



**USER MANUAL  
SCHOOL DISTRICT VERSION**

Release 9.1  
Based on the Adopted State Budget for 2007-08  
August 2007

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## GRANT OF LICENSE

School Services of California, Inc., (SSC) grants your school district, as named on the accompanying disk, the right to use 2007-08 RevLim™ for Windows 9.1 Software on any district-owned computers, and multiple copies of the software may be installed. Also, additional copies of this manual may be made for internal use only. The Software may not be sublicensed, rented, leased, or given to any other agency. Your installation and/or use of RevLim™ for Windows 9.1 signifies that you agree to these restrictions.

## I. INTRODUCTION

Compared with 2006-07, 2007-08 is pretty much a status quo year. The statutory COLA of 4.53% is fully funded, but there is no additional funding for equalization aid, nor any additional funding for districts facing declining enrollment. However, there is one new provision of law that helps districts with declining ADA and charter schools (see “Relief for Districts with Declining ADA and Charter Schools” in Section II).

SSC’s Revenue Limit Calculation Software Package for 2007-08 (Release 9.1) has been updated for the final 2007-08 State Budget package—including the 4.53% COLA, the 2007-08 PERS rate and estimated PERS buyout percentage.

This software was developed to make 2007-08 K-12 revenue limit computations simple and convenient. It calculates Form K-12 and supporting schedules plus Form S, the adult education worksheet. Form R, the calculation of the revenue limit for regional occupational centers and programs (ROC/Ps), is not included in this software. Schedule HS (PERS Reduction for school districts with special contracts with PERS for sworn peace officers) is not included in the software because it applies only to a handful of districts—but a copy of this worksheet is included at the end of this manual.

As you are probably aware, the California Department of Education (CDE) Principal Apportionment system now uses a very different set of revenue limit forms than those used up through 2004-05. For example, the information that used to be included in the five-page Form K-12 is now spread over a series of six separate reports plus the Principal Apportionment Summary. Another significant change is the terminology. The CDE forms have dropped the former usage of letters to designate the worksheets—for example, Schedule B, Schedule BTS, Schedule D, etc.— and each form is simply designated by title.

A number of our clients have indicated that they prefer using the former set of revenue limit worksheets, and the RevLim software will continue to use the former worksheets. The following table will help you match up the RevLim worksheets with those now used by the CDE.

<b>SSC RevLim Form</b>	<b>CDE's New Forms</b>
Form K-12 (Total Revenue Limit, State Aid and Property Taxes)	School District Revenue Limit—Calculations (for base revenue limit and other rates per ADA)
	School District Revenue Limit (total revenue limit and state aid)
	Unemployment Insurance Revenue
	Local Revenue
	County Office Funds Transfer (transfer for county-educated ADA)
	Apprentice Funding Report
	Principal Apportionment summary (shows state aid portion of revenue limit plus all adjustments after the subtraction of local revenue such as the county office transfer, hourly programs, and community day school adjustment)
Schedule B	ADA
Schedule BTS	Beginning Teacher Salary
Schedule D	Supplemental Instruction—Core Academic Program and the Grade 2-6 Portion of the Pupil Promotion and Retention Program
Schedule F	Necessary Small School Allowance
Schedule G	Meals for Needy Pupils
Schedule H	PERS Reduction
Schedule HS	PERS Reduction for School Safety Personnel (only for districts with a special contract with PERS)
Schedule P	Supplemental Instruction—Remedial (i.e. Grade 9-12 CAHSEE Program) and the Grade 2-9 Portion of the Pupil Promotion and Retention Program
Schedule Z	Community Day School Additional Funding
Form S	Adult Education Funding

To see the CDE exhibits for your district, go to <http://www.cde.ca.gov/fg/aa/pa/index.asp> and click on the link for the most recent certification.

At the request of clients wishing to perform “what if” calculations, none of the Global variables in this Release 9.1 software have been fixed. That is, the set of Global variables has been preset to match the adopted budget, but all of the variables can still be changed, including the COLA and PERS rate. Care should be taken not to change any of the Global variables unnecessarily.

This manual describes all the software’s features, as well as how to initially install the software and designate the model of printer used. If you previously used SSC’s 2007-08 Release 9.0 RevLim software, then use of Release 9.1 will be simple.

At a minimum, all users should read Section II of this manual, “Changes in Release 9.1 Software” to understand which Global Variables may change during the year, as well as the new provision that helps protect declining enrollment districts with charter schools.

If you are a new user, please read the entire manual before using the software for the first time. If you have any questions that are not covered in this manual, please feel free to call SSC at (916) 446-7517. Questions regarding the use of the software should be directed to Philip Wong or Lori Bailey. Questions regarding the actual revenue limit calculations should be directed to me.

I believe you will find this software to be easy to use and of great help in initially calculating—and then updating—your district’s 2007-08 revenue limits.

I welcome your comments about this software and suggestions for future improvements. Your comments and suggestions will help make future releases of this software as useful and simple to use as possible.



PAUL M. GOLDFINGER  
Vice President  
August 2007

## II. CHANGES IN RELEASE 9.1 SOFTWARE

Most of the changes in the Release 9.1 software relate to updating parameters from the January and May Revise estimates to known factors or revised estimates. For example, the 2007-08 statutory COLA has been set at 4.53%, the apprentice rate per hour is \$5.08, and the PERS employer rate is known to be 9.306%. However, the amount of the PERS reduction that is bought out by the \$39.1 million appropriation—estimated to be 14.7%—will surely vary from apportionment to apportionment.

### Additional Deficit Factors

In recognition that unexpected deficits may again be applied to some revenue limit components in 2007-08, deficit factors for the following programs are included as Global Variables:

- The Core Academic Hourly Program (input item #5b[1]). This item has been preset to 0.88, reflecting 88% funding and an estimated 12% deficit.
- The Capped Grade 2-6 Hourly Program for pupils who are at risk of retention or who have an academic deficiency (input item #5b[2]). This item has been preset to 0.72 reflecting 72% funding and an estimated 28% deficit.
- The mandated Grade 2-9 Hourly Program for pupils who have been retained or recommended for retention (input item #6a). This item has been preset to 0.86, reflecting 86% funding and an estimated 14% deficit.
- The mandated Grade 7-12 Hourly Program for pupils who have not demonstrated sufficient progress to pass the High School Exit Exam (input item #6b). No deficit is currently anticipated for this program.

- The Community Day School Adjustment (input item #8c). Given the deficits in this program in prior years, this factor has been preset at 0.95, reflecting the anticipation of 95% funding and a 5% deficit.

