



**FISCAL YEAR 2017-18  
PRINCIPAL APPORTIONMENT  
DATA COLLECTION SOFTWARE  
VERSION 2017-17.00**

# **DATA REPORTING INSTRUCTION MANUAL**

**December 2017**

**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
<i>California Code of Regulations</i>	<i>CCR</i>
<i>California Code of Regulations, Title 5</i>	<i>5 CCR</i>
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
<i>Education Code</i>	<i>EC</i>
Educational Revenue Augmentation Fund	ERAF
Extraordinary Cost Pool	ECP
First Principal	P-1
fiscal year	FY
full-time equivalent	FTE
<i>Government Code</i>	<i>GC</i>
Grade Span Adjustment	GSA
<i>Health and Safety Code</i>	<i>HSC</i>
Instructional Personnel Service	IPS
Local Control Funding Formula	LCFF
local educational agency	LEA
Necessary Small School	NSS
Non-public, Nonsectarian Schools	NPS
Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	NPS/LCI
Principal Apportionment Data Collection	PADC

## Common Acronyms

<b>Name</b>	<b>Acronym</b>
Redevelopment Agency	RDA
Resource Specialist Program	RSP
<i>Revenue and Taxation Code</i>	<i>RTC</i>
Second Principal	P-2
Special Day Class	SDC
special education local plan area	SELPA
State Board of Education	SBE
State Superintendent of Public Instruction	SSPI
Supplemental Revenue Augmentation Fund	SRAF
Transitional Kindergarten/Kindergarten–3	TK/K–3
Unduplicated Pupil Percentage	UPP

# 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 2017–18 Web page at <https://www.cde.ca.gov/fg/sf/pa/padcs1718.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 clicking 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 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.

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

<b>Program: OTHER PROGRAMS</b>	<b>Period Used for Funding</b>
<b>Lottery</b> Distribution of the California State Lottery Education Fund to LEAs.	Annual ADA
<b>Mandate Block Grant</b> Funding to LEAs for costs of various mandated programs and activities identified in <i>Government Code (GC) Section 17581.6(e)</i> .	Prior Year P-2 ADA
<b>Clean Energy Job Creation Program</b> 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.

# Principal Apportionment Periods

## 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.

<b>Attendance School District, Attendance Supplement School District, Attendance Basic-Aid Choice/Court-Ordered Voluntary Pupil Transfer. Attendance Basic-Aid Open Enrollment ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
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/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

<b>Attendance Charter School ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
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

<b>Attendance Charter School – All Charter District ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
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

## Principal Apportionment Periods

<b>Attendance Charter School – All Charter District ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
Extended Year Special Education – Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools – Licensed Children's Institutions (Divisor 175)	Annual	Annual

<b>Attendance Charter Funded County Programs ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
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

<b>Attendance COE Charter School ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
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) and EC 2574(c)(4)(A).	Annual	Annual

\* ADA flows through the COE LCFF calculations.

### COE

<b>Attendance COE ADA Categories</b>	<b>LCFF Funded Period</b>	<b>AB 602 Funded Period</b>
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) and EC 2574(c)(4)(A).	Annual	Annual

## Principal Apportionment Periods

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 corrected P-2 or corrected Annual 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 corrected P-2 or corrected Annual period data.

# Printing Reports and Certifications

## Printing from an Entry Screen

Print a report from an open entry screen by clicking **File**, and then clicking **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
 Printer button	Sends the report to the printer.
 Export to HTML or text button	Exports the report into an HTML or text file. Do <b>not</b> use this button for exporting the data that is sent to the CDE.
Zoom <input type="text" value="100%"/>  Zoom drop-down list	Sets the magnification level from the drop-down list.
 Navigate to the first page button	Moves to the first page in the report.
 Navigate to the previous page button	Moves to the previous page in the report.
 Navigate to the next page button	Moves to the next page in 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 clicking 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 clicking the **Save** button, or print the status report by clicking the **Print** button. Close the Status screen without printing or saving by clicking the **Close** 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 clicking **Print**, and then clicking **Certification**. The certification(s) are sent to your printer immediately. You cannot preview the certification(s) before you print them.

# Printing Reports and Certifications

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 who 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 click the Selected column cell to change the "Yes" to "No". If multiple LEAs are displayed in the LEA grid, click **Deselect All** to make sure all LEAs display "No" in the Selected column cell.
2. Click the far left column of any LEA to activate the Entry Screens grid.
3. Click the Selected column cell of one or more LEAs in the LEA grid to change the cell to "Yes".
4. Click 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

# 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](#) 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 click 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.

**If multitrack data has been submitted, be sure to select the same track sequences in the subsequent reporting period. For example, if data is submitted for tracks A through D at P-2, you must select the same tracks A through D when submitting the Annual data.**

- **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.

## Charter Status

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 **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.

# 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.

## 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](#).

**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 December 2 but during the same school year. However, the charter school may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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 Grades column.

**Special Education Programs:** For ungraded special education students, ADA may be reported based on each student's age appropriate grade span, education level grade span or based on other criteria developed by each LEA. If a grade span determination cannot be made, allocate the ungraded ADA proportionately.

**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

# Attendance Charter School

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>.

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 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). 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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.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 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 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.

# Attendance Charter School

## 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](#) 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 click 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.

**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. 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. Click **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 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.

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To access ADA Allocation, click 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. Click **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. Click **Add Record**.
5. Enter the ADA for the district of residence in the appropriate grade span column, and click **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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)] (Divisor 175)	Report all extended year ADA for Special Education that meets the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> Section 47612.5(e)(1) in the appropriate grade span column.

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Line Number	Column	Field Description	Instructions
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	<b>ADA Totals</b> (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	<b>Classroom-based ADA Totals</b> (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	<b>Non classroom-based ADA Totals</b> (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 <a href="#">ADA Reporting Instructions</a> 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	Report CBIS ADA included on Line B-2.  Disallowed ADA should be proportionately allocated amongst grade spans.

## Attendance Charter School

Line Number	Column	Field Description	Instructions
B-4	TK/K-3 4-6 7-8 9-12	47612.5(b) and 51745.6 included in B-2	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.

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## 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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)] (Divisor 175)	Report all extended year ADA for Special Education that meets the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> Section 47612.5(e)(1) in the appropriate grade span column.
D-9	TK/K-3 4-6 7-8 9-12	<b>ADA Totals</b> (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	<b>Classroom-based ADA Totals</b> (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](#).

**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 December 2 but during the same school year. However, the charter school may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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:** For ungraded special education students, ADA may be reported based on each student's age appropriate grade span, education level grade span or based on other criteria developed by each LEA. If a grade span determination cannot be made, allocate the ungraded ADA proportionately.

**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

## Attendance Charter School – All Charter District

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>.

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 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.

**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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.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>.

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 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.

# Attendance Charter School – All Charter District

## 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](#) 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 click 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.

**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. 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. Click **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.

