apportionment Staff to obtain a “Get Latest” software file. Contact [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) for more information.

In most cases, NSS funding is available to qualifying schools in districts with fewer than 2,501 units of P-2 ADA. The exception to this is for schools qualifying under *EC* Section 42283(a)(3), which specifies that the district must have more than 2,500 and fewer than 5,001 units of P-2 ADA. For the purpose of calculating these ADA thresholds, school districts must include any ADA reported on lines A-1 and A-5 of the Attendance School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment data entry screens.

NSS ADA is subject to the same provisions as regular districtwide ADA. Refer to the [Attendance School District](#AttendanceSchoolDistrict) entry screen instructions for reporting the following:

* Transitional Kindergarten
* Special Education Programs
* Combination Classes
* Extended Year Special Education

The NSS funding formula is based on regular ADA reported as of the P-2 (or P-2 Corrected) period forkindergarten through twelfth grade students and Annual (or Annual Corrected) ADA for Extended Year Special Education [*EC* 56345(b)(3)]. A school district that reports an Annual ADA increase attributable to students of migrant agricultural workers in accordance with *EC* Section 41601.5 will be funded as of Annual for all categories of ADA, including any NSS ADA.

#### Data Entry Instructions

To access the Necessary Small School entry screen, select **School District** from the LEA menu, and open the Necessary Small School entry screen from the Entry Screens grid.

You must select a school from the Add New Record screen or select an existing record before you can enter data into this screen. After you enter data into the screen you can **Save**, **Check/Save**, **Cancel**, or **Close** the record. You can print the NSS report from this entry screen.

To add a new school which qualifies for NSS funding, contact CDE staff for instructions on the NSS data reporting approval process. New NSS requests should be made to CDE by September 30 for the FY the school elects to be funded as a NSS. Submissions after this deadline will be considered on case-by-case basis. Contact [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) for more information.

NSS ADA is a subset of school district ADA, which means that any school district ADA reported in the Attendance School District entry screen must also include NSS ADA reported in this screen. When you open the Necessary Small School entry screen, a dialog box informs you that if you have changed Attendance School District data, you must revalidate data in the Necessary Small School entry screen. Select **OK** to close the dialog box.

After you finish entering data into the screen, select the **Check/Save** button to ensure that your data has no errors and can be exported. The check/save process can only be completed if the Attendance School District entry screen has been completed and passed the check/save process with no errors.

The following tables contain descriptions of the fields in this screen:

**Necessary Small School [*EC* Section 42280]**

**NSS Funding and Certification Selection**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | Not Applicable | Fund School as NSS | Select ‘Yes’ to elect NSS funding for the school in lieu of the LCFF Grade Span Base Grant. **Saving** or **Check/Saving** data whilethis field is set to ‘No’ will zero out all other NSS data fields for the selected school record. |
| B-1 | Elementary, High School | Certification Selection based on Current Year eligibility | Select the applicable [*EC* section(s)](#_42283) if the school meets the conditions for NSS funding in the current FY. Only select one *EC* section for the current or prior year. If the school serves grades K–12, select the applicable *EC* section in the elementary **and** high school columns. |
| B-2 | Elementary, High School | Certification Selection based on Prior Year eligibility | Select the applicable [*EC* section(s)](#_42283_1) if the school **does not** meet the conditions for NSS funding in the current FY but met the conditions in the prior FY. Only select one *EC* section for the current or prior year. If the school serves grades K–12, select the applicable *EC* section in the elementary **and** high school columns. |

**Current Year Full-time Teachers, FTE Certificated Employees and ADA**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| C-1 | Full-time Teachers | Number of full-time teachers / FTE Certificated Employees | For each elementary school, report the total number of full-time teachers. An elementary teacher is considered to be full-time for the whole year as long as the teacher is hired full-time for more than one-half of the days the school is maintained (exception: necessary small elementary schools with one teacher). |
| C-1 | FTE Certificated Employees | Number of full-time teachers / FTE Certificated Employees | For each high school, report the total number of FTE certificated employees. A certificated employee means an equivalent full-time position of an individual holding a credential authorizing service and providing service in grades 9–12, inclusive. Any fraction of a certificated FTE position remaining after all certificated FTE positions have been calculated is rounded up to the next whole number. |
| C-2 | TK/K–3  4–6  7–8  9­­–12 | NSS Regular ADA (includes Opportunity Classes, Home & Hospital, and Special Day Class) | Report all NSS regular ADA in the appropriate grade span column. The sum of ADA in each grade span for all NSSs in the district must not exceed the ADA reported on Line A-1 for each grade span of the Attendance School District entry screen. |
| C-3 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all Extended Year ADA for Special Education that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. The sum of ADA in each grade span for all NSSs in the district must not exceed the ADA reported on Line A-2 for each grade span of the Attendance School District entry screen. |
| C-4 | TK/K–3  4–6  7–8  9–12 | Total ADA  (C-2 + C-3) | This is a calculated field. |

**Prior Year Full-time Teachers, FTE Certificated Employees and ADA**

Lines D-1 through D-3 should only be completed if the school district did not receive NSS funding for this school in the prior year. This data is needed to compare the greater of current or prior year NSS allowances for the purposes of the funding calculation.

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| D-1 | Full-time Teachers | Number of full-time teachers / FTE Certificated Employees | For each elementary school, report the total prior year number of full-time teachers. An elementary teacher is considered to be full-time for the whole year as long as the teacher is hired full-time for more than one-half of the days the school is maintained (exception: necessary small elementary schools with one teacher). |
| D-1 | FTE Certificated Employees | Prior Year Number of full-time teachers / FTE Certificated Employees | For each high school, report the total prior year number of FTE certificated employees. A certificated employee means an equivalent full-time position of an individual holding a credential authorizing service and providing service in grades 9–12, inclusive. Any fraction of a certificated FTE position remaining after all certificated FTE positions have been calculated is rounded up to the next whole number. |
| D-2 | TK/K–3  4–6  7–8  9–12 | Prior Year NSS Regular ADA (includes Opportunity Classes, Home & Hospital, and Special Day Class) | Report all prior year P-2 (or P-2 Corrected) NSS regular ADA in the appropriate grade span column. The sum of ADA in each grade span for all NSSs in the district must not exceed the ADA reported on Line A-1 for each grade span of the prior year P-2 (or P-2 Corrected) Attendance School District entry screen. |
| D-3 | TK/K–3  4–6  7–8  9–12 | Prior Year Extended Year Special Education [*EC* 56345(b)(3)] (Divisor 175) | Report all prior year Annual (or Annual Corrected) Extended Year Special Education ADA that meets the requirements of *EC* Section 56345(b)(3) in the appropriate grade span column. The sum of ADA in each grade span for all NSSs in the district must not exceed the ADA reported on Line A-2 for each grade span of the prior year Annual (or Annual Corrected) Attendance School District entry screen. |
| D-4 | TK/K–3  4–6  7–8  9–12 | Total Prior Year ADA (D-2 + D-3) | This is a calculated field. |

##### Revisions after P-2

After the P-2 NSS data reporting deadline has passed, all revisions must be submitted in P-2 Corrected mode unless otherwise instructed. The school district can use P-2 corrected mode to revise a school’s NSS funding selection or other data from the Necessary Small School entry screen. See the table below for specific reporting instructions:

| **How does the school district…** | **Instructions** |
| --- | --- |
| Revise an NSS’s certification selection, Full-time Teacher/FTE Certificated Employee count, or ADA? | 1. Select the specific school record the district wants to revise. 2. Make data revisions as necessary. 3. **Check/save** and export data. |
| Change the funding selection for a school that received NSS funding at P-2, meaning opting out of NSS funding for the FY at a later reporting period? | 1. Select the specific school record the district wants to fund under the LCFF Grade Span Base Grant formula. 2. Change the ‘Fund as NSS’ (Line A-1) dropdown selection to ‘No’. This will disable and zero out all other data fields in the NSS screen. 3. **Check/save** and export data. 4. Contact CDE staff to verify that the school wants to opt out of NSS funding. |
| Add a school that did not receive NSS funding at P-2? | 1. Add a new record for the school. 2. Enter all current year data (Lines A-1 through C-3). 3. Enter prior year data (Lines D-1 through D-3) if the school did not receive NSS funding in the prior year. 4. **Check/save** and export data. 5. Contact CDE staff to verify that the school wants to receive NSS funding in lieu of the LCFF Grade Span Base Grant. |

##### Annual Reporting Period Instructions

Annual reporting for the Necessary Small School entry screen is only required if an LEA has Annual Extended Year Special Education [*EC* 56345(b)(3)] ADA attributable to an NSS, or the school district is filing an Annual Migrant ADA Increase request [*EC* 41601.5].

* If the LEA has Annual Extended Year Special Education [*EC* 56345(b)(3)] ADA on Line A-2 of the Attendance School District Entry screen, do the following:
  + Enter the Extended Year Special Education ADA on Line A-2 on the Attendance School District screen.
  + Report any ADA attributable to the NSS on Line C-3 on the Necessary Small School entry screen.
* If the LEA is filing an Annual Migrant ADA Increase request, do the following:
* Enter all Annual Migrant ADA on the Attendance School District screen.
* Report the number of Full-time Teachers/FTE Certificated Employees (Line C-1), NSS Regular ADA (Line C-2), and NSS Extended Year Special Education ADA (Line C-3) on the Necessary Small School entry screen.

Once NSS records are created, a relationship is established with the corresponding attendance records. If you later save zero ADA for Extended Year Special Education on Line A-2 of the Attendance School District screen for the Annual reporting period, a dialog box will inform you that the NSS records will zero out.

* Select the **Yes** button to continue to NSS data with Extended Year Special Education [*EC* 56345(b)(3)] ADA zeroed out.
* Select the **No** button if you wish to re-enter Extended Year Special Education ADA on Line A-2.
* After entering data, select the **Check/Save** button in the screen to revalidate the data if necessary.

If you have already submitted Annual data to CDE and are submitting corrected Attendance School District data that will zero out Extended Year Special Education [*EC* 56345(b)(3)], you must use the **Annual Corrected** mode to export and submit the NSS zero data as well.

##### NSS Funding Rates

The School District NSS Allowance is available in lieu of the LCFF Grade Span Base Grants. The LCFF NSS Allowance for each qualifying NSS is based on a schedule with regard to the school’s ADA and number of full-time teachers or FTE certificated employees, whichever provides the lesser amount. The allowance tables for NSS calculations for the LCFF entitlement and the EPA Proportionate Share Calculation are available on the CDE’s Funding Rates and Information, FY 2019–20 web page at <https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp>.

The 2012–13 NSS Allowance will be used to calculate the NSS allowance for the EPA Proportionate Share Calculation.

##### Education Code Citations for NSS Qualifications

**The following *EC* sections establish NSS eligibility:**

##### 42283

(a) For purposes of Section 42282, a “necessary small school” is an elementary school with an average daily attendance of less than 97 pupils, excluding pupils attending the 7th and 8th grades of a junior high school, maintained by a school district to which any of the following conditions apply:

(1) If as many as five pupils residing in a school district with fewer than 2,501 units of second principal apportionment average daily attendance and attending kindergarten and grades 1 to 8, inclusive, excluding pupils attending the 7th and 8th grades of a junior high school, in the elementary school with an average daily attendance of less than 97 pupils would be required to travel more than 10 miles one way from a point on a well-traveled road nearest their home to the nearest other public elementary school.