### **PERS Reduction Buyout Factor**

One of the goals of the RevLim software has always been to parallel the revenue limit formulas used by the California Department of Education (CDE) in its apportionment system. At its 2006-07 Second Principal Apportionment, the CDE changed the PERS Reduction Buyout Factor to be the fraction of the PERS Reduction that is being bought out (rather than the fraction of the PERS Reduction that still applies, as was used at the 2006-07 First Principal Apportionment). To be consistent with the CDE methodology, the RevLim Release 9.1 Global Variable for the PERS Reduction Buyout Factor (see Global Variable Input Item #4b) now reflects the fraction bought out—estimated to be 0.145 for 14.5% buyout (rather than the former factor that reflected the percentage of the PERS Reduction that still applies).

### **Using Release 9.0 Data Sets**

If you previously used the Release 9.0 software, you may still use a 9.0 data set. No changes in data entry were made for Release 9.1, However, it is always a good idea to review the entire data set should to ensure the data is still accurate.

### **Use of Global Variables**

The Release 9.1 software continues to allow the user to change a number of parameters through the “Global Variables—COLA and Other Factors” input screen. For example, these variables can be used to change the proration factor for the PERS Reduction Buyout, the funding cap for the Community Day School Program, etc. As noted above, other parameters can be set to reflect deficits that may occur for specific programs. But care should be taken to avoid inappropriately changing variables that should not be changed.

The user should review all of the options available in the Global Variables Input Screen to see if any of the parameters need to be changed. Note that changing any of the variables in this input screen will change that variable in *all* data sets, not just the current data set.<sup>1</sup>

To help with Global Variables, our recommended set of Global Variables is now posted on our website, and this set will be updated throughout the year as appropriate. Each new set of Global Variables will show the date of the update, so that you can identify any recent changes. Simply go to: [www.sscal.com](http://www.sscal.com), click on What's New, and then on Global Variables for RevLim Users to get the latest set of Global Variables for 2007-08 (and also for 2006-07).

### **Relief for Districts with Declining ADA and Charter Schools**

As noted in the Introduction, the adopted 2007-08 State Budget contains no additional funding for districts experiencing declining ADA beyond the provision in current law allowing districts to count prior-year ADA. But a recent change in law does provide some relief—and in some cases, considerable relief—for districts with declining ADA and charter schools, effective 2007-08.

Up through 2006-07, in determining the greater of current or prior-year ADA, state law provided that a district would not receive credit for declining enrollment when pupils who attended a district noncharter school in the prior year shifted to a district-sponsored charter school in the current year. This provision was seen as being unfair, since it only took into account the pupils who shifted from district schools to district-sponsored charter schools, with no offset for any pupils who shifted back to district schools in the current year.

But effective 2007-08, three changes to this provision make it much less onerous:<sup>2</sup>

1. The reduction to prior-year ADA can now be offset in whole or in part by the ADA of any pupils who transfer from a district-sponsored charter school in the prior year to a

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<sup>1</sup> If the user desires to keep one or more data sets with original “Global Variables” for comparison with calculations using updated variables, this may be accomplished by installing the RevLim software and revised data sets in a second directory. See section below entitled “Installation of the Software.”

<sup>2</sup> Ref. The version of Education Code Section 42238.51 that took effect July 1, 2007. See Education Code Section 47632(j) for a definition of a “sponsoring” district.

district school in the current year [Note: in no case can this result in an increase in the prior year ADA.]

2. The reduction to the prior year's ADA for a pupil cannot exceed the ADA for that pupil claimed by the charter school in the current year (thereby eliminating the possible subtraction of a full year's ADA for a pupil who attended a charter school for only a few days)
3. There is no required reduction to prior-year ADA for a K-8 district for a pupil attending the 9<sup>th</sup> grade in a charter school (or for a K-6 district for a pupil attending the 7<sup>th</sup> grade in a charter school)

Many districts with declining ADA and charter schools will see a much smaller required subtraction from the prior-year ADA than previously, since a district will now get credit for pupils coming back from charter schools. For example, effective 2007-08, a district can now get credit for pupils who graduate from a K-6 charter school and then attend district schools—thereby using that ADA coming back to the district to offset all or part of its shift of pupils from district schools to district-sponsored charter schools.

To implement this new provision, we recommend that the affected districts track:

- A. The names of pupils who attend district-sponsored charter schools in 2007-08 and who attended a district noncharter school in 2006-07. [Do not include any pupils who graduated from the district at the end of the 2006-07 school year]. For each pupil, determine the 2006-07 ADA in the district school and the 2007-08 ADA claimed by the charter school, whichever is less, and sum for all such pupils. If ADA is not available by pupil, use the average ratio of ADA to enrollment for each grade range.
- B. The names of pupils who attend district noncharter schools in 2007-08 who attended district-sponsored charter schools in 2006-07. For each pupil, determine the 2006-07 ADA in the charter school and the 2007-08 ADA in the district school, whichever is less, and sum for all such pupils.

- C. Subtract the result of (B) from (A). If less than zero, use zero. Report this amount in the Schedule B Input Screen, Input Item #1b

### Other Charter School Provisions

In addition to the one provision noted above, the charter school funding model requires a number of other revenue limit calculations for districts that sponsor charter schools—both conversion schools and start-up schools. For Release 9.1 for 2007-08, these changes appear as a total of five types of data input items.

While these provisions affect all districts with charter schools, districts that will have charter schools for the first time in 2007-08 should especially pay attention to the following data input items:

- Form K-12: There are two input items that relate to: (1) payments in lieu of property taxes made to a charter school (Input Item #13d) and (2) for unified districts only, a computed amount for district residents attending schools that converted to charter status on or after July 1, 2006 [or for a unified district that was basic aid in 2006-07, the block grant amount for the ADA of district residents attending all district-sponsored charter schools] (Input Item #14). As noted in the text in Input Item #14, a unified district with a new conversion charter school must first identify the unrestricted expenditures per ADA for each new conversion school in the year prior to conversion, and then annually increase that amount per ADA by the district's increase in base revenue limit per ADA from COLA, deficit reduction and equalization aid.
- Schedule B: There are several ADA-related input items: (1) an adjustment to prior-year ADA relating to district-sponsored charter schools, now equal to the *net* shift in ADA from district schools in the prior year to district-sponsored charter schools in the current year, as discussed above (Input Item #1b), (2) the report of prior-year ADA at a charter school that was originally a district non-charter school and that converted back to being a non-charter school in 2007-08 (Input Item #1c), and (3) the report of current-year charter school ADA for (a) an all-charter district funded through the district's revenue limit (i.e., and not through the charter school funding model—Input Item #4a), (b) for unified

districts only, the ADA of district residents attending schools that converted to charter status on or after July 1, 2006 (Input Item #4b(1)) [or for a unified district that was basic aid in 2006-07, the ADA of district residents attending all district-sponsored charter schools] and for all other charter ADA for both residents and nonresidents for that district (#4b(2)), (c) for elementary or high school districts, the ADA in funding model charter schools (Input Item #4c), and (d) the ADA of district residents attending a county-approved county community school charter school based upon parental request (Input Item #4d).