## Attendance Charter School – All Charter District

Line Number	Column	Field Description	Instructions
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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)] (Divisor 175)	Report all extended year ADA for Special Education that meets the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 48660] (Divisor 70/135/180)	Report all ADA for students in community day schools that meet the requirements of <i>EC</i> 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 <i>EC</i> Section 48660 in the appropriate grade span column.
A-11	TK/K-3 4-6 7-8 9-12	<b>ADA Totals</b> (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	<b>Classroom-based ADA Totals</b> (Sum of A-2 through A-10 including only classroom-based ADA)	This is a calculated field.

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Line Number	Column	Field Description	Instructions
A-13	TK/K-3 4-6 7-8 9-12	<b>Non classroom-based ADA Totals</b> (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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)] (Divisor 175)	Report all extended year ADA for Special Education that meets the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 48660] (Divisor 70/135/180)	Report all ADA for students in community day schools that meet the requirements of <i>EC</i> Section 48660 in the appropriate grade span column.

## Attendance Charter School – All Charter District

Line Number	Column	Field Description	Instructions
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 <i>EC</i> Section 48660 in the appropriate grade span column.
B-11	TK/K–3 4–6 7–8 9–12	<b>ADA Totals</b> (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	<b>Classroom-based ADA Totals</b> (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	<b>Non classroom-based ADA Totals</b> (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 <i>EC</i> 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 <i>EC</i> Section 48000.
C-2	TK/K–3 4–6 7–8 9–12	Non classroom-based ADA not eligible for funding pursuant to <i>EC</i> 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 <a href="#">ADA Reporting Instructions</a> 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 <i>EC</i> 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.

## Attendance Charter School – All Charter District

Line Number	Column	Field Description	Instructions
C-4	TK/K-3 4-6 7-8 9-12	Course Based Independent Study ADA not eligible for funding, pursuant to <i>EC</i> 47612.5(b) and 51745.6, included in C-2	<p>Report CBIS ADA included on Line C-2.</p> <p>Disallowed ADA should be proportionately allocated amongst grade spans.</p> <p>See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding.</p>

## Attendance Charter School – All Charter District

### 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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)] (Divisor 175)	Report all extended year ADA for Special Education that meets the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> Section 47612.5(e)(1) in the appropriate grade span column.

## Attendance Charter School – All Charter District

Line Number	Column	Field Description	Instructions
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 Section 56345(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.

## Attendance Charter School – All Charter District

Line Number	Column	Field Description	Instructions
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](#).

**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 December 2 but during the same school year. However, the charter school may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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:** For ungraded special education students, ADA may be reported based on each student's age appropriate grade span, education level grade span or based on other criteria developed by each LEA. If a grade span determination cannot be made, allocate the ungraded ADA proportionately.

**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 2015–6 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.

## Attendance Charter Funded County Programs

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>.

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 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 schoolday 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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.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>.

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 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.

# Attendance Charter Funded County Programs

## 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](#) 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 click 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.

**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. 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. Click **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.

## Attendance Charter Funded County Programs

To access ADA Allocation, click 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. Click **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. Click **Add Record**.
5. Enter the ADA for the district of residence in the appropriate grade span column, and click **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 [Division (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 <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)], Nonpublic, Nonsectarian Schools [ <i>EC</i> 56366(a)(7)] and/or Nonpublic,	Report all Extended Year ADA for Special Education that meet the requirements of <i>EC</i> Section 56345(b)(3), nonpublic, nonsectarian schools and <i>EC</i> Section 56366(a)(7) and/or NPS/LCI in the

## Attendance Charter Funded County Programs

Line Number	Column	Field Description	Instructions
		Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	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 <i>EC</i> 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)	<p>Report all ADA of students in the appropriate grade span column for the following programs:</p> <ul style="list-style-type: none"> <li>• Opportunity schools or in full day opportunity classes as pursuant to <i>EC</i> sections 48640 and 48641.</li> <li>• Grades 9-12 in approved schools with specialized curricula in high technology, performing arts or other special curricular areas pursuant to <i>EC</i> Section 58801.</li> </ul> <p>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.</p>
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 <i>EC</i> Section 47612.5(e)(1) in the appropriate grade span column.
A-11	TK/K-3 4-6 7-8 9-12	<b>ADA Totals</b> (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	<b>Classroom-based ADA Totals</b> (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	<b>Non classroom-based ADA Totals</b> (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 <i>EC</i> 46300 included in Section A (Lines	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

## Attendance Charter Funded County Programs

Line Number	Column	Field Description	Instructions
		A-1, A-3, A-5, A-7 and A-9, TK/K-3 Column, First Year ADA Only)	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 <a href="#">ADA Reporting Instructions</a> 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.

## Attendance Charter Funded County Programs

Line Number	Column	Field Description	Instructions
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 <i>EC</i> 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 [ <i>EC</i> 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 56345(b)(3)], Nonpublic, Nonsectarian Schools [ <i>EC</i> 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 <i>EC</i> Section 56345(b)(3), NPS and <i>EC</i> 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 <i>EC</i> 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)	<p>Report all ADA of students in the appropriate grade span column for the following programs:</p> <ul style="list-style-type: none"> <li>• Opportunity schools or in full day opportunity classes as pursuant to <i>EC</i> sections 48640 and 48641.</li> <li>• Grades 9-12 in approved schools with specialized curricula in technology, performing arts or other special curricular areas pursuant to <i>EC</i> Section 58801.</li> </ul> <p>Check box(es) for corresponding program(s) that are applicable to the ADA reported on Line C-11.</p>
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 <i>EC</i> 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.

## Attendance Charter Funded County Programs

Line Number	Column	Field Description	Instructions
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.

## Attendance Charter Funded County Programs

Line Number	Column	Field Description	Instructions
D-9	TK/K-3 4-6 7-8 9-12	Other County Operated Programs ADA (Divisor 70/135/175)	<p>Report all ADA of students in the appropriate grade span column for the following programs:</p> <ul style="list-style-type: none"> <li>• Opportunity schools or in full day opportunity classes as pursuant to <i>EC</i> sections 48640 and 48641.</li> <li>• Grades 9-12 in approved schools with specialized curricula in technology, performing arts or other special curricular areas pursuant to <i>EC</i> Section 58801.</li> </ul> <p>Check box(es) for corresponding program(s) that are applicable to the ADA reported on Line D-9.</p>
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 <i>EC</i> 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](#).

**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 December 2 but during the same school year. However, the charter school may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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>.

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

## Attendance COE Charter School

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). 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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fq/aa/pa/pa1718rates.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.

### 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 School** from the Entry Screens grid.

See [Principal Apportionment Periods](#) 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 click 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.

# Attendance COE Charter School

## Multitrack Entry Tab

If the charter school operates multiple tracks, you must report ADA by track for the P-2 and Annual reporting period.

**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. 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. Click **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).

# Attendance COE Charter School

## 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 <i>EC</i> 48915(a) or (c) [ <i>EC</i> 2574(c)(4)(A)]	Report all ADA in the appropriate column, of students in classes in juvenile halls, homes, and camps [ <i>EC</i> 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 <i>EC</i> Section 47612.5(e)(1).
A-7	Elementary and High School	<b>ADA Totals</b> (Sum of A-1 through A-5 excluding classroom-based ADA)	This is a calculated field.
A-8	Elementary and High School	<b>Classroom-based ADA Totals</b> (Sum of A-2 through A-6 including only classroom-based ADA)	This is a calculated field.
A-9	Elementary and High School	<b>Non classroom-based ADA Totals</b> (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 <i>EC</i> 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 <i>EC</i> Section 48000.
B-2	Elementary and High School	Non classroom-based ADA not eligible for funding pursuant to <i>EC</i> 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 <a href="#">ADA Reporting Instructions</a> 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 <i>EC</i> 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 <i>EC</i>	Report CBIS ADA included on Line B-2.  Disallowed ADA should be proportionately allocated amongst grade spans.