(2) If as many as 15 pupils residing in a school district with fewer than 2,501 units of second principal apportionment average daily attendance and attending kindergarten and grades 1 to 8, inclusive, excluding pupils attending the 7th and 8th grades of a junior high school, in the elementary school with an average daily attendance of less than 97 pupils would be required to travel more than five miles one way from a point on a well-traveled road nearest their home to the nearest other public elementary school.

(3) If as many as 15 pupils residing in a school district with more than 2,500 and fewer than 5,001 units of second principal apportionment average daily attendance and attending kindergarten and grades 1 to 8, inclusive, excluding pupils attending the 7th and 8th grades of a junior high school, in the elementary school with an average daily attendance of less than 97 pupils would be required to travel more than 30 miles one way from a point on a well-traveled road nearest their home to the nearest other public elementary school.

(b) If topographical or other conditions exist in a school district that would impose unusual hardships if the number of miles specified in paragraph (1) or (2) of subdivision (a) were required to be traveled, or if during the FY the roads that would be traveled have been impassable for more than an average of two weeks per year for the preceding five years, the governing board of the school district may, on or before April 1, request the Superintendent, in writing, for an exemption from these requirements or for a reduction in the miles required. The request shall be accompanied by a statement of the conditions upon which the request is based, giving the information in a form required by the Superintendent. The Superintendent shall cause an investigation to be made, and shall either grant the request to the extent he or she deems necessary, or deny the request.

(c) For purposes of this section, “other public elementary school” is a public school, including a charter school, that serves kindergarten or any of grades 1 to 8, inclusive, excluding grades 7 and 8 of a junior high school.

##### 42285

(a) For purposes of Section 42284, a necessary small high school is a high school with an average daily attendance of less than 287 pupils that meets any of the following conditions:

(1) The high school had an average daily attendance of less than 96 pupils in grades 9 to 12, inclusive, during the preceding FY and is more than 15 miles by well-traveled road from the nearest other public high school and either 90 percent of the pupils would be required to travel 20 miles or 25 percent of the pupils would be required to travel 30 miles one way from a point on a well-traveled road nearest their homes to the nearest other public high school.

(2) The high school had an average daily attendance of 96 pupils or more and less than 144 pupils in grades 9 to 12, inclusive, during the preceding FY and is more than 10 miles by well-traveled road from the nearest other public high school and either 90 percent of the pupils would be required to travel 18 miles or 25 percent of the pupils would be required to travel 25 miles one way from a point on a well-traveled road nearest their homes to the nearest other public high school.

(3) The high school had an average daily attendance of 144 pupils or more and less than 192 pupils in grades 9 to 12, inclusive, during the preceding FY and is more than 71/2 miles by well-traveled road from the nearest other public high school and either 90 percent of the pupils would be required to travel 15 miles or 25 percent of the pupils would be required to travel 20 miles one way from a point on a well-traveled road nearest their homes to the nearest other public high school.

(4) The high school had an average daily attendance of 192 pupils or more and less than 287 pupils in grades 9 to 12, inclusive, during the preceding FY and is more than 5 miles by well-traveled road from the nearest other public high school and either 90 percent of the pupils would be required to travel 10 miles or 25 percent of the pupils would be required to travel 15 miles to the nearest other public high school.

(5) Topographical or other conditions exist in the school district that would impose unusual hardships on the pupils if the number of miles specified in paragraph (1), (2), (3), or (4) were required to be traveled. In these cases, the Superintendent may, when requested, and after investigation, grant exceptions from the distance requirements.

(b) For purposes of Section 42284, a necessary small high school also includes either of the following:

(1) A high school maintained by a school district for the exclusive purpose of educating juvenile hall pupils or pupils with exceptional needs.

(2) A high school maintained by a unified school district as the only comprehensive high school if the high school has an average daily attendance of less than 287 pupils and the school district has 50 or fewer pupils per square mile of school district territory, as measured by the number of pupils residing in the school district.

(c) For purposes of Section 42284, a necessary small high school does not include a continuation school.

(d) For purposes of this section, “other public high school” is a public school, including a charter school, that serves any of grades 9 to 12, inclusive.

##### 42285.3

Notwithstanding subdivision (b) of Section 42280 or any other provision of law, a unified school district that is the only school district in a county, that has received more than two million seven hundred thousand dollars ($2,700,000) in federal Forest Reserve funds in the 1992–93 school year and less than one million three hundred thousand dollars ($1,300,000) in federal Forest Reserve funds in the 1996–97 school year, and that has fewer than 4,501 units of average daily attendance in the 1997–98 school year or in subsequent school years shall be eligible to receive apportionments pursuant to the schedules for a "necessary small school" and a "necessary small high school," as set forth in this article, for up to the total number of schools in the district that would have met the criteria for classification as a necessary small school or a necessary small high school in the 1996–97 FY, if the district had fewer than 2,501 units of average daily attendance in the 1996–97 FY, except that this section does not apply in a school year in which an otherwise eligible school district receives more than two million dollars ($2,000,000) in federal Forest Reserve funds.

##### 42286

(a) If a high school is determined to be a necessary small high school pursuant to Section 42285, that status shall not be changed except as a review of the determinative factors made every two years following the date of the determination indicates that the determination should be changed.

(b) A high school that has not been determined to be a necessary small high school under Section 42285, may be determined to be a necessary small high school at the beginning of a FY if it meets the criteria specified in Section 42285.

### School District Audit Adjustments to CALPADS Data

This entry screen is used to report changes to school district CALPADS data identified by a school district’s audit finding or auditor letter of concurrence, pursuant to *EC* Section 42238.02(b)(3)(B). If the adjustment is not the result of an audit finding disclosed in the school district’s annual audit report, then an auditor’s letter of concurrence is required for all instances except a decrease in the unduplicated pupil count. Email the letter of concurrence to [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) when the data is submitted.

Include in this screen CALPADS adjustments that were not included in your certified CALPADS data.

Report data using the Annual reporting period. Audit adjustments reported after Annual is processed should be submitted using the Annual Corrected reporting period.

The adjustments will only affect the LCFF UPP calculation(s) and will not be used to modify previously certified CALPADS data for any other purpose. The UPP is used in the calculation of supplemental and concentration grants in the LCFF.

#### Data Entry Instructions

To access the School District Audit Adjustments to CALPADS Data entry screen, select **School District** from the LEA menu. Select the school district to activate the entry screen. Select **School District Audit Adjustments to CALPADS Data** from the Entry Screens grid.

Enter the **net change** in CALPADS enrollment and unduplicated pupil count adjustments identified in the audit finding or auditor letter of concurrence. The fields in this entry screen will accept positive or negative values. These adjustments will impact the school district’s UPP.

You can **print** the School District Audit Adjustments to CALPADS Data Report from this entry screen.

The following table describes the fields in this screen:

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | Enrollment  Unduplicated Pupil Count | Audit Adjustment to CALPADS Data | Report the **net change** to CALPADS data identified in the school district’s audit finding or auditor letter of concurrence. |

#### Export Instructions

Audit Adjustments to CALPADS Data cannot be exported with any other program(s) (e.g. Attendance School District, Necessary Small High School, etc.). When a user attempts to export Audit Adjustments to CALPADS Data with other program(s), a screen will appear to advise the user that Audit Adjustments to CALPADS Data must be exported separately. Navigate the corresponding drop-down menu and uncheck all other programs.

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### Transfer of Funds Alternative Rate Option

#### 2019-20 Highlights

* Commencing with 2019–20 FY, AB 2235 (Chapter 99, Statutes of 2018) implements a funds transfer process through the Principal Apportionment for ADA served by the COE but credited to the district of residence. The transfer amount is calculated using the school district’s LCFF base, supplemental and concentration grants.
* This screen is provided for school districts to select one or more COEs for transfer of funds at the alternative per-ADA rate for ADA served by the COE but credited to the district of residence.
* This screen is optional. If the school district does not select a particular COE for the alternative per-ADA rate, the CDE will transfer funds to the COE at the rate equal to the school district’s LCFF base, supplemental and concentration grant per ADA.
* This screen replaces the County Served District Funded ADA Transfer Selection.

#### District Funded County Programs

*EC* Section 2576 specifies that if a COE enrolls in a school operated by the county superintendent of schools a student that does not meet requirements for funding under the COE Alternative Education grant (per *EC* Section 2574), any attendance generated by that student shall be credited to the school district of residence. COEs report this attendance, by district of residence, in the Attendance District Funded County Programs entry screen.

Additionally, CALPADS enrollment and unduplicated pupil counts of these students shall be transferred to the school district of residence for purposes of calculating the UPP pursuant to *EC* Section 42238.02. Therefore, each school district’s LCFF entitlement, which is based on ADA and UPP, includes funding generated by students attending COE programs.

#### Transfer of Funds

*EC* Section 2576, as modified by AB 2235, requires the CDE to transfer funds from a school district of residence to a COE for all District Funded County Programs ADA. The amount of transfer shall be equal to the ADA attributed to the district of residence multiplied by the district’s LCFF rate, comprised of the LCFF base, supplemental and concentration grant per ADA. The base rate is the same for all school districts. Current year statewide rates are published on the CDE website at <https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp>. Supplemental and concentration grant rates are determined using each school district’s unique UPP.

For additional information, refer to the FAQs available on the CDE website at <https://www.cde.ca.gov/fg/aa/pa/sdfundcoeservfaq.asp>.

#### Alternative Per-ADA Rate

The law allows the CDE to transfer an alternative amount calculated at the per-ADA rate agreed upon by the COE and the district of residence. To enable the transfer at the alternative per-ADA rate the following three items must be completed:

1. The **COE** must report the alternative per-ADA rate in the Attendance District Funded County Programs ADA data entry screen.

The reporting is grade span specific and must be done for each district of residence.

Alternative per-ADA rate reporting is required for all periods: P-1, P-2, and Annual, and any corrected periods as applicable. The COE may report the same rate for all reporting periods, or adjust it from period to period as necessary.

A value of zero represents $0 which will result in no transfer of funds from the school district to the COE for the specific grade span and type of ADA selected.

1. At every reporting period, the **COE** must select the category of ADA for which to apply the alternative per-ADA rate. Attendance District Funded County Programs ADA includes the following:

* county community schools (not meeting criteria for COE Alternative Education grant)
* special education
* out-of-state tuition
* opportunity schools
* specialized high schools

The CDE will apply the alternative rate to the category of ADA selected by the COE. The CDE will apply the district’s LCFF rate to the category of ADA not selected by the COE.

1. The **school district of residence** must agree to the alternative rate by completing the Transfer of Funds Alternative Rate Option entry screen.

The school district will not be provided with the COE’s alternative rate on the data entry screen; therefore, coordination between the COE and the district of residence outside of the PADC is required.

The Transfer of Funds Alternative Rate Option data entry screen needs to be completed at P-1 only. To make changes to the selection, or submit an additional selection after the P-1 Principal Apportionment Certification, the school district must notify the CDE by emailing [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov), and submit a new P-1 file for the applicable FY.

This selection needs to be made at P-1 on an annual basis.

The alternative rate is an optional feature; if any of the above is not completed, the CDE will transfer funds from the school district of residence to the COE using the district’s LCFF rate per ADA, comprised of LCFF base, supplemental and concentration grant per ADA.

**Data Entry Instructions**

To access the Transfer of Funds Alternative Rate Option entry screen, select **School District** from the LEA menu, and open the Transfer of Funds Alternative Rate Option entry screen from the Entry Screens grid.