Clearly, districts without charter schools have a simplification, since no data needs to be reported for these various input items.

## **Adult Education**

AB 23 (Chapter 502/2005) implemented a “use it or lose it” requirement for adult ADA, and this requirement continues to be operative. Pursuant to Education Code Section 52616.17(a)(1)(C), if a district didn’t fully utilize its adult ADA cap in both of the prior two years, its adult ADA cap shall be reduced by one-half of the lower amount not used in the prior two years. This means that a district that didn’t fully utilize its adult ADA cap in both 2005-06 and 2006-07 shall have its adult ADA cap permanently reduced in 2007-08 by 50% of the lesser amount not used. Those districts that have a permanent reduction to their adult ADA cap must report this amount in the Form S Input Screen, Input Item #2b.

Along with reducing the ADA caps for districts that didn’t fully utilize them, AB 23 also provides for additional growth for districts that have used or exceeded their adult ADA caps in the past. Starting in 2007-08, programs that have an adult ADA cap of less than 100 ADA can receive up to 30 units of additional ADA and larger programs can also receive additional growth. However, all such additional growth is contingent on available funds—primarily units of ADA taken away from programs that didn’t use their full adult ADA caps in the prior two years—and so districts should not plan on expanding their programs until they have been notified of the exact level of additional ADA that will be allocated to them. But, once notified, the eligible districts should report that additional authorization for adult ADA in Form S Input Item #3.

## **Community Day School Waiver Worksheet**

Districts with fewer than 2,501 ADA may apply for a waiver for the Community Day School Program. To ensure that eligible districts compute this waiver amount correctly, a worksheet for this purpose appears after the Community Day School input screen.

## **Schedule HS Attached**

As noted in Section I, revenue limit worksheet Schedule HS (PERS Reduction for sworn peace officers for districts with special contracts with PERS) applies only to a handful of districts, and this worksheet was not programmed into RevLim Release 9.1. Instead, a blank worksheet for 2007-08 appears after the data input screens at the end of this manual. The few districts that need to use this worksheet should perform the calculation shown and enter the result in the Form K-12 input screen, input item #12.

### III. HARDWARE/SOFTWARE REQUIREMENTS

1. **Computer:** An IBM or IBM-compatible Pentium II 400 MHZ with 64 MB RAM computer is required; however, a Pentium III 700 MHZ with 128 MB RAM or faster machine is recommended.
2. **Monitor:** A VGA monitor with 256 colors.
3. **Memory:** At least 64 MB of RAM.
4. **Hard disk space:** At least 40 MB of free space on hard disk.
5. **Software:** Windows 2000 or above.

## IV. INSTALLATION OF THE SOFTWARE

**Caution:** Prior to installing RevLim™ for Windows, close all active applications running on your computer. These applications may create a conflict during the installation of this software.

1. Put the RevLim™ for Windows CD into the CD ROM drive, the setup program will automatically start.
2. If the installation program does not start automatically, click on Start, then Run, type d:\rl1setup.exe (substitute your CD ROM drive letter if other than “d”) and click on OK.
3. Follow the instructions on the screen to complete the setup procedure. By default, it will install the program in the C:\Program Files\School Services of California\RevLim 8.0 (2007-08) and the icon will be placed under the RevLim™ (2007-08) folder.

**Caution to prior RevLim™ users:** Use a directory name that identifies the current year, such as “RL0708” Do not use the same directory name as used for the 2006-07 software (e.g., “RL0607), or the 2006-07 version of the software and all 2006-07 data sets will be erased.

Note to 2007-08 RevLim™ for Windows Release 9.0 users: If you previously used RevLim 9.0 for Windows (and so are an upgrade user), install the software in the same folder as RevLim for Windows 9.0. No data will be lost. However, please check that all previously entered data is still correct.

4. When installation is complete, remove the CD from your machine and store it in a safe place. If you have problems in the installation of software, please call Lori Bailey or Philip Wong at (916) 446-7517.

## V. USING THE SOFTWARE

To start the software, simply open the RevLim™ program on your Windows Program menu. Once the software is started, you will be greeted by the introduction screen. This contains the RevLim™ for Windows and SSC computer logos as well as your district's name. After a brief pause, the main selection menu screen will appear. As with other Windows software, RevLim™ for Windows uses a point and click method to select options and execute functions.

If you have any problem in using the software, you can click on the **Help** icon and it will bring you to our RevLim software support page on our website. (You are required to have an Internet connection in order to use this function.)

Prior to performing any functions, it is first necessary to select a data file. This can be done by clicking on either the **Open** icon or **File** the icon (and the **Open** ). Under either option, a pop-up box will show a listing of previously saved data sets—just click on the one desired then **OK**—or click on **New** to create a new data set. Also, a data set can be imported from another user by clicking on **Import** icon. The Import option is discussed further below.

Only one data set may be open at a time.

### Open a Data Set

- a. New (for creating a new data set)

Once you have selected this item, a window will appear to let you type in the name of the new data set. The data set will be printed on the first page of each form—just below the school district name—to make it easy to identify which “run” is printed. A data set name may be a string of *up to* 21 characters. Also, do not use an apostrophe or ampersand (&) in the data set name. To also help you identify printouts, the current date will be printed in the upper right corner of the first page of each form.

Whenever a new data set is used, you will also be asked for the type of district—elementary, high school, or unified. You must choose the type of district for the program to work properly.

b. Existing (for editing an existing data set)

You may edit an existing data set and then either: (1) save it under the existing data set name, thereby replacing the previous data set; or, (2) save it under a new data set name for "what if" analysis (see Saving a Data Set below). In most cases, you will need to create an entirely new data set only once for each district, and then use the edit features to refine your data set.

To edit an existing data set, click on that name in the file list box and then click on OK. Once the data set is open, the schedule buttons on the left side of the screen will change to white or gray color. White means that data for the form or schedule has been entered for the current data set, while gray means that the schedules in the data set have not yet been used.

**Import a Data Set** (for importing a data file)

This option allows a data set created by another user to be brought into your system. (Also see Export a Data Set below.) This option is useful for exchanging data sets between two users in your office or between your office and your county office of education (if also a licensed RevLim™ for Windows user). When this option is chosen, you will see prompts that ask you to select the disk drive of the imported file (usually A or B), and the file name. The data set name does not need to be the same as the disk file name and may be up to 21 characters.

## Using a Data Set

Whenever a data set name is selected, this becomes the active data set and the name will appear in the lower left corner of the computer screen to remind you which data set is currently being used.