## Attendance COE Charter School

Line Number	Column	Field Description	Instructions
B-4	Elementary and High School	47612.5(b) and 51745.6, included in B-2	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 <i>Welfare and Institutions Code</i> , 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).

## 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](#) for information about changing the reporting period.

**NOTE:** After you finish entering data into the screen, you must click 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 clicking 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. Click **OK** to close the message box.

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

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

1. Click **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. Click **Add Record**.
5. Enter ADA by districts of residence in the appropriate grade span column, click **Save**.

The following table describes the fields in this screen:

# Basic Aid Supplement Charter School

## 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 <i>EC</i> 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 [ <i>EC</i> Section 56345(b)(3)] (Divisor 175)	Report all extended year ADA for Special Education that meets the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> Section 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	Report all ADA for NPS that meet the requirements of <i>EC</i> 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 <i>EC</i> 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 [ <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> Section 47612.5(e)(1) in the appropriate grade span column.
A-9	TK/K-3 4-6 7-8 9-12	<b>ADA Totals</b> (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	<b>Classroom-based ADA Totals</b> (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 an increase to the charter school's CALPADS data and is not the result of an audit finding disclosed in their annual audit report, then an auditor's letter of concurrence is required and must be provided to the CDE when the data are submitted. E-mail the letter of concurrence to [pase@cde.ca.gov](mailto:pase@cde.ca.gov)

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.

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 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 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 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.

# Charter School Audit Adjustments to CALPADS Data

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 <b>net change</b> 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 <b>net change</b> 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 <i>EC</i> 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 <b>net change</b> 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 <i>EC</i> 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.

# 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)] and to determine floor funding for new charter schools [EC Section 42238.03(f)(1)(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 16<sup>th</sup> for the 2017–18 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 e-mail 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>.

## 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 click the **Add New** button to add a new record. Close the message box by clicking **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. Click **Add New**. The Add New Record dialog box displays.
2. Select the appropriate county and school district from the drop down lists.
3. Click **Add Record**.

## Charter School Physical Location

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. <b>NOTE:</b> 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](#) 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

2. 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 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](#) 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 <i>EC</i> Section 41601.5.	Select this check box to certify the LEA's compliance with <i>EC</i> 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 Necessary Small School 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](#) 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. Click the **Yes** button to continue to have your NSS records zeroed out for the Annual reporting period. Click 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 Necessary Small School 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](#).

**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 December 2 but during the same school year. However, the district may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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:** For ungraded special education students, ADA may be reported based on each student's age appropriate grade span, education level grade span or based on other criteria developed by each LEA. If a grade span determination cannot be made, allocate the ungraded ADA proportionately.

**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

## Attendance School District

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>.

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>.

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 schoolday 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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.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.

# Attendance School District

## 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 click 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.

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Line Number	Column	Field Description	Instructions
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.

## Attendance School District

Line Number	Column	Field Description	Instructions
B-2	TK/K-3 4-6 7-8 9-12	Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to <i>EC</i> 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	<p>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.</p> <p>Disallowed ADA should be proportionately allocated amongst grade spans.</p> <p>See ADA Reporting Instructions section for information regarding traditional independent study ADA not eligible for general funding.</p>
B-3	TK/K-3 4-6 7-8 9-12	Course Based Independent Study ADA, pursuant to <i>EC</i> 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.

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Line Number	Column	Field Description	Instructions
B-4	TK/K-3 4-6 7-8 9-12	Course Based Independent Study ADA not eligible for general funding, pursuant to <i>EC</i> 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	<p>Report CBIS ADA not included on Line A-1 of the Attendance School District or other applicable entry screens, in the appropriate grade spans.</p> <p>Disallowed ADA should be proportionately allocated amongst grade spans.</p> <p>See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding.</p>
B-5	TK/K-3	ADA for Students in Transitional Kindergarten pursuant to <i>EC</i> 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 <i>EC</i> 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.

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**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 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 6 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 [ <i>EC</i> 56345(b)(3)] (Divisor 175)	Report all extended year ADA for special education that meets the requirements of <i>EC</i> 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 1 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

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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 9 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.

## Attendance School District

Line Number	Column	Field Description	Instructions
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](#) 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](#)

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[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](#) 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 click the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by clicking **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. Click **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. Click **Add Record**.
4. Click **Save** in the Attendance Supplement School District entry screen.

After you save the record you can delete the record by clicking **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 click 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

## Attendance Supplement School District

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

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 48316. This entry screen is also available for school districts that have a court order to transfer students to a basic aid school district 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. Contact information can be found on the CDE PADC Web page at <https://www.cde.ca.gov/fq/sf/pa>.

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 48316. 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 48316 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](#) 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 click 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:

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

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.

4. Click **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 clicking **Add New**, or you can delete the record by clicking **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 click 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.

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

Line Number	Column	Field Description	Instructions
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 inter-district attendance provision, contact Principal Apportionment staff to be granted access to the Basic Aid Open Enrollment entry screen. Contact information can be found on the CDE PADC Contacts Web page at <https://www.cde.ca.gov/fg/sf/pa>.

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](#) 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 click the **Add New** button to add a new record. The message box only displays if no records exist.
3. Click **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:

# Attendance Basic Aid Open Enrollment

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.

5. Click **Add Record**.
6. A pop-up dialog box will prompt you to select **Yes** or **No**, before you can enter data into this record.
  - a. Select **Yes** for students enrolled in your district who are beginning their second consecutive year or after.
  - b. 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 clicking **Add New**, or you can delete the record by clicking **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 click 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.

## Attendance Basic Aid Open Enrollment

Line Number	Column	Field Description	Instructions
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 through 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 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 four through eight 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

4. Exclude the following:
  - a. Necessary small elementary schools that in the current FY meet the definition in *EC* Section 42283 (5 *CCR* Section 15101).
  - b. Charter school enrollment.
  - c. 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.
  - d. 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).
  - e. 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.

## Class Size Penalties

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 make progress toward maintaining 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(3)*.

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	<p>Pursuant to <i>EC</i> sections 41376 and 41378:</p> <p>Individual class requirement: average for class not to exceed:</p> <ul style="list-style-type: none"> <li>• 33 in kindergarten</li> <li>• 32 in grades 1 through 3</li> </ul> <p>Districtwide requirements: average of all individual classes not to exceed:</p> <ul style="list-style-type: none"> <li>• 31 in kindergarten</li> <li>• 30 in grades 1 through 3</li> </ul>	<p>Pursuant to <i>EC</i> 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.</p> <p>During LCFF phase-in, a school district must make annual progress toward maintaining an average K–3 class enrollment of 24 or less at each school site pursuant to <i>EC</i> Section 42238.02(d)(3)(B) and the calculations set forth in 5 <i>CCR</i> sections 15498–15498.3.</p>
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 four through eight. 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 - <i>CaIEDFacts</i> Web page at: <a href="https://www.cde.ca.gov/fg/aa/pa/cefscsp.asp">https://www.cde.ca.gov/fg/aa/pa/cefscsp.asp</a> .	For additional information on K–3 GSA, go to the CDE’s LCFF Frequently Asked Questions Web page at: <a href="https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp">https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp</a> .