The following table describes the fields displayed in the dialog box:

#### Transfer of Funds Alternative Rate Option

|  |  |
| --- | --- |
| **County Office of Education** | **School district agrees to transfer funds at the alternative per-ADA rate reported by the following COEs** |
| Displays a list of all county offices of education. | Displays the COE(s) the district has selected to allow the CDE to transfer funding using the alternative per-ADA rate. |

1. To move the desired COE(s) select the COE and select the single arrow button to move the COE to the box on the right.
2. Select the Confirm Selection button. This enables the Print Selection button.
3. Select Print Selection. This will provide a printable report listing the COE(s) selected for transfer of funds using the alternative per-ADA rate.
4. Select **Close** to close the Transfer of Funds Alternative Rate Option screen.

**Oversight COE Report**

Each COE may obtain a printed report listing all the selections made by school districts in its county.

1. Import the school districts’ files into the COE’s PADC Software.
2. Select School District from the LEA menu and open the Transfer of Funds Alternative Rate Option entry screen from the Entry Screens grid.
3. Select the Confirm Selection button. This enables the Print Selection button while retaining the school districts’ original selections and the original certificate numbers.
4. Select Print Selection. This will provide a printable report listing all school districts in the county that completed the Transfer of Funds Alternative Rate Option entry screen and the COE(s) selected for transfer of funds using the alternative per-ADA rate.
5. Select **Close** to close the Transfer of Funds Alternative Rate Option entry screen.

Note that the printed certification available from the **File** menu does not provide a list of COE(s) selected by the districts in the county.

## County Office of Education Entry Screens

### Adults in Correctional Facilities (County)

This entry screen is used to report ADA for participation in the AICF categorical program. A district or county superintendent of schools may only claim ADA for apportionment purposes for schools or classes maintained for AICF if those classes meet the requirements of *EC* Section 41976. Prior approval from the CDE Adult Education Office is required for both new and continuing AICF categorical programs. No AICF allocations will be made without this approval.

#### Data Entry Instructions

To access the categorical AICF entry screen, select **County** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the AICF entry screen from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

After you enter data into the screen you can **save**, **delete**, **cancel**, or **close** the record. You can also **print** the AICF report from this entry screen.

The following tables describe the fields in this screen:

**ADA**

| **Line**  **Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | Adults in Correctional Facilities [*EC* sections 41840 through 41841.8] (Divisor 85/135/175). | Report all regular ADA for the AICF that meets the requirements of *EC* sections 41840 through 41841.8. |

**Certification**

| **Line**  **Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-2 | By checking the box at A-2, the submitting LEA hereby certifies that it has participated in the Adults in Correctional Facilities Program in the prior year. | By checking the box, an LEA is confirming that an AICF program was maintained by the COE in the prior year. |

### Attendance COE

This screen is used by a COE to report the ADA served by the **type of student** (on lines A-1 through A-3), which is used to determine the COE’s Alternative Education Grant for LCFF. Therefore, any student that meets the following criteria, regardless of program, should be reported in this attendance screen:

* Attends a juvenile court school operated by the COE. [*EC* Section 2574(c)(4)(B)]
* Probation-referred pursuant to sections 300, 601, 602 and 654 of the *Welfare and Institutions Code*. [*EC* Section 2574(c)(4)(A)]
* On probation or parole and not in attendance in a school. [*EC* Section 2574(c)(4)(A)]
* Expelled for any of the reasons specified in subdivisions (a) or (c) of *EC* Section 48915. [*EC* Section 2574(c)(4)(A)]

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months during the period from July 1 through the last school months that ends on or before December 31. The P-2 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see [Principal Apportionment Periods](#PrincipalApportionmentPeriods).

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a COE may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the COE may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the COE may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY 2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements.

COEs offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

COEs with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Section A. The excess ADA should be reported on Line B-4 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). In CBIS, students also have to meet the minimum school day requirement for the enrolled courses. CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5 through 51749.6 for the CBIS statutory requirements.

COEs with CBIS programs must compute ADA for each student enrolled, in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total COE ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s 2019–20 Funding Rates and Information web page at <https://www.cde.ca.gov/fg/aa/pa/pa1920rates.asp> along with a sample calculation. For this adjustment, total COE ADA shall include ADA reported in this entry screen and the Attendance District Funded County Programs entry screen.

In addition, COEs offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

COEs with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Line A-1. The excess ADA should be reported on Line B-6 as ADA not eligible for general funding. The ratio calculations are made at P-2, and are used for reporting ADA at P-2 and Annual.

#### Data Entry Instructions

To access the Attendance COE entry screen, select **COE** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the Attendance COE screen from the Entry Screens grid.

Enter COE ADA for the selected period in this entry screen. After you enter data into the screen, you can **save**, **check/save**, **delete**, **cancel** or **close** the record. You can **print** the Attendance COE report from this entry screen.

Once you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

The following tables describe the fields in this screen:

**Elementary and High School Entry Tab**

**Alternative Education Grant ADA**

**Juvenile Court Schools ADA (Use divisor 70/135/175)**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | Elementary and High School | County Group Home and Institution Pupils [*EC* 42238.18] | Report all ADA, in the appropriate column, of students that meet the requirements of *EC* Section 42238.18. |
| A-2 | Elementary and High School | Juvenile Halls, Homes, and Camps [*EC* 14057(b) and 14058] | Report all ADA, in the appropriate column, for students in classes in juvenile halls, homes, and camps [*EC* sections 14057(b) and 14058]. |

**County Funded Non-Juvenile Court Schools ADA** (Use divisors 70/135/175)

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-3 | Elementary and High School | Probation Referred, On Probation or Parole, Expelled pursuant to *EC* 48915(a) or (c) [*EC* 2574(c)(4)(A)] | Report all ADA, in the appropriate column, of students who are probation-referred pursuant to sections 300, 601, 602, and 654 of the *Welfare and Institutions Code*, or who are on probation or parole and who are not in attendance in any school, or expelled pursuant to *EC* sections 48915(a) or (c). |
| A-4 | Elementary and High School | ADA Totals (sum of A-1 through A-3) | This is a calculated field. |

**Adults and Other Entry Tab**

| **Line Number** | | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- | --- |
| B-1 | | High School | Adults in Correctional Facilities [*EC* 1909] | Report all AICF ADA pursuant to *EC* Section 1909. (Available to Contra Costa, Marin, and Riverside COEs only.)  ADA is reported only for use in Lottery calculations, and for the statewide Proposition 98 calculation. Therefore, the ADA reported will not generate any LCFF funding. However, the funding generated for this program in the County Special Schools and Classes report as of the FY 2012–13 Annual Apportionment will be included in the COE’s LCFF Floor Entitlement calculation pursuant to *EC* Section 2575. |
| B-2 | High School | | Handicapped Adults [*EC* 52570] | Report all ADA of students in special classes established pursuant to *EC* Section 52570. (Available to Glenn, Inyo, and Santa Cruz COEs only.)  ADA is reported only for use in Lottery calculations and for the statewide Proposition 98 calculation. Therefore, the ADA reported will not generate any LCFF funding. However, the funding generated for this program in the County Special Schools and Classes report as of the FY 2012–13 Annual Apportionment is included in the COE’s LCFF Floor Entitlement calculation pursuant to *EC* Section 2575. |
| B-3 | Elementary and High School | | Full-Time Traditional Independent Study ADA, pursuant to *EC* 51747, included in Section A | Report full-time traditional independent study ADA included in Section A. |
| B-4 | Elementary and High School | | Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to *EC* 51745.6, and not included in Section A | Report full-time traditional independent study ADA not included in Section A.  Disallowed ADA should be proportionately allocated amongst grade spans.  See [ADA Reporting Instructions](#ADAReportingInstructionsACOE) section for information regarding traditional independent study ADA not eligible for general funding. |
| B-5 | Elementary and High School | | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in Section A | Report CBIS ADA included in Section A, in the appropriate grade span. |
| B-6 | Elementary and High School | | Course Based Independent Study ADA not eligible for general funding, pursuant to *EC* 51745.6, and not included in Section A | Report CBIS ADA not included in Section A.  Disallowed ADA should be proportionately allocated amongst grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |
| B-7 | Elementary | | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1 through A-3, Elementary Column, First Year ADA Only) | Report all ADA for students in transitional kindergarten included in Section A. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. |

### Attendance District Funded County Programs

This screen is used by a COE to report ADA by district of residence for all students attending classes run by the COE that are not eligible to be reported in the Attendance COE entry screen; and, to report an alternative per-ADA funding rate to be used for transfer of LCFF funds from a school district to a COE through the Principal Apportionment.

#### 2019–20 Highlights

Commencing with 2019–20 FY, AB 2235 (Chapter 99, Statutes of 2018) directs the CDE to implement a funds transfer process through the PA for Attendance District Funded County Programs ADA. The AB 2235 process replaces the voluntary transfer of funds that was available to LEAs for fiscal years 2014–15 through 2018–19. This data entry screen has been updated to comply with the provisions of AB 2235.

#### District Funded County Programs

*EC* Section 2576 specifies that if a COE enrolls in a school operated by the county superintendent of schools a student that does not meet requirements for funding under the COE Alternative Education grant (per *EC* Section 2574), any attendance generated by that student shall be credited to the school district of residence. Additionally, CALPADS enrollment of these students shall be transferred to the school district of residence for purposes of calculating the percentage of unduplicated pupils pursuant to *EC* Section 42238.02. Therefore, each school district’s LCFF entitlement, which is based on ADA and unduplicated pupil percentage, includes funding generated by students attending COE programs.

For additional information, refer to the FAQs available on the CDE web page at <https://www.cde.ca.gov/fg/aa/pa/sdfundcoeservfaq.asp>.

#### Transfer of Funds

*EC* Section 2576, as modified by AB 2235, requires the CDE to transfer funds from a school district of residence to a COE for District Funded County Programs ADA. The amount of transfer shall be equal to the ADA attributed to the district of residence multiplied by the district’s LCFF rate comprised of the base, supplemental and concentration grant per ADA. The LCFF base rate is the same for all school districts. Current year statewide rates are published on the CDE website at <https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp>. Supplemental and concentration grant rates are determined using each school district’s unique unduplicated pupil percentage.

#### Alternative Per-ADA Rate

The law allows the CDE to transfer an alternative amount calculated at the per-ADA rate agreed upon by the COE and the district of residence. The alternative rate is an optional feature; if the COE does not report an alternative rate, the CDE will transfer funds using the district of residence’s LCFF base, supplemental and concentration grant.

To enable the transfer at the alternative per-ADA rate, the following three items must be completed:

1. The **COE** must report the alternative per-ADA rate on Line A-0 of the Attendance District Funded County Programs entry screen.

The reporting is grade span specific and must be done for each district of residence.

If using an alternative per-ADA rate, COE is required to report the amount for all periods: P-1, P-2, and Annual, and any corrected periods, as applicable. The COE may report the same rate for all reporting periods, or adjust the rate from period to period, as necessary.

A value of zero entered on Line A-0 represents $0 which will result in no transfer of funds from the school district to the COE for the specific grade span and type of ADA selected.

1. The **COE** must check the box in the Alternative Rate column next to the category of ADA to identify the category of ADA (Lines A-1 through A-6) for transfer of funds using the alternative rate.

If using an alternative per-ADA rate, COE is required to check the Alternative Rate box for all reporting periods: P-1, P-2, and Annual, and any corrected periods, as applicable.

The CDE will apply the alternative rate to the category of ADA selected by the COE. The CDE will apply the district’s LCFF rate to the category of ADA not selected by the COE.