After a data set name has been selected, the icons on the left side of the screen become active and data may be entered for the following forms—simply click on the desired form:

- ▶ Form K-12 (Total Revenue Limit, Property Taxes and State Aid)
- ▶ Schedule B —ADA Form
- ▶ Schedule BTS—Beginning Teacher Salary Adjustment
- ▶ Schedule D—Capped Hourly Programs (Core Academic and Grade 2-6 “Academic Deficiency” Programs)
- ▶ Schedule F—Necessary Small School (Elementary and/or High School)
- ▶ Schedule G—Meals for Needy
- ▶ Schedule H—PERS Reduction
- ▶ Schedule P—Uncapped Hourly Programs (Grade 7-12 Remedial relating to the California High School Exit Exam [CAHSEE] and Grade 2-9 Remedial relating to Retention)
- ▶ Schedule Z—Community Day School
- ▶ Form S—Adult Education Revenue Limit
- ▶ “Global Variables”—COLA & Others

Copies of the data entry screens for these worksheets are included at the back of this manual. It is recommended that you make copies of these pages and fill them in for ease of input before you begin.

As noted in the Introduction, Schedule HS (PERS Reduction Calculation for Districts that have a special contract with PERS for Sworn Peace Officers) is not included in the software, since it is used by only a handful of districts. However, a blank Schedule HS worksheet appears just prior

to the pages of this manual showing data input screens. For any district using this worksheet, the results are entered directly in the Form K-12 Input Screen (use Input Item #12).

Once a form is selected, the data entry screen(s) for that form will appear. Use the **enter** (**return**) key to go to the next item, or simply click on the item desired.

**Caution:** Each new data set starts with zero values in each cell. If you click on the mouse so as to highlight the cell, the zeros will be deleted. But if you click on the left edge of a cell—that is, to the left of the zero—the zero will remain. In this latter case, as an example, data entry of 234 will be stored as 2,340. Be sure to enter data carefully to avoid leaving any unintended zeros.

The user may start at the top item on each page and hit the **enter** key to go to the next item, or simply click on the data item desired. If you make a mistake while entering data, use the **delete** or **backspace** keys to amend the data entry. If you find the mistake after pressing the **enter** key, simply return to that item for editing. If a data element does not apply, press the **enter** key or simply skip to the next applicable data entry cell. If the data entry screen of the worksheet is more than one page, you can click on the appropriate page to move around. When you finish the last entry of each page, the program will bring you to the next data entry page. When you have completed the data entry for a worksheet, click on the **Done** icon to save the data under the current data set.

At any time, the current data file can be saved by clicking on the **Save** icon. Or if you wish to save a file under a new name, click on the **Save As** icon, and enter the new name.

## Editing a Previous Data Set

To edit a data set for a revised calculation, simply open and select the desired worksheet(s) that needs changing. When editing an existing data set, click on the data element to be changed and either edit the original entry or double click (thereby deleting it entirely) before entering the new value. Note that the typeover mode does not work when editing data.

## Saving a Data Set

Note: Anytime you press the **esc** (escape) key while in a data entry screen, the program will exit the current data entry screen *without* saving the data entered. To save the data, either click on **Done** , **Save** , or **Save As** icons, as discussed above.

## Exporting a Data Set

Using this output option allows you to copy a data set file to a disk for use by another user. (See also Import a Data Set above.) With this option, an existing data set can be transferred to another user in your office or to your county office of education (if also a licensed RevLim™ for Windows user).

When this option is chosen, you will see prompts that ask: (1) the disk drive for the disk (usually A or B; don't forget to have the disk ready in that drive); and, (2) the file name for the disk file.

**Caution:** the EXPORT option will copy the ACTIVE Data Set to the disk. Make sure that the data set you wish to copy appears as the ACTIVE Data Set in lower left corner of the screen (or use the **Open** option to select the desired data set).

## Erasing a Data Set

Clicking on the **Delete** icon allows the user to erase a data set that is no longer needed, or to delete a portion of an existing data file. Under this option, a window will appear letting you

select the data set or schedule(s) to delete. You must click on both the desired data set and the schedule(s) for the deletion to occur.

## VI. PRINTING/VIEWING THE OUTPUT

After creating a data base, the forms may be printed or viewed on the screen by clicking on the  or  icons.

### Printer Setup

The RevLim™ program will use the default printer in your Windows setup. If you would like to use a different printer, you need to tell the software what type of printer is being used. Click on the  icon and scroll down, then click on . A pull down box will appear. You may choose the printer you would like to use from the available list by clicking on the down arrow in the end of the “Name” box. If your printer (or one similar to your printer) is not listed, use the Genigraphics Driver (generic option). If you have any problem when switching printers, please refer to your Windows manual.

### Printing Desired Forms

Before printing any of the forms, you may choose the data set that you want printed by opening the desired data set. Using either the  or  functions, a window will show the active forms – that is, the forms that have had data entered. The user may select which forms to print by clicking on each desired form, or may  to print all active forms. The “Global Variables” form is always "active" since data is preset in this input screen.

## Printing Only Desired Pages

Before printing a specific worksheet, a window will appear asking the page(s) desired to be printed. You may print all or specific pages. If the  option is selected, you need to input the beginning and ending page number that you want to print.

## Viewing a Form

A worksheet may be viewed on the screen by clicking on the  icon. If the worksheet has multiple pages, the number of the current page will appear in the upper left-hand toolbar. Clicking on the arrows to the left or right of the page number will move the page down or up (or, by using the far left/far right arrow, will move to the first or last page). Use the **up/down arrow** keys on the right margin to move up or down on the page.

## VII. EXIT

To exit RevLim™, click on the  icon or click on  then . We suggest that you *do not* close the program by clicking on the  (close) button in the upper right corner of the screen, unless the data set has been saved, since the program will close without also saving the active data set.

## VIII. DATA ENTRY SCREENS FOR RevLim™ FOR WINDOWS 9.1 SOFTWARE

The following pages show the data entry screens for the software. Filling these out before starting to input data into the system will facilitate data entry.

*Note:* The data entry screens make numerous references to data from the 2006-07 revenue limit calculations. Since the California Department of Education's (CDE's) 2006-07 worksheets are now very different from the 2006-07 SSC worksheets (which were also used in SSC's 2006-07

RevLim™ Release 8.1 software), references are no longer made to specific lines. But, wherever possible, the SSC forms for 2007-08 have the same digital identification numbers (DIDs) as those used in CDE's 2006-07 forms to help avoid confusion.