### 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](#) 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 one through three, which are reported together. Data for transitional kindergarten must be included with the

# Class Size Penalties

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 one through three 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 15<sup>th</sup> of the school year. Active enrollment counts for school months that end on or after April 15<sup>th</sup> 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 clicking the **Add New** button. Once you click 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 enrollment counts made for each class and dividing by the number of counts made for each class (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 clicking **Add New** or delete the record by clicking **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 one through three, 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 Penalties report reflects this information, and is available under the **print** function in this entry screen.

## Class Size Penalties

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)
Mrs. Jones	20	20	21	21	21	21	21	21	166	<b>21</b>
Mr. Russell	21	21	20	20	21	21	21	21	165	<b>21</b>
Mrs. Smith	25	25	25	26	26	25	25	25	202	<b>25</b>
Mr. Bridges	29	29	29	29	29	30	30	30	235	<b>29</b>

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. Click 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, click 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.

## Class Size Penalties

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

Line Number	Field	Instructions
B-1	Total number of students enrolled	Pursuant to 5 <i>CCR</i> 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	<p>Pursuant to 5 <i>CCR</i> 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. <b>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.</b></p> <p>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 (.01).</p> <p>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.</p>

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>.

## County Served District Funded ADA Transfer Selection

Annually, a school district can elect, through this entry screen, to automate the transfer of LCFF funds for ADA served by a COE but for which the LCFF funds flow to the district of residence.

Prior to the LCFF, a COE reported ADA for a student in county operated programs by district of residence to the CDE. The ADA was credited to the district of residence and CDE managed the transfer of funds at the state level because statute required that a district pay the entire revenue limit for a student to the COE. This was known as the County Funds Transfer.

Under LCFF, this ADA continues to be credited to the district of residence; however, the statute no longer specifies the amount a district is required to reimburse the COE for serving the districts' students. This entry screen was created to allow a district to agree to the transfer of funds by the CDE through the Principal Apportionment. Absent this voluntary election by both entities, COEs and districts must make local arrangements related to funding for these students.

Each COE will have the opportunity to enter up to two transfer rates by district of residence, by grade span, when it reports District Funded County Program ADA (available for the COE user group). If the COE enters a transfer rate for ADA served, and the district has selected the COE in this screen, the CDE will administer the transfer based on the rates reported by the COE. If either condition is not met, the CDE will not transfer funding for the ADA. For additional information, refer to the FAQs available on the CDE Web page at <https://www.cde.ca.gov/fg/aa/pa/sdfundcoeservfaq.asp>.

This transfer selection is not required. A district may choose to select some, none, or all of the COEs that serve its students.

This screen is only available at P-1. If a district would like to modify its selection after P-1, a revised P-1 file must be submitted. This selection needs to be made on an annual basis.

### Data Entry Instructions

To access the County Served District Funded ADA Transfer Selection entry screen, select **School District** from the LEA menu, and then open the County Served District Funded ADA Transfer Selection entry screen from the Entry Screens grid.

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

#### County Served District Funded ADA Transfer Selection

County Office of Education (All)	Agree to Have CDE Administer the Transfer of Funds to the Following COE(s)
Displays a list of all county offices of education.	Displays the COE(s) the district has selected to allow the CDE to transfer funding, on the district's behalf, for ADA served and reported by the COE.

1. To move the desired COE(s) from the list to the Agree to Have CDE Administer the Transfer of Funds to the Following COE(s), select the COE then click the single arrow button to move the COE.
2. Once the applicable COE(s) have been selected, click **Confirm Transfer Selection**. A dialog box will be brought up.
3. Click **OK** to acknowledge and agree to the funding transfer for the COE(s) selected. This will close out the dialog box and return to the County Served District Funded ADA Transfer Selection screen. The district can still revise the selection if needed but will have to select **Confirm Transfer Selection** after modifying the applicable COE(s).

## County Served District Funded ADA Transfer Selection

4. Click **Print Transfer Selection**. The printed report will list the COE(s) selected to have funding automatically transferred on behalf of the district.
5. Click **Close** to close the County Served District Funded ADA Transfer Selection screen.
6. Retain the signed certification for your records.

# Necessary Small School

## 2017–18 Highlights

- As of the 2017–18 fiscal year, all components of NSS data reporting have been consolidated to the new Necessary Small School entry screen.
  - NSS certification selections will now be reported by the school district through this data entry screen.
- The following screens have been removed from the PADC Software:
  - Necessary Small School Certification Selection
  - Necessary Small Elementary School
  - Necessary Small High School
  - Necessary Small School Funding Selection

Use this screen to report all required data for each school that qualifies as a "necessary small school" pursuant to *EC* Section 42280, et al. See the [Education Code Citations for NSS Qualifications](#) section for a list of applicable *EC* sections.

NSS funding is available to qualifying schools in districts with fewer than 2,501 units of P-2 ADA. Data may only be entered into the NSS entry screen if the ADA reported by the district in the Attendance School District entry screen, lines A-1 and A-5, is greater than 0 and less than 2,501. School districts must also include any ADA reported in the Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer and Attendance Basic Aid Open Enrollment entry screens, lines A-1 and A-5, in calculating district ADA for purposes of the 2,501 ADA threshold.

NSS ADA is subject to the same provisions as regular districtwide ADA. Refer to the [Attendance School District](#) 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 for kindergarten 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 fiscal year the school elects to be funded as a NSS. Submissions after this deadline will be considered on a

# Necessary Small School

case-by-case basis. Contact information can be found on the CDE PADC Web page at <https://www.cde.ca.gov/fg/sf/pa>

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. Click **OK** to close the dialog box.

After you finish entering data into the screen, click the **Check/Save** button to ensure that your data have 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. <b>Saving or Check/Saving</b> data while this 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 <a href="#">2017–18 EC section(s)</a> if the school meets the conditions for NSS funding in the current fiscal year. Only select one <i>EC</i> section for the current or prior year. If the school serves grades K–12, select the applicable <i>EC</i> section in the elementary <b>and</b> high school columns.
B-2	Elementary, High School	Certification Selection based on Prior Year eligibility	Select the applicable <a href="#">2016–17 EC section(s)</a> if the school <b>does not</b> meet the conditions for NSS funding in the current fiscal year but met the conditions in the prior fiscal year. Only select one <i>EC</i> section for the current or prior year. If the school serves grades K–12, select the applicable <i>EC</i> section in the elementary <b>and</b> 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).

## Necessary Small School

Line Number	Column	Field Description	Instructions
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. These data are 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).