1. The **school district of residence** must agree to the alternative rate by completing the Transfer of Funds Alternative Rate Option entry screen, available in the School District menu of the PADC Software.

The school district will not be provided with the COE’s alternative rate on the data entry screen; therefore, coordination between the COE and the district of residence outside of the PADC is required.

The Transfer of Funds Alternative Rate Option data entry screen needs to be completed at P-1 only. To make changes to the selection, or submit an additional selection after P-1 Principal Apportionment Certification, the school district must notify the CDE by emailing [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov), and submit a new P-1 file for the applicable FY.

#### ADA Reporting Instructions

**Reporting Periods:** Enter ADA at all reporting periods. The P-1 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before December 31. The P-2 report should include ADA for all full school months during the period from July 1 through the last school month that ends on or before April 15. The Annual report should include ADA from the entire year, July 1 through June 30. Although ADA is reported at every period, final program funding is determined based on reporting as of the specific period, in accordance with applicable provisions of statute and the Budget Act. For information on ADA funding periods, see Principal Apportionment Periods.

**Transitional Kindergarten:** In accordance with *EC* Section 48000, for the 2015–16 school year and each year thereafter, a COE may, at any time during a school year, admit a student to a transitional kindergarten program who will have his or her fifth birthday after September 1 but during the same school year. If the student turns five between September 2 and December 2, then the COE may claim ADA beginning the first day of the school year. If the student turns five after December 2, then the COE may claim ADA once the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year. ADA may not be retroactively claimed from the start of the school year.

**Combination Classes:** Report the ADA based on grade level. For example, for a combination class that includes both third and fourth grade students, report ADA attributable to students in the third grade in the Grades TK/K–3 column and ADA attributable to students in the fourth grade in the Grades 4–6 column.

**Special Education Programs:** Grade levels UE and US were retired in CALPADS as of June 30, 2018. This change impacts the way ungraded ADA is reported for special education students in the PADC Software.

Guidance on assigning the grade level for students who were previously identified with a grade level of UE or US is provided in the CALPADS Update FLASH #139, available on CDE’s website at ~~https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash139.asp~~ [Note: The preceding link is no longer valid.]. ADA should be reported in the grade level that corresponds to the CALPADS assigned grade level.

**NOTE**: The ADA for a Special Education student enrolled with the district, but receiving services for a “pull out” program, should be reported by the district in the Attendance School District entry screen.

**Extended Year Special Education:** Pursuant to 5 *CCR*, Section 3043(d), an extended year program shall be provided for a minimum of 20 instructional days including holidays. Extended Year Special Education is considered an extension of the current school year, occurring between the end of the regular academic year and the beginning of the following academic year, and is included in the annual individualized education program for the student. However, the ADA attributed to the Extended Year Program is reported in the FY that the program ends. For example, if a student is in the sixth grade in the 2016–17 academic year, and participates in Extended Year Special Education program that ends in July 2017, his or her Extended Year Special Education ADA shall be reported in Grades 4–6 in the 2017–18 FY.

**Traditional Independent Study:** Traditional independent study is the independent study program offered by LEAs for almost four decades and was renamed in FY 2015–16 to distinguish from CBIS program (described in the next section). In traditional independent study, attendance credit is based on the time value of the student’s work product. In addition to time value, traditional independent study has distinct apportionment significant requirements that differ from the apportionment significant requirements of CBIS. Refer to *EC* sections 51745 through 51749 for the traditional independent study statutory requirements.

COEs offering traditional independent study must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at [https://www.cde.ca.gov/sp/eo/is/calculations.asp](http://www.cde.ca.gov/sp/eo/is/calculations.asp).

COEs with continuation and/or opportunity education students served through independent study have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

Independent study ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported in Section A. The excess ADA should be reported on Line B-2 as ADA not eligible for general funding. The ratio calculations are made at P-2 and are used for reporting ADA at P-2 and Annual.

**Course Based Independent Study:** CBIS is a new type of independent study program authorized in statute in FY 2015–16. CBIS attendance credit is based on satisfactory educational progress in courses certified annually by the local governing board. The annual certification must meet the requirements pursuant to *EC* Section 51749.5(a)(4). In CBIS, students also have to meet the minimum school day requirement for the enrolled courses. CBIS has its own distinct apportionment significant requirements that differ from traditional independent study. Refer to *EC* sections 51749.5 through 51749.6 for the CBIS statutory requirements.

COEs with CBIS programs must compute ADA for each student enrolled in accordance with *EC* Section 51749.5(b). If the total CBIS ADA is greater than 10 percent of total COE ADA, any CBIS ADA above 10 percent must be reduced by the statewide absence rate, available on the CDE’s Funding Rates and Information web page at <https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp> along with a sample calculation. For this adjustment, total COE ADA shall include ADA reported in this entry screen and Attendance COE.

In addition, COEs offering CBIS must compute the ratio of independent study students to FTE certificated employees responsible for independent study and the comparative ratio for all other educational programs, pursuant to *EC* Section 51745.6 and the Independent Study Ratio Calculation instructions provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

COEs with continuation and/or opportunity education students served through CBIS have a 10 percent cap on the number of continuation and/or opportunity education independent study ADA claimed. Instructions and guidance on the 10 percent cap for continuation education and opportunity education are provided on the CDE’s Independent Study Ratio Calculations web page at <https://www.cde.ca.gov/sp/eo/is/calculations.asp>.

CBIS ADA that exceeds the student to FTE certificated comparative ratio, and ADA for continuation education or opportunity education students participating in independent study that exceeds the 10 percent cap, must be subtracted from ADA reported on Section A. The excess ADA should be reported on Line B-4 as ADA not eligible for general funding. The ratio calculations are made at P-2 and are used for reporting ADA at P-2 and Annual.

#### Data Entry Instructions

To access the Attendance District Funded County Programs entry screen, select **COE**

from the LEA menu, and open the entry screen from the Entry Screens grid. When you open the Attendance District Funded County Programs screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**.

##### Adding a District of Residence Record

To add a new record:

1. Select **Add New**. The Add New Record dialog box displays.
2. For each school district of residence, to be credited with ADA, select the following:

| **Drop-down List** | **Description** |
| --- | --- |
| County of Residence | The software will default to the reporting COE. However, you can select a different county of residence for which the ADA is being reported from this drop-down list. |
| District of Residence | Select the school district of residence for which the ADA is being reported from this drop-down list. |

1. Select **Add Record**.
2. In the Attendance District Funded County Programs entry screen, select **Save**.

The following table describes the fields in this screen:

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-0 | TK/K–3  4–6  7–8  9–12 | Alternative Per-ADA Rate for District Funded County Programs | Report an alternative per-ADA rate by grade span for each district of residence. See Transfer of Funds and Alternative Per-ADA Rate sections above for detailed instructions.  If a COE reports an alternative per-ADA rate, the COE should continue to report the rate at each subsequent reporting period for that FY, including P-2 Corrected and Annual Corrected data. |
| A-1 | TK/K–3  4–6  7–8  9–12 | County Community Schools (Divisor 70/135/175) | Report all ADA, for students attending a County Community School, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by 70 for P-1, by 135 for P-2, and by 175 for Annual. |
| A-2 | TK/K–3  4–6  7–8  9–12 | Special Education - Special Day Class | Report all ADA, for students attending full-day special education day class conducted by the county superintendent, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by the days taught. |
| A-3 | TK/K–3  4–6  7–8  9–12 | Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)]  and/or Nonpublic, Nonsectarian Schools  - Licensed Children's Institutions | Report all ADA, for special education NPS/LCI students, who are residentially placed in an agency other than the LEA, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by the days taught. |
| A-4 | TK/K–3  4–6  7–8  9–12 | Extended Year Special Education - Special Education [EC 56345(b)(3)],  Nonpublic, Nonsectarian Schools [EC 56366(a)(7)]  and/or Nonpublic, Nonsectarian Schools  - Licensed Children's Institutions (Divisor 175) | Report all ADA, for special education, extended year classes, special education NPS extended year classes, and special education NPS/LCI extended year classes, in the appropriate grade span column. ADA is determined by dividing the total days of attendance by 175. |
| A-5 | TK/K–3  4–6  7–8  9–12 | Other County Operated Programs | Report all ADA of students, in the appropriate grade span column, for the following programs:   * Opportunity schools or in full day opportunity classes pursuant to *EC* sections 48640 and 48641. * Grades 9–12 ADA in approved specialized secondary schools with curricula in technology, performing arts, or other special curricular areas pursuant to *EC* Section 58801.   ADA is determined by dividing the total days of attendance by 70 for P-1, by 135 for P-2, and by 175 for Annual.  Check a box for a corresponding program that is applicable to the ADA reported on Line A-5. |
| A-6 | TK/K–3  4–6  7–8  9–12 | County School Tuition Fund (Out-of- State Tuition) [*EC* 2000 and 46380] | Report all ADA, in the appropriate grade span column, for residents of California that attend school in another state. ADA is determined by dividing the total days of attendance by the days taught. |
| A-1 through A-6 | Alternative Rate | See above for applicable Line description | Check the box next to any or all Lines A-1 through A-6 to designate the type of ADA for transfer of funds from the district of residence to the COE using the alternative per-ADA rate.  See the [Alternative Per-ADA Rate](#AlternativePerADARate) section above for details. |
| A-7 | TK/K–3  4–6  7–8  9–12 | ADA Totals (Sum of A-1 through A-6) | This is a calculated field. |
| B-1 | TK/K–3  4–6  7–8  9–12 | Full-Time Traditional Independent Study ADA, pursuant to *EC* 51747, included in Section A | Report full-time traditional independent study ADA included in Section A, in the appropriate grade span. |
| B-2 | TK/K–3  4–6  7–8  9–12 | Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to *EC* 51745.6, and not included in Section A. | Report full-time traditional independent study ADA not included in Section A.  Disallowed ADA should be proportionately allocated amongst grade spans.  See [ADA Reporting Instructions](#_bookmark0) section for information regarding traditional independent study ADA not eligible for general funding. |
| B-3 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA, pursuant to *EC* 51749.5, included in Section A | Report CBIS ADA included in Section A, in the appropriate grade span. |
| B-4 | TK/K–3  4–6  7–8  9–12 | Course Based Independent Study ADA not eligible for general funding, pursuant to *EC* 51745.6, and not included in Section A | Report CBIS ADA not included in Section A.  Disallowed ADA should be proportionately allocated amongst grade spans.  See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding. |
| B-5 | TK/K–3 | ADA for Students in Transitional Kindergarten pursuant to *EC* 46300 included in Section A (Lines A-1 through A- 6, TK/K–3 Column, First Year Only) | Report all ADA for students in transitional kindergarten included in Section A. Do not include ADA for students enrolled in second year of transitional kindergarten and students not eligible for funding pursuant to *EC* Section 48000. |

* 1. After you enter data into the screen you can **save**, **delete**, **cancel**, or **close** the record.
  2. Once you finish entering data into the screen, you must select the **Check/Save**

button to ensure that your data has no errors and can be exported.

To obtain a summary of data for all district of residence records, the COE may use the Export to ASCII feature available from the **Main** menu, under **File** option. The ASCII (text) file can be imported into Microsoft Excel and used to sum data for each field.

You can **print** the Attendance District Funded County Programs Report from this entry screen.