## **Data Entry for Charter Schools**

As discussed in Section II, charter schools impact the revenue limit calculations in the following areas:

1. A school district loses declining enrollment protection for the *net* shift in pupils from district schools in one year to a district-sponsored charter school the next year (Schedule B, Line A-2a), but gains protection when a district school that previously converted to being a charter school reverts to being a non-charter district school (Schedule B, Line A-2b).
2. The ADA in an all-charter district that is *not* in the charter school funding model is counted as revenue limit ADA (Schedule B, Line C-1).
3. The sponsoring district must make a payment in lieu of property taxes for the ADA at a district-sponsored charter school—for all ADA, whether district resident or not (Form K-12, Line D-20a)—and this payment is backfilled with state aid (except for basic aid districts).
4. For unified districts—but only for districts that have schools that converted from being regular public schools to charter schools on or after July 1, 2006 (and also for all charter schools in a district that was basic aid in the prior year)—state law requires two largely offsetting adjustments:
  - a. Increase revenue limit ADA by the ADA of district residents only in charter schools that converted from public schools to charter schools on or after July 1, 2006 [or all district-sponsored charter schools in a district that was basic aid in 2006-07] (see Schedule B, Line C-3a).
  - b. Decrease a district’s state aid by (1) the unrestricted expenditures per ADA at the school in the year prior to conversion, increased annually by the district’s percentage increase in base revenue limit from COLA, deficit reduction and equalization aid [or, for a district that was a basic aid district in the prior year, the 2007-08 charter school funding model unrestricted block grant for the ADA used in (a) above] (Form K-12, Line D-21).

These adjustments apply to the “sponsoring” school district. This term, as defined in Education Code Section 47632(j), means:

- The school district that approved the charter school
- In the case where a county board of education approves a charter school after it is denied by a school district, the school district that initially denied the charter

- When a charter is granted by the State Board of Education, the sponsoring agency is the local educational agency that has agreed to assume supervisory and oversight responsibilities or, if such an agency is not designated, the school agency that initially denied the charter
- For pupils attending a county-sponsored county community school charter school based on parental request, the sponsoring agency is the pupil's district of residence.
- For pupils attending a countywide charter school who reside in a basic aid district, that basic aid district is the sponsoring agency.

### Charter School Data Input

While all districts with charter schools need to correctly report the required data, districts that have charter schools for the first time in 2007-08 should especially pay attention to the following data input items:

- Form K-12: There are two input items that relate to: (1) payments in lieu of property taxes made to a charter school by its sponsoring district (Input Item #13d) and (2) for unified districts and only for new conversion schools – those that converted to charter status on or after July 1, 2006 (or all district-sponsored charter schools in a district that was basic aid in 2006-07), the amount identified in Item 4b above (Input Item #14)
- Schedule B: There are four ADA-related input items: (1) an adjustment to prior-year ADA relating to the *net* shift in pupils from district non-charter schools in the prior year to district-sponsored charter schools in the current year (Input Item #1b), (2) a rare adjustment for a district school that previously converted to being a charter school that converted back to being a district non-charter school in 2007-08 (Input Item #1), (3) the report of current-year charter school ADA for an all-charter district that is funded through the district's revenue limit (i.e., and not through the charter school funding model—Input Item #4a), and (4) for unified districts only, (a) the ADA of district residents in charter schools that converted to charter status on or after July 1, 2006 [and, for a district that was basic aid in 2006-07, the ADA of district residents in all of the district-sponsored charter schools] (Input Item #4b1), and (b) all other ADA in district-sponsored charter schools—including the ADA of both residents and non-residents (Input Item #4b2)— none of this ADA is added to the district's revenue limit, but this ADA is only used to calculate the estimated payment of in-lieu property taxes per ADA.

Clearly, districts without charter schools have a simplification, since no data needs to be reported for these input items.

2007-08 RevLim for .Net - [2007-08 Total Revenue Limit, Property Taxes and State Aid (Form K-12)]

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ADA Report (Schedule B)  
 Beg. Teacher Salary Adj. (Schedule BTS)  
 Community Day School Adj. (Schedule Z)  
 Hourly Programs--Capped (Schedule D)  
 Hourly Programs--Uncapped (Schedule P)  
 Meals for Needy Adj. (Schedule G)  
 Necessary Small School Adj. (Schedule F--Elem. and H.S.)  
 PERS Reduction (Schedule H)  
 Adult Education Revenue Limit (Form S)  
 Global Variables

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1.	Enter your district's 2006-07 base revenue limit per ADA. (2006-07 DID 024, School District Revenue Limit--Calculation, Line A-5)	(025)	0.00
2.	Report the funded level of 2007-08 Equalization Aid per ADA. Report zero unless Equalization Aid is funded.	(525)	0.00
3.	Interdistrict Attendance Adjustment (Note: The use of this adjustment is extremely rare.) The Interdistrict Attendance Adjustment is used by a district only when it would otherwise lose over 25% of its Public Law 81-874 funds (Federal Impact Aid) due to interdistrict attendance. If this condition applies, and your district claims ADA that is served by another district and pays a tuition per ADA that is less than your base revenue limit per ADA, report the total excess amount as a negative number. Alternatively, if the amount per ADA of the tuition paid is greater than the district's base revenue limit, report the amount of the shortfall as a positive number. [School District Revenue Limit Line B-5]	(272)	0
4.	For Capistrano, Chino, Live Oak, Soquel, Alum Rock, and Hot Springs School Districts, report the amount of the unique revenue limit adjustment for your district. [School District Revenue Limit Line B-6]	(274)	0

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2007-08 RevLim for .Net - [2007-08 Total Revenue Limit, Property Taxes and State Aid (Form K-12)]

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5.	Report any other 2007-08 revenue limit adjustment subject to deficit newly authorized by state law. (School District Revenue Limit, Line B-7)	(276)	0
6.	For an all charter district, report (a) the district's base revenue limit minus the statewide average for the same type of district (but not less than zero) times (b) the growth in nonresident ADA since the base year--report this amount as a positive number. (School District Revenue Limit, Line B-8)	(217)	0
7.	Report the 2007-08 estimated ADA loss due to class size penalties.		0.00
8.	Unemployment Insurance Adjustment.		
a.	Report the 2007-08 district total estimated expenditures for unemployment insurance, including expenditures for all funds. Exclude costs for block grant charter schools. (Unemployment Insurance Revenue, Line A-1)	(012)	0
b.	Report the 1975-76 actual expenditures for unemployment insurance, from 2006-07 DID 526. (Unemployment Insurance Revenue, Line A-2)	(526)	0

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2007-08 RevLim for .Net - [2007-08 Total Revenue Limit, Property Taxes and State Aid (Form K-12)]