## Necessary Small School

Line Number	Column	Field Description	Instructions
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 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 district...	Instructions
Revise an NSS's certification selection, Full-time Teacher/FTE Certificated Employee count, or ADA?	<ol style="list-style-type: none"> <li>1. Select the specific school record the district wants to revise.</li> <li>2. Make data revisions as necessary.</li> <li>3. <b>Check/save</b> and export data.</li> </ol>
Change the funding selection for a school that received NSS funding at P-2, meaning opting out of NSS funding for the fiscal year at a later reporting period?	<ol style="list-style-type: none"> <li>1. Select the specific school record the district wants to fund under the LCFF Grade Span Base Grant formula.</li> <li>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.</li> <li>3. <b>Check/save</b> and export data.</li> </ol>

How does the district...	Instructions
Change the funding selection for a school that received NSS funding at P- 2, meaning opting out of NSS funding for the fiscal year at a later reporting period?	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?	<ol style="list-style-type: none"> <li>1. Add a new record for the school.</li> <li>2. Enter all current year data (Lines A-1 through C-3).</li> <li>3. Enter prior year data (Lines D-1 through D-3) if the school did not receive NSS funding in the prior year.</li> <li>4. <b>Check/save</b> and export data.</li> <li>5. Contact CDE staff to verify that the school wants to receive NSS funding in lieu of the LCFF Grade Span Base Grant.</li> </ol>

## 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 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.

- Click the **Yes** button to continue to NSS data with Extended Year Special Education [EC 56345(b)(3)] ADA zeroed out.
- Click the **No** button if you wish to re-enter Extended Year Special Education ADA on Line A-2.
- After entering data, click 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.

# Necessary Small School

## NSS Funding Rates

The School District NSS Allowance for the LCFF Target is available in lieu of the LCFF Grade Span Base Grants. The LCFF NSS Allowance (Target) 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 LCFF Target and LCFF Floor are available on the CDE's Funding Rates and Information, FY 2017–18 Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.asp>.

For school districts not funded at LCFF Target, the 2012–13 NSS Allowance will be used to calculate the NSS allowance for the LCFF Floor. This amount is used in lieu of the adjusted total deficated base revenue limit as a part of the LCFF Floor calculation.

## Education Code Citations for NSS Qualifications

The following *EC* sections establish NSS eligibility during 2017–18 FY (current year):

### 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 seventh and eighth 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 the school district and attending kindergarten and grades 1 to 8, inclusive, excluding pupils attending the seventh and eighth 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 the school district and attending kindergarten and grades 1 to 8, inclusive, excluding pupils attending the seventh and eighth 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 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) were required to be traveled, or if during the fiscal year 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.

(b) 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 comes within any of the following conditions:

(1) The projection of its future enrollment on the basis of the enrollment of the elementary schools in the school district shows that within eight years the enrollment in high school in grades 9 to 12, inclusive, will exceed 286 pupils.

(2) Any one of the following combinations of distance and units of average daily attendance applies:

## Necessary Small School

(A) The high school had an average daily attendance of less than 96 pupils in grades 9 to 12, inclusive, during the preceding fiscal year 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.

(B) 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 fiscal year 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.

(C) 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 fiscal year and is more than 7 1/2 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.

(D) 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 fiscal year 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.

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

(4) The Superintendent has approved the recommendation of a county committee on school district organization designating one of two or more schools as necessary isolated schools in a situation where the schools are operated by two or more school districts and the average daily attendance of each of the schools is less than 287 pupils in grades 9 to 12, inclusive.

(b) For purposes of Section 42284, a necessary small high school also includes any 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 county office of education for the exclusive purpose of educating foster youth if the high school provided instruction in the 2012–13 fiscal year and the high school is the only one maintained by the county office of education that exclusively educates foster youth. Notwithstanding Section 42286, this paragraph shall become inoperative on July 1, 2017.

(3)\* 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. Notwithstanding Section 42286, this paragraph shall become inoperative on July 1, 2017.

(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.

*\* EC 42285(b)(3) is not applicable for the 2017-18 Fiscal Year. This selection may be used to qualify for NSS funding based on prior year eligibility.*

### 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

# Necessary Small School

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 fiscal year, if the district had fewer than 2,501 units of average daily attendance in the 1996–97 fiscal year, 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 fiscal year if it meets the criteria specified in Section 42285.

**The following EC sections establish NSS eligibility during 2016–17 fiscal year (prior year):**

## 42283

(a) For purposes of Sections and 42282, a "necessary small school" is an elementary school with an average daily attendance of less than 97 students, excluding students attending the seventh and eighth 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 students residing in the school district and attending kindergarten and grades 1 to 8, inclusive, excluding students attending the seventh and eighth grades of a junior high school in the elementary school with an average daily attendance of less than 97 students 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 students residing in the school district and attending kindergarten and grades 1 to 8, inclusive, excluding students attending the seventh and eighth grades of a junior high school in the elementary school with an average daily attendance of less than 97 students 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 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) were required to be traveled, or if during the fiscal year 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.

(b) 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, exclusive of 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 students that comes within any of the following conditions:

## Necessary Small School

(1) The projection of its future enrollment on the basis of the enrollment of the elementary schools in the school district shows that within eight years the enrollment in high school in grades 9 to 12, inclusive, will exceed 286 students.

(2) Any one of the following combinations of distance and units of average daily attendance applies:

(A) The high school had an average daily attendance of less than 96 students in grades 9 to 12, inclusive, during the preceding fiscal year and is more than 15 miles by well-traveled road from the nearest other public high school and either 90 percent of the students would be required to travel 20 miles or 25 percent of the students 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.

(B) The high school had an average daily attendance of 96 students or more and less than 144 students in grades 9 to 12, inclusive, during the preceding fiscal year and is more than 10 miles by well-traveled road from the nearest other public high school and either 90 percent of the students would be required to travel 18 miles or 25 percent of the students 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.

(C) The high school had an average daily attendance of 144 students or more and less than 192 students in grades 9 to 12, inclusive, during the preceding fiscal year and is more than 7 1/2 miles by well-traveled road from the nearest other public high school and either 90 percent of the students would be required to travel 15 miles or 25 percent of the students 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.

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

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

(4) The Superintendent has approved the recommendation of a county committee on school district organization designating one of two or more schools as necessary isolated schools in a situation where the schools are operated by two or more school districts and the average daily attendance of each of the schools is less than 287 pupils in grades 9 to 12, inclusive.

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

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

(2) A high school maintained by a county office of education for the exclusive purpose of educating foster youth if the high school provided instruction in the 2012–13 fiscal year and the high school is the only one maintained by the county office of education that exclusively educates foster youth. Notwithstanding Section 42286, this paragraph shall become inoperative on July 1, 2017.

(3) 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 286 students and the school district has 50 or fewer students per square mile of school district territory, as measured by the number of students residing in the school district. Notwithstanding Section 42286, this paragraph shall become inoperative on July 1, 2017.

(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

## Necessary Small School

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 fiscal year, if the district had fewer than 2,501 units of average daily attendance in the 1996–97 fiscal year, 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.

# 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 an increase to the school district’s CALPADS data and is not the result of an audit finding disclosed in their annual audit report, then an auditor’s letter of concurrence is required and must be provided to the CDE when the data are submitted. E-mail the letter of concurrence to [pase@cde.ca.gov](mailto:pase@cde.ca.gov).