### COE Audit Adjustments to CALPADS Data

This entry screen is used to report changes to COE CALPADS data identified by a COE’s audit finding or auditor letter of concurrence, pursuant to *EC* sections 2574(b)(3)(C), 2574(c)(4)(A) and (B), and 2576(a). If the adjustment is not the result of an audit finding disclosed in the COE’s annual audit report, then an auditor’s letter of concurrence is required for all instances except a decrease in the unduplicated pupil count. Email the letter of concurrence to [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) when the data is submitted.

Include in this screen CALPADS adjustments that were not included in your certified CALPADS data. Lines A-1 and A-2 will affect a COE’s UPP calculation; Line B‑1 will affect the district of residence’s calculation.

Report data using the Annual reporting period. Audit adjustments reported after Annual is processed should be submitted using the Annual Corrected reporting period.

The adjustments will only affect the LCFF UPP calculation(s) and will not be used to modify previously certified CALPADS data for any other purpose. The UPP is used in the calculation of supplemental and concentration grants in the LCFF Target Entitlement.

#### Data Entry Instructions

To access the COE Audit Adjustments to CALPADS Data entry screen, select **COE** from the LEA menu. Select the COE to activate the entry screen. Select **COE Audit Adjustments to CALPADS Data** from the Entry Screens grid. The fields in this entry screen will accept positive or negative values.

You can print the COE Audit Adjustments to CALPADS Data Report from this entry screen.

##### County Funded Students

Enter in Section A the **net change** in CALPADS enrollment and/or unduplicated pupil count adjustments identified in the COE’s audit finding or auditor letter of concurrence for students served by the county pursuant to *EC* Section 2574(c)(4)(A), County Funded Non-Juvenile Court, or *EC* Section 2574(c)(4)(B), Juvenile Court Schools. These adjustments will impact the COE’s UPP.

##### District Funded County Program Students

Enter in Section B, by district of residence, the **net change** in CALPADS enrollment and/or unduplicated pupil count adjustments identified in the COE’s audit finding or auditor letter of concurrence for students served by the county program but not funded through the COE’s LCFF Alternative Education Grant pursuant to *EC* sections 2574(c)(4)(A) or (B). These COE adjustments will impact the district of residence’s UPP.

##### Adding a Record by COE/District of Residence

You must add a record for your COE or each district of residence affected by the COE’s audit adjustments to CALPADS data before you can enter data into this screen. After you enter data into the screen you can **save**, **delete**, **cancel**, or **close** the record.

To add a new record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Add new record information in the Add New Record dialog box for your COE or each school district by selecting from each of the following drop down lists:

| **Drop-down List** | **Description** |
| --- | --- |
| County | Select your county or the county of the district of residence affected by the COE audit adjustment to CALPADS data. |
| COE/District of Residence | Select your COE or the school district of residence for which COE CALPADS data audit adjustments are being reported. |

1. Select **Add Record**.
2. Select **Save** in the COE Audit Adjustments to CALPADS Data entry screen. After you add a new record you can enter corresponding data for that record.

The following tables describe the fields in both the County Funded Student and District Funded County Program Student screens:

**County Funded Students**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| A-1 | Enrollment  Unduplicated Pupil Count | Juvenile Court Students | Report the net change to CALPADS data identified in the COE’s audit finding or auditor letter of concurrence for students served pursuant to *EC* Section 2574(c)(4)(B). |
| A-2 | Enrollment  Unduplicated Pupil Count | County Funded Non-Juvenile Court Students | Report the net change to CALPADS data identified in the COE’s audit finding or auditor letter of concurrence for students served pursuant to *EC* Section 2574(c)(4)(A). |

**District Funded County Served Students**

| **Line Number** | **Column** | **Field Description** | **Instructions** |
| --- | --- | --- | --- |
| B-1 | Enrollment  Unduplicated Pupil Count | District Funded County Served Students | Report, by district of residence, the net change to CALPADS data identified in the COE’s audit finding or auditor letter of concurrence for students served by the county but not funded through the Alternative Education Grant, pursuant to *EC* sections 2574(c)(4)(A) or (B). |

#### Export Instructions

Audit Adjustments to CALPADS Data cannot be exported with any other program(s) (e.g. Attendance COE, Taxes, etc.). When a user attempts to export Audit Adjustments to CALPADS Data with other program(s), a screen will appear to advise the user that Audit Adjustments to CALPADS Data must be exported separately.Navigate the corresponding drop-down menu and uncheck all other programs.

### SELPA ADA Allocation

#### Data Entry Instructions

This screen is used by COEs that operate in more than one SELPA (i.e. Los Angeles, Orange, San Bernardino, Santa Clara, and San Diego COEs), to allocate ADA served by the COE across two or more SELPAs.

To access the SELPA ADA Allocation entry screen, select **COE** from the LEA menu. Select the LEA to activate the entry screen. Open the SELPA ADA Allocation from the Entry Screens grid.

Not all COEs have access to the SELPA ADA Allocation entry screen. If the SELPA ADA Allocation entry screen is selected and your COE does not have access to this screen, a dialog box displays informing you that this entry screen is not applicable for your COE. A COE that operates in more than one SELPA that does not have access to this entry screen may contact Principal Apportionment staff at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) to obtain a “Get latest” software file.

You must add a new record or select an existing record before you can enter data into the SELPA ADA Allocation entry screen. When you open the SELPA ADA Allocation entry screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**.

ADA reported in the Attendance COE and Attendance District Funded County Programs entry screens populates the SELPA ADA Allocation entry screen, lines A-1 and A-2 respectively. If you change the Attendance COE data or Attendance District Funded County Programs data, you must revalidate SELPA ADA Allocation data.

Enter SELPA ADA Allocation data on lines A-3 and A-4 for the selected period into this screen tab.

##### Adding a New Record

To add a new record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Select a SELPA from the SELPA drop down list. The selected SELPA name will display on the SELPA ADA Allocation screen.
3. Select **Add Record**.
4. Select **Save**.

After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons.

You can **print** the SELPA ADA Allocation report from this entry screen.

The following table describes the fields in this screen:

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | Attendance COE | Displays the total attendance data entered in the Attendance COE entry screen. |
| A-2 | Attendance District Funded County Programs | Displays the total ADA entered in the Attendance District Funded County Programs entry screen. |
| A-3 | Attendance COE Allocated to this SELPA | Enter Attendance COE allocated to this SELPA. |
| A-4 | Attendance District Funded County Programs Allocated to this SELPA | Enter Attendance District Funded County Programs allocated to this SELPA. |
| A-5 | Total ADA Allocated to this SELPA (A-3 + A-4) | This is a calculated field. |

After entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and is exportable.

## SELPA Entry Screens

### Infant Funding

#### Data Entry Instructions

To access the Infant Funding entry screen, select **SELPA** from the LEA menu. Select the appropriate LEA to activate the entry screen and open the Infant Funding entry screen from the Entry Screens grid.

**NOTE**: In order to enter data into the Allocation, Transfer, or Programmatic Justification screen tabs, you must first save data in the Infant Funding tab.

##### Infant Funding Entry Tab

Enter the total infant units operated by the SELPA for the selected period on lines A-1 through A-4.

The following tables contain descriptions of the fields in this tab:

| **Line Number** | **Field Description** | **Available/Allocated** (maximum number of units available to the SELPA for funding) | **Operated** (actual number of units the SELPA operated) | **Severe** | **Non-Severe** |
| --- | --- | --- | --- | --- | --- |
| A-1 | Special Day Class (1 Aide) | Prior year P-2 infant units, adjusted, if any, for infant growth data reported as of December of the prior year. | Sum of instructional infant units for severe and non-severe SDC, 1 aide, operated during the reporting period. | Enter the total instructional infant units for severe SDC, 1 aide, operated during the reporting period. | Enter the total instructional infant units for non-severe SDC, 1 aide, operated during the reporting period. |
| A-2 | Special Day Class (2 Aides) | Prior year P-2 infant units, adjusted, if any, for infant growth data reported as of December of the prior year. | Sum of instructional infant units for severe and non-severe SDC, 2 aides, operated during the reporting period. | Enter the total instructional infant units for severe SDC, 2 aides, operated during the reporting period. | Enter the total instructional infant units for non-severe SDC, 2 aides, operated during the reporting period. |
| A-3 | Resource Specialist Programs  (1 Aide) | Prior year P-2 infant units, adjusted, if any, for infant growth data reported as of December of the prior year. | Enter the total instructional infant units for RSP operated during the reporting period. | Not Applicable | Not Applicable |
| A-4 | Designated Instruction & Services | Prior year P-2 infant units, adjusted, if any, for infant growth data reported as of December of the prior year. | Enter the total instructional infant units for DIS operated during the reporting period. | Not Applicable | Not Applicable |
| A-5 | Total (Sum of lines A-1 to A-4) | This is a calculated field. | This is a calculated field. | Not Applicable | Not Applicable |

**Designated Instruction and Services Full-Time Equivalent Employees**

| **Line Number** | **Field Description** | **Reporting Instructions** |
| --- | --- | --- |
| A-6 | Certificated | Of the number of DIS units entered as Operated SELPA-wide on Line A-4 above, enter the conversion of those units for Certificated DIS FTE employees. |
| A-7 | Classified | Of the number of DIS units entered as Operated SELPA-wide on Line A-4 above, enter the conversion of those units for Classified DIS FTE employees. |

If the SELPA’s total Operated units for each instructional setting do not equal the total Available/Allocated units, you must enter an explanation in the Programmatic Justification tab.

##### Allocation Entry Tab

**Adding a New Record**

After you enter and save the data in the Infant Funding tab, you can enter the data in the Allocation tab. Each SELPA should create only one multi-record Infant report.

When you select the Allocation tab and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**. After you add a new record you can enter infant unit allocation data for that record.

To add a new Allocation record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Select the district in the Select SELPA district drop down list box.
3. Select **Add Record**.
4. Enter allocation data in the **Allocation** tab.
5. Select **Save.**

After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons.After you enter data into the Allocation tab, you can **save**, **check/save**, **delete**, **cancel**, or **close** the record.

Enter data into one record for each LEA within your SELPA that operates infant units.

The sum of lines B-1 to B-6 for the P-1 and P-2 allocated and operated columns must equal the total Available/Allocated Units or total Operated Units on Line A-5 from the Infant Funding tab.