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9.	Enter the amount, if any, of the penalty imposed in 2007-08 for failing to maintain the minimum Longer Day/Longer Year standard (E.C. 46200(b) and 46202). Enter the amount as a positive number. (School District Revenue Limit, Line D-2)	(287)	<input type="text" value="0"/>
10.	Enter the amount, if any, of excess ROC/P Reserves (E.C. 52321). Enter the amount as a positive number. (School District Revenue Limit, Line D-3)	(288)	<input type="text" value="0"/>
11.	For school districts that have sworn peace officers that have a special employer rate for PERS, enter the amount of the 2007-08 PERS adjustment for school safety personnel (i.e. sworn peace officers) from Schedule HS, Line G. Enter with minus sign if negative. (See a copy of Schedule HS in the RevLim manual) (School District Revenue Limit, Line D-5)	(205)	<input type="text" value="0"/>
12.	Report any other 2007-08 revenue limit adjustment newly authorized by state law.		<input type="text" value="0"/>

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2007-08 Rev.im for .Net - [2007-08 Total Revenue Limit, Property Taxes and State Aid (Form K-12)]

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Total Revenue Limit, Property Taxes & State Aid (Form K-12)  
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 Hourly Programs--Uncapped (Schedule P)  
 Meals for Needy Adj. (Schedule G)  
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 PEERS Reduction (Schedule H)  
 Adult Education Revenue Limit (Form S)  
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13. Estimated 2007-08 Local Revenues. Report the following estimated 2007-08 revenues:

- a. Estimated property taxes including ERAF (shifted) property taxes.
- b. 50% of miscellaneous funds
- c. Estimated revenues from community redevelopment agencies, exclusive of revenues restricted for land, facilities, deferred maintenance, etc
- d. Report the amount paid to charter schools in lieu of property taxes. Enter this amount as a positive number.

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2007-08 Rev.im for .Net - [2007-08 Total Revenue Limit, Property Taxes and State Aid (Form K-12)]

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ADA Report (Schedule B)	14. For unified districts only that had schools that converted to charter status on or after July 1, 2006. For each such school, multiply (1) the amount of expenditures per ADA from unrestricted sources in the year prior to conversion, increased since then by the district's increase in base revenue limit from CDLA, deficit reduction and/or equalization by (2) the ADA of district residents at that school in 2007-08. Report the sum of these products for all such schools. For a unified district that was basic aid in 2006-07, report the total 2007-08 charter school block grant for the ADA reported in Schedule B Input Screen, Item 4b(1).		<input type="text" value="0"/>
Beg. Teacher Salary Adj. (Schedule BTS)	15. "Reform" Add-On. Report the amount of the 2006-07 "Reform" Add-On per ADA from 2006-07 School District Revenue Limit-Calculations, DID 107	(103)	<input type="text" value="0.00"/>
Community Day School Adj. (Schedule Z)	16. Apprentice Adjustment. Report the estimated number of funded apprentice hours in 2007-08.		<input type="text" value="0"/>
Hourly Programs--Capped (Schedule D)	17. For Basic Aid Districts only: Report the amount, if any, of the interdistrict attendance adjustment per E.C. 48209.11(c) and 54205.		<input type="text" value="0"/>
Hourly Programs--Uncapped (Schedule P)	18. For Basic Aid Districts only: Report the Basic Aid Supplement Charter School Adjustment (E.C. Section 47663).		<input type="text" value="0"/>
Meals for Needy Adj. (Schedule G)			
Necessary Small School Adj. (Schedule F--Elem. and H.S.)			
PEERS Reduction (Schedule H)			
Adult Education Revenue Limit (Form S)			
Global Variables			

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2007-08 RevLim for .Net - [2007-08 ADA Report (Schedule B)]

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1. 2006-07 Regular Revenue Limit ADA

a Enter your district's 2006-07 Regular ADA from CDE's School District ADA, Line A-12, DID 058. (058) 0.00

b Enter the net shift in ADA from district schools last year to a district-sponsored charter school in the current year. This amount is equal to (1) the 2006-07 ADA of pupils who attended district schools in 2006-07 and a district-sponsored charter school in 2007-08, minus, (2) the 2006-07 ADA of pupils who attended a district-sponsored charter school in 2006-07 and a district school in 2007-08, but in no event less than zero. For each pupil who shifted to a charter school, do not include more than the ADA claimed for that pupil by the charter school in the current year. Similarly, for each pupil who shifted to a district school, do not include more than the ADA claimed for that pupil by the district in the current year. (See Section II of the manual for further information on this calculation.) (002) 0.00

c Enter the 2006-07 P-2 ADA of district residents who attended a district charter school in 2006-07 that was operated as a district non-charter school in any year prior to 2006-07 and is again operated as a district non-charter school in 2007-08 (School District ADA, Line A-3) (003) 0.00

d Enter any adjustment to the 2006-07 ADA in Line a above due to audit findings (enter with minus sign if negative) (School District ADA, Line A-4) (004) 0.00

Global Variables

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2007-08 RevLim for .Net - [2007-08 ADA Report (Schedule B)]

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e.	Enter any Gain or Loss in ADA due to a 2007-08 Reorganization or Transfer of Territory (if loss, show as a negative number). (School District ADA, Line A-5)	(005)	0.00
f.	Enter any Gain or Loss in ADA due to the Change in Status of a Necessary Small School, effective 2007-08 (if loss, show as a negative number) (School District ADA, Line A-6)	(006)	0.00
2.	2007-08 Regular Revenue Limit ADA		
a.	Enter 2007-08 Second Principal ADA (CDE attendance software, sum of estimated P-2 ADA for Lines A-1 through A-9 and estimated Annual ADA for Line A-13. Exclude all charter school ADA, NPS ADA, and county community school ADA.) Do not include any county-educated ADA. (School District ADA, Line A-8)	(027)	0.00
b.	Enter the 2007-08 Annual Nonpublic Nonsectarian School District ADA (include NPS extended year ADA, LCI NPS ADA and LCI NPS extended year ADA-CDE attendance software, sum of Lines A-10, A-11, A-14, and A-15.) (School District ADA, Sum of Lines B-1 through B-4)		0.00
c.	Enter the 2007-08 Annual Community Day School ADA (CDE attendance software, Line A-12). (School District ADA, Line B-5)	(008)	0.00

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2007-08 RevLim for .Net - [2007-08 ADA Report (Schedule B)]

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DID#

3. Enter the following 2007-08 County Office ADA credited to the school district from the appropriate lines of the county office ADA form:

a. County Office P-2 Special Education ADA plus Annual Extended Year ADA (School District ADA, Sum of Lines B-7 and B-8) 0.00

b. P-2 County Community Schools ADA (School District ADA, Line B-6) (028) 0.00

c. Annual County Office NPS ADA and NPS/LCI ADA (including extended year ADA) (School District ADA, Sum of Lines B-9 through B-12) 0.00

4. 2007-08 Charter School ADA

a. 2007-08 ADA funded through the district's revenue limit (report zero except for an all-charter district that elected to continue to be funded through the district's revenue limit) plus, for an all-charter district, any declining enrollment adjustment (School District ADA, Sum of Lines A-15 and A-16) (015)+ (016) 0.00