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 Target Entitlement.

## 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 <b>net change</b> 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.

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# **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](#) 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](#).

**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 December 2 but during the same school year. However, the COE may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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>.

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.

# Attendance COE

**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 schoolday 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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.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 click the **Check/Save** button to ensure that your data have 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)

## Attendance COE

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 <i>EC</i> 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 <i>EC</i> 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 <i>Welfare and Institutions Code</i> , or who are on probation or parole and who are not in attendance in any school, or expelled pursuant to <i>EC</i> 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]	<p>Report all AICF ADA pursuant to <i>EC</i> Section 1909. (Available to Contra Costa, Marin, and Riverside COEs only.)</p> <p>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 <i>EC</i> Section 2575.</p>
B-2	High School	Handicapped Adults [EC 52570]	<p>Report all ADA of students in special classes established pursuant to <i>EC</i> Section 52570. (Available to Glenn, Inyo, and Santa Cruz COEs only.)</p> <p>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 <i>EC</i> Section 2575.</p>

## Attendance COE

Line Number	Column	Field Description	Instructions
B-3	Elementary and High School	Full-Time Traditional Independent Study ADA, pursuant to <i>EC</i> 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 <i>EC</i> 51745.6, and not included in Section A	<p>Report full-time traditional independent study ADA not included in Section A.</p> <p>Disallowed ADA should be proportionately allocated amongst grade spans.</p> <p>See <a href="#">ADA Reporting Instructions</a> section for information regarding traditional independent study ADA not eligible for general funding.</p>
B-5	Elementary and High School	Course Based Independent Study ADA, pursuant to <i>EC</i> 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 <i>EC</i> 51745.6, and not included in Section A	<p>Report CBIS ADA not included in Section A.</p> <p>Disallowed ADA should be proportionately allocated amongst grade spans.</p> <p>See ADA Reporting Instructions section for information regarding CBIS ADA not eligible for general funding.</p>
B-7	Elementary	ADA for Students in Transitional Kindergarten pursuant to <i>EC</i> 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 <i>EC</i> 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 is not eligible to be reported in the Attendance COE entry screen; and, to report funding rates to transfer LCFF funds from a district to a COE through the Principal Apportionment.

### 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 December 2 but during the same school year. However, the COE may not claim ADA until the student has attained his or her fifth birthday, regardless of when the student was admitted during 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:** For ungraded special education students, ADA may be reported based on each student's age appropriate grade span, education level grade span or based on other criteria developed by each LEA. If a grade span determination cannot be made allocate the ungraded ADA proportionately.

**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>.

## Attendance District Funded County Programs

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 schoolday 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 2017–18 Funding Rates and Information Web page at <https://www.cde.ca.gov/fg/aa/pa/pa1718rates.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 click the **Add New** button to add a new record.

The message box only displays if no records exist. Close the message box by clicking **OK**.

# Attendance District Funded County Programs

## Adding a District of Residence Record

To add a new record:

- a. Click **Add New**. The Add New Record dialog box displays.
- b. 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.

- c. Click **Add Record**.
- d. In the Attendance District Funded County Programs entry screen, click **Save**.

**NOTE:** After you add a new record, you can enter District Funded County Program transfer rate and attendance data for that record.

## Transfer Rates

Prior to the LCFF, a COE reported ADA for students in county operated programs by district of residence to the CDE. The ADA was credited to the district of residence and CDE managed the transfer of funds at the state level because statute required that the district pay the entire revenue limit for these students to the COE. This was known as the County Funds Transfer.

Under LCFF, this ADA continues to be credited to the district of residence; however, the statute no longer specifies the amount a district is required to reimburse the COE for serving the districted students. Transfer rates were added to this data entry screen to allow a COE to enter up to two transfer rates by grade span, by district of residence, for CDE to automate the transfer of funds from the district to the COE through the Principal Apportionment. FAQs about the funding changes for these students under LCFF, the role of CALPADS, and this new transfer process, are available on the CDE Web page at <https://www.cde.ca.gov/fg/aa/pa/sdfundcoeservfaq.asp>.

**This is optional; COEs that do not want CDE to perform the transfer should not enter any data in Rate 1 or 2.**

Entering a value in Rate 1 or 2 will not automatically automate the transfer of funds through the Principal Apportionment for this ADA. The district of residence also has to concur by completing the County Served District Funded ADA Transfer Selection entry screen and selecting the COE (available for the school district user group). If the COE reports a Rate 1 or 2 and the district of residence selects the COE in the district entry screen, the CDE will administer the transfer based on the rates provided by the COE through the Principal Apportionment. Absent this voluntary election by both entities, COEs and districts must make local arrangements related to the funding for these students.

If a per-ADA transfer rate has been entered, the COE may check the box to the right of the ADA category to specify whether or not Rate 1 or Rate 2 is to be applied for each category of ADA (lines A-1 through A-6). **A COE may use one rate for all ADA, or select only certain categories of ADA for the transfer. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s).**

## Attendance District Funded County Programs

**NOTE:** If a COE reports a Rate 1 or 2, the COE should continue to report the rate(s) at each subsequent reporting period for that FY.

The following table describes the fields in this screen:

Line Number	Column	Field Description	Instructions
Rate 1	TK/K-3 4-6 7-8 9-12	District Funded County Program Per-ADA Transfer Rate 1	Enter a transfer rate by grade span. See <a href="#">Transfer Rates</a> section above for additional detail.
Rate 2	TK/K-3 4-6 7-8 9-12	District Funded County Program Per-ADA Transfer Rate 2	Enter a transfer rate by grade span. See Transfer Rates section above for additional detail.
A-1	TK/K-3 4-6 7-8 9-12	County Community Schools (Divisor 70/135/175)	<p>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.</p> <p>If the COE has reported a value in either Rate 1 or 2, the COE may check the Rate 1 or Rate 2 box. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s). See Transfer Rates section above for additional detail.</p>
A-2	TK/K-3 4-6 7-8 9-12	Special Education - Special Day Class	<p>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.</p> <p>If the COE has reported a value in either Rate 1 or 2, the COE may check the Rate 1 or Rate 2 box. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s). See Transfer Rates section above for additional detail.</p>

## Attendance District Funded County Programs

Line Number	Column	Field Description	Instructions
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	<p>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.</p> <p>If the COE has reported a value in either Rate 1 or 2, the COE may check the Rate 1 or Rate 2 box. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s). See Transfer Rates section above for additional detail.</p>
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)	<p>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.</p> <p>If the COE has reported a value in either Rate 1 or 2, the COE may check the Rate 1 or Rate 2 box. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s). See Transfer Rates section above for additional detail.</p>

## Attendance District Funded County Programs

Line Number	Column	Field Description	Instructions
A-5	TK/K-3 4-6 7-8 9-12	Other County Operated Programs	<p>Report all ADA of students, in the appropriate grade span column, for the following programs:</p> <ul style="list-style-type: none"> <li>• Opportunity schools or in full day opportunity classes pursuant to <i>EC</i> sections 48640 and 48641.</li> <li>• Grades 9-12 ADA in approved specialized secondary schools with curricula in technology, performing arts, or other special curricular areas pursuant to <i>EC</i> Section 58801.</li> </ul> <p>Check box(s) for corresponding program(s) that are applicable to the ADA reported on Line A-5. 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.</p> <p>If the COE has reported a value in either Rate 1 or 2, the COE may check the Rate 1 or Rate 2 box. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s). See Transfer Rates section above for additional detail.</p>
A-6	TK/K-3 4-6 7-8 9-12	County School Tuition Fund (Out-of-State Tuition) [ <i>EC</i> 2000 and 46380]	<p>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 70 for P-1, by 135 for P-2, and by 175 for Annual.</p> <p>If the COE has reported a value in either Rate 1 or 2, the COE may check the Rate 1 or Rate 2 box. Not all ADA categories need to have Rate 1 or 2 selected if the COE enters a rate(s). See Transfer Rates section above for additional detail.</p>
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 <i>EC</i> 51747, included in Section A	Report full-time traditional independent study ADA included in Section A, in the appropriate grade span.