The following tables contain descriptions of the fields in this tab:

| **Line Number** | **Field Description** | **P-1 Allocated Units** | **P-1 Operated Units** | **P-2 Allocated Units** | **P-2 Operated Units** |
| --- | --- | --- | --- | --- | --- |
| B-1 | Special Day Class  (1 Aide) Severe | Enter P-1 allocated instructional infant units for SDC, 1 aide, severe handicapped students. | Enter P-1 operated instructional infant units for SDC, 1 aide, severe handicapped students. | Enter P-2 allocated instructional infant units for SDC, 1 aide, severe handicapped students. | Enter P-2 operated instructional infant units for SDC, 1 aide, severe handicapped students. |
| B-2 | Special Day Class  (2 Aides) Severe | Enter P-1 allocated instructional infant units for SDC, 2 aides, severe handicapped students. | Enter P-1 operated instructional infant units for SDC, 2 aides, severe handicapped students. | Enter P-2 allocated instructional infant units for SDC, 2 aides, severe handicapped students. | Enter P-2 operated instructional infant units for SDC, 2 aides, severe handicapped students. |
| B-3 | Special Day Class  (1 Aide)  Non-Severe | Enter P-1 allocated instructional infant units for SDC, 1 aide, non-severe handicapped students. | Enter P-1 operated instructional infant units for SDC, 1 aide, non-severe handicapped students. | Enter P-2 allocated instructional infant units for SDC, 1 aide, non-severe handicapped students. | Enter P-2 operated instructional infant units for SDC, 1 aide, non-severe handicapped students. |
| B-4 | Special Day Class  (2 Aides) Non-Severe | Enter P-1 allocated instructional infant units for SDC, 2 aides, non-severe handicapped students. | Enter P-1 operated instructional infant units for SDC, 2 aides, non-severe handicapped students. | Enter P-2 allocated instructional infant units for SDC, 2 aides, non-severe handicapped students. | Enter P-2 operated instructional infant units for SDC, 2 aides, non-severe handicapped students. |
| B-5 | Resource Specialist Programs  (1 Aide) | Enter P-1 allocated instructional infant units for RSP, 1 aide. | Enter P-1 operated instructional infant units for RSP, 1 aide. | Enter P-2 allocated instructional infant units for RSP, 1 aide. | Enter P-2 operated instructional infant units for RSP, 1 aide. |
| B-6 | Designated Instruction & Services | Enter P-1 allocated instructional infant units for DIS. | Enter P-1 operated instructional infant units for DIS. | Enter P-2 allocated instructional infant units for DIS. | Enter P-2 operated instructional infant units for DIS**.** |

**Designated Instruction and Services Full-Time Equivalent Employees**

| **Line Number** | **Field Description** | **Reporting Instructions** |
| --- | --- | --- |
| B-7 | Certificated | Of the number of DIS units entered as Operated on Line B-6 above, enter the conversion of those units for Certificated DIS FTE employees. |
| B-8 | Classified | Of the number of DIS units entered as Operated on Line B-6 above, enter the conversion of those units for Classified DIS FTE employees. |

After entering data into the tab, you must select the **Check/Save** button to ensure that your data has no errors and is exportable.

After saving all allocation records, you can **print** the Allocation (Comparison of Units Allocated to Units Operated) report for each LEA allocation record you entered from this data entry tab. The printed report displays a comparison of the P-1 and P-2 units allocated and units operated, so the report will have different line numbers from the line numbers in the data entry tab.

##### Transfer Entry Tab

A SELPA may transfer IPS units between their SELPA and other SELPA AUs in the Transfer entry tab. Before entering the data in the Transfer entry tab, you should have already added or reduced those infant units from the total infant units entered on lines A-1 through A-4 in the Infant Funding tab.

You must add a new record or select an existing record before you can enter data into the Transfer tab.

**Adding a New Record**

To add a new Transfer record:

1. Select “In” or “Out” from the **Select Transfer Type.**
2. Select **OK** to add new record.
3. Select **Add New**. The Add New Record dialog box displays.
4. Select the appropriate options from the drop down list boxes described in the following tables.

If you selected “In” from Step 1 above, then select from the following options:

| **Drop-down List** | **Description** |
| --- | --- |
| Select Sending SELPA AU | Select the SELPA AU that will send the IPS units. |
| Select Transferring in SELPA district | Select the LEA that will receive IPS units. |

If you selected “Out” from Step 1 above, then select from the following options:

| **Drop-down List** | **Description** |
| --- | --- |
| Select Receiving SELPA AU | Select the SELPA AU that will receive transferred IPS units. |
| Select Transferring out SELPA district | Select the LEA that will send the IPS units. |

1. Select **Save**.
2. Add more records as needed.

The following table contains descriptions of the fields in this tab:

| **Line Number** | **Field Description** | **Transfer In** | **Transfer Out** |
| --- | --- | --- | --- |
| C-1 | Special Day Class  (1 Aide) | Enter transfer infant units received by this SELPA for SDC, 1 aide. | Enter infant units transferred out of this SELPA for SDC, 1 aide. |
| C-2 | Special Day Class  (2 Aides) | Enter transfer infant units received by this SELPA for SDC, 2 aides. | Enter infant units transferred out of this SELPA for SDC, 2 aides. |
| C-3 | Resource Specialist Programs  (1 Aide) | Enter transfer infant units received by this SELPA for RSP, 1 aide. | Enter infant units transferred out of this SELPA for RSP, 1 aide. |
| C-4 | Designated Instruction and Services | Enter transfer infant units received by this SELPA for DIS. | Enter infant units transferred out of this SELPA for DIS. |

After entering the data into the Transfer tab, you can **save**, **check/save**, **delete**, **cancel**, or **close** the record. You must select the **Check/Save** button to ensure that your data has no errors and is exportable. You can also **print** a Transfer (Units Transferred) report for each transfer record you entered.

##### Programmatic Justification Entry Tab

If you make changes to the allocated units or instructional settings for the selected period in the Infant Funding tab, the SELPA AU must provide an explanation in the Programmatic Justification tab.

The following table contains descriptions of the field in this tab:

| **Field Description** | **Instructions** |
| --- | --- |
| Justification for Redistribution of Units | If there are any changes to the allocated units or instructional settings in the Infant Funding tab, the SELPA AU must provide programmatic justification for the unit redistribution. Enter the justification in the text box provided. |

After providing an explanation, you can **save**, **check/save**, **delete**, **cancel**, or **close** the record. You must select the **Check/Save** button to ensure that your data has no errors and is exportable. You can also **print** the Justification (Programmatic Justification) report.

### Extraordinary Cost Pool Claim

The CDE, pursuant to *EC* Section 56836.21*,* administers an ECP program to reimburse SELPAs for extraordinary costs of single placements for student(s) placed in NPS after 1997–98, and for special education and related services for student(s) residing in LCI.

This entry screen is used by SELPAs or LEAs to submit ECP claims. In addition to entering data in this entry screen, submit hard copies of the supporting documentation by mail to:

California Department of Education

School Fiscal Services Division

Principal Apportionment Section

Attn: ECP Analyst

1430 N Street, Suite 3800

Sacramento, CA 95814

Supporting documentation includes a printout of each individual ECP claim report and copies of paid invoices for that claim.

#### 2019–20 Fiscal Year Claim Information

The threshold amount for 2019−20 for SELPAs that are not considered necessary small SELPAs as defined in *EC* Section 56836.21 is $81,627.73. This is equal to the 2018–19 threshold plus the 2019–20 COLA of 3.26 percent. The threshold amount for necessary small SELPAs is the lesser of $81,627.73 or one percent of the SELPA’s Subtotal Apportionment, Line J-4 of the SELPA Special Education Funding Exhibit for the 2019–20 Second Principal Apportionment. Costs of placements and services for single student in excess of the threshold will be eligible for reimbursement. The Budget Act of 2019 appropriated $3 million for this ECP. If the total reimbursable amount exceeds the appropriation, all claims will be prorated.

In addition to the $3 million appropriated for ECP, any funds not used for Necessary Small SELPA’s Extraordinary Cost Pool Mental Health Services are made available for this program, if needed.

#### Data Entry Instructions

To access the ECP Claim entry screen, select **SELPA** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the entry screen from the Entry Screens grid.

The ECP Claim entry screen is only available in **Annual** or **Annual Corrected** mode.

You must add a new record or select an existing record before you can enter data into the ECP Claim entry screen.

When you select the ECP Claim entry screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**. After you add a new record you can enter ECP Claim data for that record and you can **save**, **delete**, or **close** the record.

To add a new record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Add new record information in the Add New Record dialog box by selecting from the Select NPS Name drop down list box.
3. If the NPS is selected from this list, the fields will automatically populate. Skip to Step 5.
4. If the NPS is not displayed in the list, select the **Not Listed** check box and enter the data as described in the following table:

| **Drop Down List/ Field** | **Description** |
| --- | --- |
| Select NPS Name | Select the NPS name for which the data is being reported. |
| NPS Certification Code | Enter the NPS Certification Code for which the data is being reported. |
| Address | Enter the address of the NPS. |
| City | Enter the city of the NPS. |
| State | Enter the state of the NPS. The default is to CA (California). |
| Zip Code | Enter zip code of the NPS. |

1. Select **Add Record**.
2. Select **Save**.

After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons.

You can **print** the ECP report from this entry screen.

The following table contains descriptions of the fields in this screen:

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | NPS Name | Displays the NPS’s name (this field is pre-filled from the selected record). |
| A-2 | NPS Address | Displays the NPS’s address (this field is pre-filled from the selected record). |
| A-3 | NPS City | Displays the NPS’s city (this field is pre-filled from the selected record). |
| A-4 | NPS State | Displays the NPS’s state (this field is pre-filled from the selected record). |
| A-5 | NPS Zip Code | Displays the NPS’s zip code (this field is pre-filled from the selected record). |
| A-6 | NPS Certification Code | Displays the NPS’s Certification Code (this field is pre-filled from the selected record). |
| A-7 | Student Birth Date | Enter the student’s date of birth in the MM/DD/YYYY format. |
| A-8 | Student Placement Date | Enter the student’s placement date in the MM/DD/YYYY format. |
| A-9 | CASEMIS Student ID | Enter the student’s CASEMIS identification number. |
| A-10 | Total Nonpublic School Costs for the Student | Enter the amount of the total NPS costs for this student. |

After entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and can be exported.

### Necessary Small SELPAs’ Extraordinary Cost Pool Claim for Mental Health Services

The CDE, pursuant to provisional language in item 6100-161-0001 of the Budget Act of 2019, administers an ECP to reimburse necessary small SELPAs as defined in *EC* Section 56212 for extraordinary costs associated with educationally related mental health services, including out-of-home residential services.

This entry screen is used by necessary small SELPAs to submit ECP claims for mental health services. In addition to entering data in this entry screen, submit hard copies of the supporting documentation by mail to:

California Department of Education

School Fiscal Services Division

Principal Apportionment Section

Attn: ECP Analyst

1430 N Street, Suite 3800

Sacramento, CA 95814

Supporting documentation includes a printout of each individual claim report and copies of paid invoices for that claim.

#### 2019–20 Fiscal Year Claim Information

The threshold amount for necessary small SELPAs is the lesser of $81,627.73 which is equal to the 2018–19 threshold plus the 2019–20 COLA of 3.26 percent, or one percent of the SELPA’s Subtotal Apportionment of the SELPA Special Education Funding Exhibit for the 2019–20 Second Principal Apportionment. Costs of placements and services for single student in excess of the threshold will be eligible for reimbursement. Single placement costs applied towards the threshold for reimbursements from the ECP for NPS and LCI institutions will also be applied to this threshold.

The Budget Act of 2019 appropriated $3 million for this program. If the total reimbursable amount from all claims exceeds the $3 million appropriation, residential costs will be reimbursed first and claims for other mental health related costs will be prorated. If claims for residential costs exceed the $3 million appropriation, these claims will be prorated and remaining claims will not be reimbursed.

#### Data Entry Instructions

This screen is only applicable to necessary small SELPAs as defined in *EC* Section 56212 and is only available in **Annual** or **Annual Corrected** mode. In orderto be eligible for reimbursement, the student’s individualized education plan must include the listed services as described in this data entry screen. Student transportation costs related to the listed services are eligible for reimbursement.

To access the Necessary Small SELPAs’ ECP Claim for Mental Health Services entry screen, select **SELPA** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the Necessary Small SELPAs’ ECP Claim for Mental Health Services from the Entry Screens grid.

You must add a new record or select an existing record before you can enter data into the Necessary Small SELPAs’ ECP Claim for Mental Health Services entry screen.

When you select the Necessary Small SELPAs’ ECP Claim for Mental Health Services entry screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**. After you add a new record you can enter data for that record and you can **save**, **delete**, **cancel**, or **close** the record.