Global Variables

Active Data Set Name: September 2007 08/27/2007

2007-08 Revl.im for .Net - [2007-08 ADA Report (Schedule B)]

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4 b. For unified districts only: 2007-08 ADA funded through the charter school block grant

(1) ADA of district residents attending schools that converted to become charter schools on or after July 1, 2006. (School District ADA, Line A-20) [A unified district that was basic aid in 2006-07 must report the ADA for all district residents attending district sponsored charter schools here, and only nonresident ADA for input item #4b(2).] 0.00

(2) All other charter school ADA (for residents and non-residents)- exclude any ADA reported in (d) below (School District ADA, Sum of Lines A-18 and A-19) (018)+ (019) 0.00

c. For elementary and high school districts: 2007-08 ADA funded through the charter school block grant (School District ADA, Line A-17) (017) 0.00

d. County Community School ADA funded through the charter school block grant (School District ADA, Line A-21) (020) 0.00

Global Variables

Active Data Set Name: September 2007 08/27/2007

2007-08 Rev.im for .Net - [2007-08 Beginning Teachers Salary Adjustment (Schedule BTS)]

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2007-08 DID# Page 1

- 1 Did your district participate in BTS#1 (the 1999-00 Beginning Teacher Salary Program designed to raise starting teachers' salaries to a minimum of \$32,000)? (Y/N) Note: Enter Y (Yes) only if beginning teachers salary rates in 2007-08 are at least as high as they were in 1999-00 after the program was implemented.
- 2 If your district participated in BTS#2 (the 2000-01 Beginning Teacher Salary Program designed to raise starting teachers' salaries to a minimum of \$34,000), enter the amount per ADA from 2006-07 School District Beginning Teacher Salary, Line B-4 (DID 132). Report zero if the district's 2007-08 Beginning Teacher Salary rates are below those of 2000-01. (132)

Global Variables

Active Data Set Name: September 2007 08/27/2007

2007-08 Rev.im for .Net - [2007-08 Beginning Teachers Salary Adjustment (Schedule BTS)]

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3. If your district participated in either program, report the following ADA:

a. 2006-07 ADA from CDE attendance software, sum of Lines A-1 through A-15 (P-2 ADA), plus the resident P-2 ADA for an all charter district funded through the revenue limit.

b. 2006-07 ROC/P P-2 ADA (CDE attendance software, Line B-1)

4 a. 2007-08 ADA from CDE attendance software, sum of Lines A-1 through A-15 (P-2 ADA), plus the resident P-2 ADA for an all charter district funded through the revenue limit.

4 b. 2007-08 ROC/P P-2 ADA (CDE attendance software, Line B-1)

Active Data Set Name: September 2007 08/27/2007

2007-08 Rev.im for .Net - [2007-08 Capped Hourly Programs (Schedule D)]

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	2007-08 DID#	Page 1
<b>PART A. Core Academic Programs*</b>		
1 Enter your district's CBEDS K-12 enrollment, October 2006. (School District Supplemental Instruction-Core Academic, Line A-2)	(355)	<input type="text" value="0"/>
2 Enter your district's 2007-08 estimated number of pupil hours in Core Academic Programs. (CDE attendance software, Line C-1) (School District Supplemental Instruction-Core Academic, Line A-6)	(363)	<input type="text" value="0"/>
<b>PART B. Grade 2-6 "Deficiency" Program</b>		
1 Enter your district's October 2006 CBEDS enrollment for grades 2-6 (Supplemental Instruction-Pupil Promotion and Retention, Line B-1)	(383)	<input type="text" value="0"/>
2. Enter the 2007-08 estimated number of hours of remedial instruction for pupils in grades 2-6 who are at risk of being retained and/or have a deficiency in mathematics, reading or written expression. (CDE attendance software, Sum of Lines C-4 and C-5) (Supplemental Instruction-Pupil Promotion and Retention, Sum of Lines B-5 and B-6)	(389)	<input type="text" value="0"/>

\* Notes: 1. Use "Global Variable" Input Item #5a to change the 5% cap factor for Core Academic Program or the 5% cap factor for the Grade 2-6 Capped Program.  
2. Use "Global Variable" Input Item #5b to change deficit factors for these programs.

Global Variables

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2007-08 Rev.im for .Net - [2007-08 Necessary Small School Adjustment (Schedule F--Elem. and H.S.)]

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Elementary School #1

Done

Cancel

Necessary Small Elementary School #1

Note: All ADA reported must exclude excused absences

- Name of School
- 2006-07 ADA
- 2006-07 number of teachers
- 2007-08 ADA
- 2007-08 number of teachers
- Select which year's data is to be used for funding. [Note: if more than one necessary small school is funded, this year will apply to all schools.]
  - 2006-07
  - 2007-08
- Enter prior year add-on amount per ADA for necessary small schools (2006-07 School District Revenue Limit--Calculations, Line B-7, DID 108)

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2007-08 Rev.im for .Net - [2007-08 Necessary Small School Adjustment (Schedule F--Elem. and H.S.)]

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Total Revenue Limit, Property Taxes & State Aid (Form K-12)

ADA Report (Schedule B)

Beg. Teacher Salary Adj. (Schedule BTS)

Community Day School Adj. (Schedule Z)

Hourly Programs--Capped (Schedule D)

Hourly Programs--Uncapped (Schedule P)

Meals for Needy Adj. (Schedule G)

Necessary Small School Adj. (Schedule F--Elem. and H.S.)

PEERS Reduction (Schedule H)

Adult Education Revenue Limit (Form S)

Global Variables

High School #1

Done

Cancel

Necessary Small High School #1

Note: All ADA reported must exclude excused absences

- Name of School
- 2006-07 ADA (excluding any ADA for independent study adults)
- 2006-07 certificated employees (round figure up to next integer)
- 2007-08 ADA (excluding any ADA for independent study adults)
- 2007-08 certificated employees (round figure up to next integer)
- Select which year's data is to be used for funding. (Note: if more than one necessary small school is funded, this year will apply to all schools.)
  - 2006-07
  - 2007-08
- Enter prior year add-on amount per ADA for necessary small schools (2006-07 School District Revenue Limit--Calculations, Line B-7, DID 108)

Active Data Set Name: September 2007 08/27/2007

2007-08 Rev.im for .Net - [2007-08 Meals for Needy Adjustment (Schedule G)]

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Done Cancel

2007-08  
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1. Enter your district's 2006-07 Amount per Meal (report amount to four decimal places) (Meals for Needy Pupils, Line A-3, DID 088) (086)
2. Enter your district's 2007-08 Estimated Pupil Participation for Meals for Needy (Form CNFS 71-5, Cumulation of Columns E and F, Lines 12, 13, and 14, summed for each school month in 2007-08.) Exclude meals for block grant funded charter schools. (Meals for Needy Pupils, Line A-4) (089)