## Attendance District Funded County Programs

Line Number	Column	Field Description	Instructions
B-2	TK/K-3 4-6 7-8 9-12	Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to <i>EC</i> 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 <a href="#">ADA Reporting Instructions</a> 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 <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> 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 <i>EC</i> 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 click the **Check/Save** button to ensure that your data have no errors and can be exported.

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 an increase to the COE's CALPADS data and is not the result of an audit finding disclosed in their annual audit report, then an auditor's letter of concurrence is required and must be provided to the CDE when the data are submitted. E-mail the letter of concurrence to [pase@cde.ca.gov](mailto:pase@cde.ca.gov).

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 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 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. Click **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:

## COE Audit Adjustments to CALPADS Data

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.

3. Click **Add Record**.
4. Click **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 <i>EC</i> 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 <i>EC</i> 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 Student	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 <i>EC</i> 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.

## Foster Youth Necessary Small High School

Foster Youth Necessary Small High School funding is available to a qualifying COE with a single high school maintained for the exclusive purpose of educating foster youth, that provided instruction in 2012–13, and elects NSS funding pursuant to *EC* Section 42285(b)(2). Use this screen to certify eligibility of the foster youth high school for NSS funding and to report ADA and the number of FTE certificated employees, necessary to calculate the add-on amounts for the COE’s LCFF Target Entitlement, pursuant to *EC* Section 2574(e)(3) and the County LCFF Floor Entitlement pursuant to *EC* Section 2575(a)(4). To qualify for NSS funding, the ADA for the eligible school must be less than 287.

### Data Entry Instructions

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

Necessary small high school ADA is a subset of COE ADA reported in the Attendance COE entry screen. When you open the Foster Youth Necessary Small High School screen, a dialog box informs you that if you have changed Attendance COE data, you must revalidate data in the Foster Youth Necessary Small High School screen. Click **OK** to close the message box, and after entering data, click the **Check/Save** button in the screen to revalidate the data if necessary.

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

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

#### Foster Youth Necessary Small High School data

Line Number	Column	Field Description	Instructions
A-1	FTE Certificated Employees	Number of FTE Certificated Employees [ <i>EC</i> Section 42284(b)]	Report 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.
A-2	Grades 9–12	County Group Home and Institution Pupils [ <i>EC</i> Section 42238.18]	Report ADA of students that meet the requirements of <i>EC</i> Section 42238.18.
A-3	Grades 9–12	Juvenile Halls, Homes, and Camps [ <i>EC</i> Section 14057(b) and 14058]	Report ADA of students in classes in juvenile halls, homes, and camps [ <i>EC</i> sections 14057(b) and 14058].
A-4	Grades 9–12	Probation Referred, On Probation or Parole, Expelled Pursuant to <i>EC</i> sections 48915(a) or (c) [ <i>EC</i> Section 2574(c)(4)(A)]	Report all ADA, in the appropriate column, of students that meet the requirements pursuant to <i>EC</i> Section 2574(c)(4)(A) [i.e. students who are probation-referred pursuant to sections 300, 601, 602, and 654 of the <i>Welfare</i>

## Foster Youth Necessary Small High School

Line Number	Column	Field Description	Instructions
A-4	Grades 9–12	Probation Referred, On Probation or Parole, Expelled Pursuant to <i>EC</i> sections 48915(a) or (c) [ <i>EC</i> Section 2574(c)(4)(A)]	<i>and Institutions Code</i> , or who are on probation or parole and who are not in attendance in any school, and all students expelled under <i>EC</i> sections 48915(a) or (c)].
A-5	9–12	Total High School ADA	Sum of lines A-2, A-3 and A-4.

# 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 to obtain a “Get latest” software file. Contact information can be found on the CDE PADDC Web page at <https://www.cde.ca.gov/fg/sf/pa>.

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 click the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by clicking **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. Click **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. Click **Add Record**.
4. Click **Save**.

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

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

## SELPA ADA Allocation

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 click 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

## Infant Funding

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-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 click the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by clicking **OK**. After you add a new record you can enter infant unit allocation data for that record.

To add a new Allocation record:

1. Click **Add New**. The Add New Record dialog box displays.

## Infant Funding

2. Select the district in the Select SELPA district drop down list box.
3. Click **Add Record**.
4. Enter allocation data in the **Allocation** tab.
5. Click **Save**.

After you save the record, you can add another record by clicking **Add New**, or you can delete the record by clicking **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.

## Infant Funding

Line Number	Field Description	P-1 Allocated Units	P-1 Operated Units	P-2 Allocated Units	P-2 Operated Units
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 click 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.

# Infant Funding

## 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. Click **OK** to add new record.
3. Click **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.

5. Click **Save**.
6. 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.

# Infant Funding

After entering the data into the Transfer tab, you can **save**, **check/save**, **delete**, **cancel**, or **close** the record. You must click 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 click 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 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, postmarked on or before **November 30, 2018** 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 and any applicable waiver requests.

## 2017–18 Fiscal Year Claim Information

The threshold amount for 2017–18 for SELPAs that are not considered necessary small SELPAs as defined in *EC* Section 56212 is \$76,964.93. This is equal to the 2016–17 threshold plus the 2017–18 cost-of-living adjustment of 1.56 percent. The threshold amount for necessary small SELPAs is the lesser of \$76,964.93 or one percent of the SELPA's Subtotal Apportionment, Line J-4 of the SELPA Special Education Funding Exhibit for the 2017–18 Second Principal Apportionment. Costs of placements and services for single students in excess of the threshold will be eligible for reimbursement. The Budget Act of 2017 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 at **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 click the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by clicking **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. Click **Add New**. The Add New Record dialog box displays.

## Extraordinary Cost Pool Claim

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, click 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.

5. Click **Add Record**.
6. Click **Save**.

After you save the record, you can add another record by clicking **Add New**, or you can delete the record by clicking **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.

## Extraordinary Cost Pool Claim

After entering data into the screen, you must click 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 2017, 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, postmarked on or before **November 30, 2018** 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 and any applicable waiver requests.