To add a new record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Enter the data as described in the following table.
3. Select **Add Record**.
4. Select **Save**.

After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons.

You can print the Necessary Small SELPAs’ ECP for Mental Health Services report from this entry screen.

The following table contains descriptions of the fields in this screen:

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | Provider Name | Enter the provider name for the student. |
| A-2 | Provider Address | Enter the provider address for the student. |
| A-3 | Provider City | Enter the provider city for the student. |
| A-4 | Provider State | Enter the provider state for the student. |
| A-5 | Provider Zip Code | Enter the provider zip code for the student. |
| A-6 | Student Birth Date | Enter the student’s date of birth in the MM/DD/YYYY format. |
| A-7 | Student Placement Date | Enter the student’s placement date in the MM/DD/YYYY format. |
| A-8 | CASEMIS Student ID | Enter the student’s CASEMIS identification number. |
| A-9 | Cost of Mental Health Room and Board | Enter the student’s mental health costs for room and board. |
| A-10 | Cost of Residential Mental Health Services | Enter the student’s residential costs for mental health. |
| A-11 | Cost of “Other” Related Mental Health Services Provided | Enter the student’s “Other” related costs provided for mental health services. |
| A-12 | Total Mental Health Costs | Sum of lines A-9 through A-11. |

**NOTE:** Once you finish entering data into the screen, you must select the **Save** button before the file can be exported.

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## County Auditor Entry Screens

### Miscellaneous Funds

#### Data Entry Instructions

County Offices of Education are not required to submit this report if no LEA in the county received Miscellaneous Fund revenues.

The Miscellaneous Funds data entry screen is only available at the **Annual** reporting period to users from the County Office user group. Users from the County Auditor user group do not have access to the entry screen because County Auditors do not report these funds. To access the Miscellaneous Funds data entry screen, select **Annual** from the Period menu, select **County Auditor** from the LEA menu. Open the data entry screen from the Entry Screens grid.

See [Principal Apportionment Periods](#PrincipalApportionmentPeriods) for information about changing the reporting period.

You must add a new record or select an existing record before you can enter data into the Miscellaneous Funds screen.

You can print the Miscellaneous Funds Reports that display each LEA’s annual receipts from this entry screen.

The information reported must be in accordance with *EC* sections 41603 and 41604 and the 5 *CCR* sections 17260 to 17262, inclusive.

Report the full amount (100 percent) of “miscellaneous funds” that has been deposited to the credit of the LEA’s General Fund as of June 30 of the preceding FY for each LEA under the jurisdiction of the county superintendent of schools. CDE will calculate the amount (50 percent) to be applied to the school district’s or COE’s local revenue calculation.

**To add a new record:**

1. Select **Add New**. The Add New Record dialog box displays.
2. Add new record information in the Add New Record dialog box by selecting from the following drop down list described below:

| **Drop-down List** | **Description** |
| --- | --- |
| County of Residence | The user’s county displays. For example, Alameda will display in this field for the Alameda COE. |
| District of Residence | Select the LEA for which the miscellaneous funds are being reported. |

1. Select **Add Record**.

The following table describes the fields displayed in this screen:

| **Line Number** | **Field** | **Field Description** | **SACS Resource and Revenue Object Codes** |
| --- | --- | --- | --- |
| A-1 | Royalties and Bonuses | Report 100 percent of payments for the royalties and bonuses received from the operation of any laws, or under the terms of any agreement from federal, state, county or city government, or from any private individual, partnership, company or corporation. | 0000-8081 |
| A-2 | Federal, State, County, or Local Payments in Lieu of Taxes | Report 100 percent of payments from federal, state, county or city government, or any agency of such government, that are payments received **in lieu** of taxes.  Miscellaneous taxes or subventions which are reported by the County Auditor on Line A-4 of the Taxes report should not be included. | 0000-8082 |
| A-3 | Total | After selecting **Save**, displays the total amount of all fields in Section A (this screen). | N/A |

1. Select **Save**.

After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons.

After you enter data into the screen you can **save**, **delete**, **cancel**, or **close** the record.

### **Speci**al Education Tax Allocation

#### Data Entry Instructions

This screen is used by a COE to allocate a percentage of tax receipts to each SELPA. To access the Special Education Tax Allocation entry screen, select **County Auditor** from the LEA menu. Select the appropriate LEA to activate the entry screen. Open the Special Education Tax Allocation from the Entry Screens grid.

Not all COEs have access to the Special Education Tax Allocation entry screen. If the Special Education Tax Allocation entry screen is selected and your COE does not have access to this screen, a dialog box displays informing you that this entry screen is not applicable for your COE. A COE that operates in more than one SELPA that does not have access to this entry screen may contact Principal Apportionment staff at [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov) to obtain a “Get latest” software file.

The special education portion of county local property taxes are multiplied by the percentages reported in this screen and are deducted from the AB 602 funding entitlements.

When you open the Special Education Tax Allocation entry screen and no saved records exist, a message box reminds you to select the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by selecting **OK**.

##### Adding a New Record

To add a new record:

1. Select **Add New**. The Add New Record dialog box displays.
2. Select a SELPA from the SELPA drop down list. The selected SELPA name will display on the Special Education Tax Allocation entry screen.
3. Select **Add Record**.
4. Select **Save**.

After you save the record, you can add another record by selecting **Add New**, or you can delete the record by selecting **Delete.** You can scroll through the records by using the scroll buttons.

You must add a new record or select an existing record before you can enter data into this screen. You can **save**, **check/save**, **delete**, **cancel**, or **close** the record. You can also **print** the Special Education Tax Allocation report from this entry screen.

Once you finish entering data into the screen, you must select the **Check/Save** button to ensure that your data has no errors and is exportable.

The following table describes the fields in this screen:

| **Line Number** | **Field Description** | **Instructions** |
| --- | --- | --- |
| A-1 | Percentage of Tax Allocation | Enter the percentage of tax receipts allocated to this SELPA. To pass the Check/Save process, all records must equal 100%. |

**Copying Allocation Percentages from One Period to Another**

In the Special Education Tax Allocation entry screen, you can copy tax allocation percentage records from one reporting period to another reporting period, i.e., P-1 reporting period records into P-2 tax allocation percentage records or P-2 reporting period records into Annual tax allocation percentage records. Special Education Tax Allocation records from prior reporting period must be saved before they can be copied.

In the Special Education Tax Allocation entry screen, select **Copy Data** from the Tools menu. The Copy Tax Allocation Percentages screen is displayed.

The following table describes the list fields displayed:

| **List** | **Description** |
| --- | --- |
| Tax Allocation Data Captured from Prior Period | Displays all tax allocation percentage records saved in the County Auditor Special Education Tax Allocation screen for the P-1 reporting period or P-2 reporting period. For example, if P-2 is selected, P-1 reporting data records will display. If Annual period is selected, P-2 reporting data records will display. Tax allocation percentage records are copied from the items in this list. |
| Tax Allocation Data to Copy to Current Period | Displays selected tax allocation percentage records from prior reporting period to be copied to the current reporting period. |

1. Select the Tax Allocation record(s) to be copied from the Tax Allocation Data Captured from Prior Period list. Hold the CTRL key and select an LEA to add additional records.
2. To move the tax allocation percentage record(s) from the Tax Allocation Data Captured from Prior Period list to the Tax Allocation Data to Copy to Current Period list, do either of the following:

* To move all records to the list for copying, select the double forward arrow button. All records display in the Tax Allocation Data to Copy to Current Period list.
* To move selected records to the list for copying, select the single forward arrow button. The selected record(s) display in the Tax Allocation Data to Copy to Current Period list.
* To remove tax allocation percentage data records from the Tax Allocation Data to Copy to Current Period list, select the record(s), and select the single back arrow button. To remove all records in the list, select the double back arrow button.

1. Select **Copy Tax Allocation Data**. A dialog displays confirming that the copy operation has been completed.
2. Select **OK**.
3. Select **Close** to close the Copy Tax Allocation Percentages screen. The copied tax allocation percentage records from prior reporting period display in the Special Education Tax Allocation screen.

### Taxes

#### Data Entry Instructions

The Taxes data entry screen is only available to users from the County Office and County Auditor user groups. To access the Taxes data entry screen, select **County Auditor** from the LEA menu. Open the data entry screen from the Entry Screens grid.

**Key Tax Filing Dates, *EC* Section41760.2**

| **Period to Report** | **2019–20 Reporting Deadlines** |
| --- | --- |
| First Period Taxes Report | Send to CDE no later than **November 15** |
| Second Period Taxes Report | Send to CDE no later than **April 15** |
| Annual Taxes Report | Send to CDE no later than **August 17** |

You must add a new record or select an existing record before you can enter data into the Taxes screen.

When you open the Taxes screen, you must first select County or District from the **Select TAX Type** drop-down list.

If no records exist for the tax type selected, a message box reminds you to select the **Add New** button to add a new record. You may need to add more than one record if you report taxes for more than one county or district. The message box only displays if no records exist. Close the message box by selecting **OK**.

After you add a new record you can enter County Auditor tax data for that record.

**To add a new record:**

1. Select **Add New**. The Add New Record dialog box displays.
2. Add new record information in the Add New Record dialog box by selecting from both of the following two drop-down lists described below.

| **Drop-down List** | **Description** |
| --- | --- |
| County of Residence | Select the county of residence for which the tax is being reported. |
| District of Residence | Select the school district of residence for which the tax is being reported. |

1. Select **Add Record**.

After you enter data into the screen, you can select **Save**, **Cancel**, or **Close** the record. You can add another record by selecting **Add New** or delete a saved record by selecting **Delete**. You can scroll through the records by using the scroll buttons.

You can print reports that display county and school district taxes from this entry screen.

#### General Instructions

Taxes are reported pursuant to Part 0.5, Chapter 3.5, Article 7, Section 75.70, et seq., and Chapter 6, Articles 1–6, Section 95, et seq., of the *RTC*, and Part 24, Chapter 7, Article 2, sections 2575(c) and 42238.03(c) of the *EC*. Taxes are reported on a cash rather than accrual basis. At P-1 and P-2, please report full FY estimates for all categories. At Annual, report the actual taxes reported in the FY.

County taxes allocated for purposes of the Child Development Fund must be included on lines A-1, A-2, and A-4.