## 2017–18 Fiscal Year Claim Information

The threshold amount for necessary small SELPAs is the lesser of \$76,964.93 which is equal to the 2016–17 threshold plus the 2017–18 cost-of-living adjustment of 1.56%, or one percent of the SELPA's Subtotal Apportionment, Line J-4 of the SELPA Special Education Funding Exhibit for the 2017–18 Second Principal Apportionment. Costs of placements and services for single students 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 2017 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 at **Annual** or **Annual Corrected** mode. In order to 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 click the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by clicking **OK**. After you add a new record you can enter data for that record and you can **save**, **delete**, **cancel**, or **close** the record.

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

To add a new record:

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

After you save the record, you can add another record by clicking **Add New**, or you can delete the record by clicking **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 click the **Save** button before the file can be exported.

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# County Auditor Entry Screens

# Miscellaneous Funds

## Data Entry Instructions

The Miscellaneous Funds 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. To access the Miscellaneous Funds entry screen, select **Annual** from the Period menu, select **County Auditor** from the LEA menu. Open the entry screen from the Entry Screens grid.

See [Principal Apportionment Periods](#) 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.

All county offices must file this report. If no LEA in the county received Miscellaneous Fund revenues, a data file still needs to be submitted for the county. In this event, the county would only need to submit a data file with a zero entered for lines A-1 and A-2 for any one of the LEAs within the county and include a note stating that there are no data to report.

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. Click **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.

3. Click **Add Record**.

# Miscellaneous Funds

The following table describes the fields displayed in this screen:

Line Number	Field	Field Description
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.
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 <b>in lieu</b> 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.
A-3	Total	After clicking <b>Save</b> , displays the total amount of all fields in Section A (this screen).

#### 4. Click **Save**.

After you save the record, you can add another record by clicking **Add New**, or you can delete the record by clicking **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.

# Special 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 to obtain a “Get latest” software file. Contact information can be found on the CDE PADC Web page at <https://www.cde.ca.gov/fg/sf/pa/pa>.

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 click the **Add New** button to add a new record. The message box only displays if no records exist. Close the message box by clicking **OK**.

### To add a new record:

1. Click **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. Click **Add Record**.
4. Click **Save**.

After you save the record, you can add another record by clicking **Add New**, or you can delete the record by clicking **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 click 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%.

# Special Education Tax Allocation

## 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, click 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, click 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 click the single back arrow button. To remove all records in the list, click the double back arrow button.
3. Click **Copy Tax Allocation Data**. A dialog displays confirming that the copy operation has been completed.
4. Click **OK**.
5. Click **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 entry screen is only available to users from the County Office and County Auditor user groups. To access the Taxes entry screen, select **County Auditor** from the LEA menu. Open the entry screen from the Entry Screens grid.

### **Key Tax Filing Dates, EC Section 41760.2**

Period to Report	2017–18 Reporting Deadlines
First Period Taxes Report	Send to CDE no later than <b>November 15</b>
Second Period Taxes Report	Send to CDE no later than <b>April 16</b>
Annual Taxes Report	Send to CDE no later than <b>August 15</b>

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 click 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 clicking **OK**.

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

#### **To add a new record:**

1. Click **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.

3. Click **Add Record**.

After you enter data into the screen, you can click **Save**, **Cancel**, or **Close** the record. You can add another record by clicking **Add New** or delete a saved record by clicking **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.

# Taxes

## 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. Please report whole dollars only.

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: <ul style="list-style-type: none"> <li>▪ Business or Professional Records Assessed Valuation Reduction</li> <li>▪ Church Parking Lot Exemption</li> <li>▪ Veteran's Property Tax Exemption</li> <li>▪ Tax Deeded Land for Highway Rental</li> <li>▪ Housing Authority</li> </ul>	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 <i>EC</i> Section 14240.	0000 - 8043

## Taxes

Line Number	Field Description	Instructions	SACS Resource and Revenue Object Codes
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 <a href="https://www.cde.ca.gov/fg/aa/pa">https://www.cde.ca.gov/fg/aa/pa</a> , 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	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 Section 2575(e).	Not Applicable
A-11	Total (sum of A-1 through A-10)	After clicking <b>Save</b> , 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

## Taxes

Line Number	Field Description	Instructions	SACS Resource and Revenue Object Codes
A-14	Redevelopment Agency Asset Liquidation [ <i>HSC</i> sections 34177 and 34179.6]	Amount of remittances from unencumbered balances [ <i>HSC</i> Section 34177(d)] and proceeds for asset sales and other related funds due to the wind down of RDA affairs [ <i>HSC</i> Section 34177(e)]. Includes additional amounts remitted pursuant to a determination by the DOF [ <i>HSC</i> 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.  This entry field is only available for county offices of education.	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 <b>from</b> another county at P-1 and P-2.  Report to CDE estimates of any taxes to be <b>disbursed to</b> 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 <b>disbursed to</b> 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.

# Taxes

Period	Instructions
Annual	<p>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.</p> <p>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.</p>

## 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

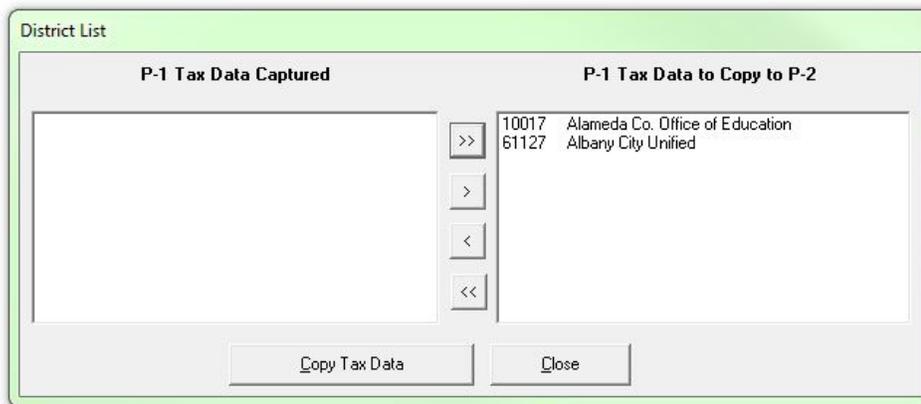
**This software feature is provided for ease of use; however, P-1 tax data should be reviewed and updated as appropriate when using this feature. The P-2 reporting period must be selected to use this function.**

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.



# Taxes

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.

2. 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, click the **double arrow** button. All records now display in the **P-1 Tax Data to Copy to P-2** list.
  - To move selected records to the list for copying, click 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.
3. Click **Copy Tax Data**. A dialog displays confirming that the copy operation has been completed.
4. Click **OK**.
5. Click **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 Principal Apportionment Data Collection Software, the LEA must print the certification, obtain signatures and retain the signed certification on file at the LEA. See [Printing Reports and Certifications](#) 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

## Appendix

### 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 <i>Education Code</i> 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.	School District Superintendent County Superintendent of Schools

## Appendix

Entry Screen	Certification	Signatories
Necessary Small School	All schools listed below have, in either current or prior year, met the conditions for funding of necessary small schools set forth in <i>Education Code</i> 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
Foster Youth Necessary Small High 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. The Foster Youth High School meets the criteria for necessary small high school, as specified in <i>Education Code</i> Section 42285(b)(2).	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

## Appendix

### 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