The following table describes the fields displayed in this screen and instructions on the data to be reported for each tax category. Additionally, where applicable, the SACS Resource and revenue Object codes have been provided to assist users with reporting tax data. LEAs use SACS codes to record and report revenue and expenditure data. More information regarding SACS is available on the CDE web page at <https://www.cde.ca.gov/fg/ac/ac>.

| **Line Number** | **Field Description** | **Instructions** | **SACS Resource and Revenue Object Codes** |
| --- | --- | --- | --- |
| A-1 | Secured | Amount of secured taxes (including old area wide taxes to school districts). | 0000 - 8041 |
| A-2 | Unsecured | Amount of unsecured taxes (including old area wide taxes to school districts). | 0000 - 8042 |
| A-3 | HOX Subventions | Amount of the state subventions to be received for purposes of homeowner’s exemptions. | 0000 - 8021 |
| A-4 | Misc. Taxes/Other Appropriate Local Revenues or Subventions | Amount of Miscellaneous Taxes/Other Appropriate Revenues or Local Revenues Subventions.  A partial list of Miscellaneous Taxes and Subventions to be reported in A-4 is as follows:   * Business or Professional Records Assessed Valuation Reduction * Church Parking Lot Exemption * Veteran’s Property Tax Exemption * Tax Deeded Land for Highway Rental * Housing Authority   **Note:** Bonuses, royalties, and payments in-lieu of taxes reported by the COE on lines A-1 and A-2 of the Miscellaneous Funds report should not be included. | 0000 - 8029 |
| A-5 | Distribution of Timber Yield Taxes | Amount of Timber Yield Tax. | 0000 - 8022 |
| A-6 | Distribution of Prior Year Taxes | Amount of prior FY penalties, interest, delinquent property taxes, and property tax redemption monies collected and disbursed in the current year. | 0000 - 8043 |
| A-7 | Release of Prior Year Tax Impounds [*EC* Section 14240] | Amount of prior FY tax impounds released and disbursed in the current year as pursuant to *EC* Section 14240. | 0000 - 8043 |
| A-8 | Supplemental Taxes from Increased Assessment [*RTC* sections 75.70-75.72] | Amount of supplemental taxes generated by increased assessments per *RTC* sections 75.70-75.72. Current and prior year Supplemental Taxes are reported in the FY these taxes are collected. Supplemental taxes cannot be distributed to basic aid school districts [*RTC* Section 75.70(2)]. Per *RTC* Section 75.70(e), the SSPI annually notifies county auditors of the Advance Apportionment ADA used to allocate supplemental taxes, and as required, the ADA for excess tax districts is set to zero. This field will be blocked for these school districts. This information is available by accessing the Principal Apportionment page on the CDE web page at <https://www.cde.ca.gov/fg/aa/pa/>, selecting the appropriate FY, and is located below the section labeled “Other Fiscal Information”. Also, supplemental taxes cannot be allocated to school districts that are not members of the county’s public school system [*RTC* Section 75.70(d)(1)]. | 0000 - 8044 |
| A-9 | Educational Revenue Augmentation Fund  [*RTC* sections 97-97.81] | Based on the information provided by the County Superintendent of Schools and school districts, enter the amount of the ERAF disbursed to the county’s school districts and COE. | 0000 - 8045 |
| A-10 | Prior Year Restricted Monies [*EC* Section 2558(e)] | This field has been disabled since prior year restricted funds will no longer be considered property tax revenue available for offset in the current year by county offices of education.  For additional information refer to *EC* Section2575(e). | Not Applicable |
| A-11 | Total (sum of A-1 through A-10) | After selecting **Save**, displays the calculated totals of the taxes reported in Section A, lines A-1 through  A-10. This is a calculated field. | Not Applicable |
| A-12 | Community Redevelopment Funds | Amount for community redevelopment funds that meet the requirements of *EC* sections 2575(c)(3) (applicable to county taxes) or 42238.03(c)(6) (applicable to school district taxes). | 0000 - 8047 |
| A-13 | Redevelopment Property Tax Trust Fund Residual Distributions [*HSC* sections 34183(a)(4), 34183.5(b)(2)(A), and 34188] | Amount of remittances of excess revenues allocated from the Redevelopment Property Tax Trust Fund that are distributed pursuant to *HSC* sections 34183(a)(4) and 34188. Also includes amount remitted pursuant to *HSC* Section 34183.5(b)(2)(A) in the current year. | 0000 - 8047 |
| A-14 | Redevelopment Agency Asset Liquidation [*HSC* sections 34177 and 34179.6] | Amount of remittances from unencumbered balances [*HSC* Section 34177(d)] and proceeds for asset sales and other related funds due to the wind down of RDA affairs [*HSC* Section 34177(e)]. Includes additional amounts remitted pursuant to a determination by the DOF [*HSC* Section 34179.6(f)]. | 0000 - 8047 |
| A-15 | College Districts ERAF | This entry field is only available for county offices of education. Amount of ERAF disbursed to the California Community Colleges. | Not Applicable |
| A-16 | Excess ERAF | This entry field is only available for county offices of education. Amount of excess funds within each county collected through property taxes that are shifted from cities, the county, and the special districts prior to their distribution to school agencies. | The amount used to fund special education should be recorded in 0000 - 8045. |

**Negative numbers**: Use the minus sign after a number to enter a negative value in any entry field. The value will then display as a negative number on the entry screen and in parentheses on the corresponding report. If data entered on any line is negative, please provide an explanation for each negative value.

#### Cross-County Taxes

Taxes disbursed from a county to a neighboring county for educational services rendered to students residing in the disbursing county are referred to as cross-county taxes. This data must be entered on the Taxes entry screen. Estimates of taxes to be *disbursed* *to* another county are reported at P-1 and P-2 by the sending county, while at Annual, the receiving county reports the actual taxes *received from* another county. See the table below for more details.

| **Period** | **Instructions** |
| --- | --- |
| P-1 and  P-2 | Do not report estimated receipts ***from*** another county at P-1 and P-2.  Report to CDE estimates of any taxes to be ***disbursed to*** another county. The reporting county must add a new record and, using the drop down selection, choose any other applicable counties for which it estimates taxes will be disbursed to for the FY. If an LEA is not available in the drop down menu please contact CDE for a Get Latest file to add the additional COE or district. |
| Annual | Do not report receipts ***disbursed to*** another county at Annual, otherwise those tax revenues will be reported twice. The county who received the revenue will report the receipt.  Report to CDE all actual receipts.  There is no drop down selection available for districts to report separately taxes received from another county. For district taxes, report all tax receipts received from the reporting county and any cross-counties.  For the COE taxes, report all tax receipts received from the reporting county. For any cross-county tax receipts, report the amounts received using the drop down selection and choosing the county the taxes were received from. |

#### Prior Year Tax Adjustments

Because taxes are reported on a cash basis, in most cases when reporting a tax correction for a prior year, adjustments should be entered on Line A-6, Distribution of Prior Year Taxes in the current FY software. If the correction is due to an input error, but the cash was already received in the prior year, submit the correction in the software for the year the cash was received. Additionally, counties with Excess ERAF may submit corrections for a prior year using the software for the FY of the adjustment and those adjustments will be applied to the local revenue for the year of the adjustment due to the potential impact on the distribution of taxes in the county.

#### Copying Tax Data from One Period to Another

**This software feature is provided for ease of use; however, P-1 tax data should be reviewed and updated as appropriate when using this feature. The P-2 reporting period must be selected to use this function.**

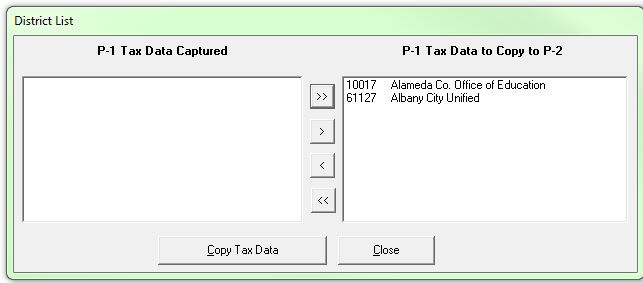
In the Taxes screen, you can copy tax records from P-1 reporting period records into P-2 tax records.

You cannot copy data if the P-2 reporting period is not selected, or if no P-1 tax record existed.

Tax records from P-1 reporting period must be saved before they can be copied.

To copy tax record data from the P-1 reporting period to a tax record into the P-2 reporting period:

1. In the Taxes screen, select **Copy P-1 to P-2** from the **Tools** menu. The District List screen is displayed.



The following table describes the fields displayed in this screen:

| **List** | **Description** |
| --- | --- |
| P-1 Tax Data Captured | Displays all tax records saved in the County Auditor Taxes screen for the P-1 reporting period. Tax records are copied from the items in this list. |
| P-1 Tax Data to Copy to P-2 | Displays selected tax records from the P-1 reporting period to be copied to the P-2 reporting period. |

1. Do one of the following to move the desired P-1 tax records from the P-1 Tax Data Captured list to the P-1 Tax Data to Copy to P-2 list:

* To move all records to the list for copying, select the records to be moved and select the **double arrow** button. All records now display in the **P-1 Tax Data to Copy to P-2** list.
* To move individual records to the list for copying, select the **single arrow** button. The selected record(s) display in the **P-1 Tax Data to Copy to P-2** list. To add multiple records, hold the CTRL key while selecting additional records.

1. Select **Copy Tax Data**. A dialog displays confirming that the copy operation has been completed.
2. Select **OK**.
3. Select **Close** to close the District List screen. To view the copied data in the Taxes screen, select either **County** or **District** in the Tax Type drop down list.

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## Appendix

### Appendix

Upon completion of each screen in the PADC Software, the LEA must print the certification, obtain signatures and retain the signed certification on file at the LEA. See the [Printing Reports and Certifications](#PrintingReportsAndCertifications) section for printing instructions.

The following tables list the certifications for each entry screen and parties required to sign each certification, in the order specified:

#### Certifications for Charter School Entry Screens

| **Entry Screen** | **Certification** | **Signatories** |
| --- | --- | --- |
| Charter Status | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  School District Superintendent  County Superintendent of Schools |
| Attendance Charter School | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  School District Superintendent  County Superintendent of Schools |
| Attendance Charter School - All Charter District | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  School District Superintendent  County Superintendent of Schools |
| Attendance Charter Funded County Programs | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  County Superintendent of Schools |
| Attendance COE Charter School | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  County Superintendent of Schools |
| Basic Aid Supplement Charter School | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  School District Superintendent  County Superintendent of Schools |
| Charter School Audit Adjustments to CALPADS Data | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  School District Superintendent  County Superintendent of Schools |
| Charter School Physical Location | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | Responsible Charter School Official  School District Superintendent  County Superintendent of Schools |

#### Certifications for School District Entry Screens

| **Entry Screen** | **Certification** | **Signatories** |
| --- | --- | --- |
| Adults in Correctional Facilities | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Annual Migrant ADA Increase | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Attendance School District | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Attendance Supplement School District | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Attendance Basic Aid Open Enrollment | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Class Size Penalties | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| County Served District Funded ADA Transfer Selection | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |
| Necessary Small School | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions  Pursuant to *Education Code* Section 42280, the district elects funding using the Necessary Small Schools funding formula in lieu of the LCFF Grade Span Base Grant for the applicable schools.  All schools listed below have, in either current or prior year, met the conditions for funding of necessary small schools set forth in *Education Code* sections 42280 through 42286. | School District Superintendent  County Superintendent of Schools |
| School District Audit Adjustments to CALPADS Data | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | School District Superintendent  County Superintendent of Schools |

#### Certifications for County Office of Education Entry Screens

| **Entry Screen** | **Certification** | **Signatories** |
| --- | --- | --- |
| Adults in Correctional Facilities | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |
| Attendance COE | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |
| Attendance District Funded County Programs | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |
| COE Audit Adjustments to CALPADS Data | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |
| SELPA ADA Allocation | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |

#### Certifications for SELPA Entry Screens

| **Entry Screen** | **Certification** | **Signatories** |
| --- | --- | --- |
| Infant Funding | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | SELPA Director  County Superintendent of Schools |
| Extraordinary Cost Pool Claim | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | SELPA Director  School District Superintendent  County Superintendent of Schools |
| Necessary Small SELPAs' Extraordinary Cost Pool Claim for Mental Health Services | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | SELPA Director  School District Superintendent  County Superintendent of Schools |

#### Certifications for County Auditor Entry Screens

| **Entry Screen** | **Certification** | **Signatories** |
| --- | --- | --- |
| Miscellaneous Funds | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |
| Special Education Tax Allocation | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Superintendent of Schools |
| Taxes | I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions. | County Auditor  County Superintendent of Schools |