Active Data Set Name: September 2007 08/27/2007

2007-08 Revl.im for .Net - [2007-08 PERS Reduction (Schedule H)]

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Done Cancel

2007-08  
DID#

Enter the following estimated data for your district:

		2007-08 DID#	
1.	Total 2007-08 Salaries for Employees Covered by PERS (exclude salaries for block grant funded charter schools and sworn peace officers) (School District PERS, Line A-1)	(183)	<input type="text" value="0"/>
2.	Exclusions to 2007-08 Salaries Reported in Line 1 above		
a.	Salaries for positions or portions of positions supported totally by Federal funds subject to supplanting restrictions (School District PERS, Line A-2)	(184)	<input type="text" value="0"/>
b.	Salaries for positions supported by funds received under the Target Instructional Improvement Blocks Grant and used for a Court Ordered Desegregation order still in effect (i.e. pursuant to E.C. 54203(a)) (School District PERS, Line A-3)	(185)	<input type="text" value="0"/>
c.	Salaries for positions supported, to the extent of employer contributions not exceeding \$25,000 by any single educational agency, from federal aid for child nutrition (or a district specific waiver granted prior to 2006-07). Note: This amount cannot exceed \$268,644, equal to \$25,000 divided by the 2007-08 PERS rate of 0.09306 (School District PERS, Line A-4)	(186)	<input type="text" value="0"/>

Note: The PERS rate and PERS buyout proration factor can be reset using Global Variables input items #4a and 4b.

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2007-08 Rev.im for .Net - [2007-08 Uncapped Hourly Programs (Schedule P)]

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This schedule applies to the 2007-08 mandated programs for: (1) pupils in grades 2-9 who have been retained or who have been recommended for retention and (2) pupils in grades 7-12 who do not demonstrate sufficient progress toward passing the high school exit exam.

- 2007-08 Total Estimated Hours for the Mandated Grade 2-9 Program. (CDE attendance software, Line C-3) (Supplemental Instruction-Pupil Promotion and Retention, Line A-2) (381)
- 2007-08 Total Estimated Hours for the Mandated Grade 7-12 Program. (CDE attendance software, Line C-2) (Supplemental Instruction--Remedial, Line A-4) (375)

\*Note: Use "Global Variables" Input Items #6a-6b to change deficit factors for these programs.

Total Revenue Limit, Property Taxes & State Aid (Form K-12)

ADA Report (Schedule B)

Beg. Teacher Salary Adj. (Schedule BTS)

Community Day School Adj. (Schedule Z)

Hourly Programs--Capped (Schedule D)

Hourly Programs--Uncapped (Schedule P)

Meals for Needy Adj. (Schedule G)

Necessary Small School Adj. (Schedule F--Elem. and H.S.)

PEERS Reduction (Schedule H)

Adult Education Revenue Limit (Form S)

Global Variables

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2007-08 RevLim for .Net - [2007-08 Community Day School Adjustment (Schedule Z)]

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	2007-08 DID#	Page 1
1. Report the district's 2006-07 funded P-2 ADA including necessary small school ADA (School District Community Day School Additional Funding, Line B-1)	(314)	0.00
2. Report the 2007-08 community day school ADA* for mandatory expelled students [per E.C. 48915(d)]:		
a. ADA qualifying for 5th hour additional funding (CDE attendance software, Line D-6) (School District Community Day School Additional Funding, Line A-1)	(309)	0.00
b. ADA qualifying for 6th hour additional funding (CDE attendance software, Line D-7) (School District Community Day School Additional Funding, Line A-2)	(310)	0.00
3. Report the 2007-08 community day school ADA* for all other students:		
a. ADA qualifying for 5th hour additional funding (CDE attendance software, Line D-8) (School District Community Day School Additional Funding, Line B-6)	(319)	0.00
b. ADA qualifying for 6th hour additional funding (CDE attendance software, Line D-9) (School District Community Day School Additional Funding, Line B-7)	(450)	0.00

\* See Attachment to Schedule Z in the RevLim manual for an explanation of how to report ADA qualifying for 5th hour and 6th hour funding.

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2007-08 Revl.im for .Net - [2007-08 Community Day School Adjustment (Schedule Z)]

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4.	Report the 2007-08 number of pupil hours of attendance in supervised 7th and 8th hour programs (CDE attendance software, Sum of Lines D-10 and D-11) (School District Community Day School Additional Funding, Line E-3)	(340)	<input type="text" value="0"/>
5.	Report any additional community day school funding authorized by Superintendent of Public Instruction waiver* (School District Community Day School Additional Funding, Line D-11)	(337)	<input type="text" value="0"/>

Note: The user may reset the ADA cap for Schedule Z by using the input item #8a in the "Global Variables" input screen.

\* See attached worksheet for how to calculate the maximum waiver amount.

Global Variables

Active Data Set Name: September 2007 08/27/2007

### Worksheet to Calculate Community Day School Waiver Amount

1. Approved Waiver Amount (not to exceed amount for Necessary Small High School [with 1 teacher—\$102,080 in 2007-08])	Line 1	\$ _____
2. Sum of Days of Operation for ALL Community Day Schools in the District	Line 2	\$ _____
3. Days of Operation Factor	Line 3	\$ <u>567.11</u>
4. Waiver Entitlement for Days of Operation (D-2 * D-3)	Line 4	\$ _____
5. Waiver Funding Allowed (for Annual: Lesser of D-1 or D-4)	Line 5	\$ _____
6. Community Day School ADA Funded by this Waiver	Line 6	\$ _____.
7. Base Revenue Limit per ADA	Line 7	\$ _____.
8. Revenue Limit for Community Day School ADA (Line 6 times Line 7)	Line 8	\$ _____ 0
9. Deficit Factor	Line 9	\$ <u>1.0000</u>
10. Community Day School Revenue Limit after Deficit (Line 8 times Line 9)	Line 10	\$ _____ 0
11. Community Day School Waiver Funding (for P-1 and P-2: Greater of 0 or [Line 1 minus Line 10]; For Annual: Greater of 0 or [Line 5 minus Line 10])	Line 11	\$ _____ 0

## REPORTING COMMUNITY DAY SCHOOL ADA FOR SCHEDULE Z

### ADA for Base Revenue Limit

Community day school ADA for all students, including those attending four hours, five hours, or six hours a day, is to be reported as part of the regular 2007-08 ADA for the Schedule B<sup>3</sup>, since this ADA generates regular revenue limit income. Per statutory law, community day school ADA is based on fixed divisors of 70 days for the First Principal ADA report, 135 days for the Second Principal ADA report, and 180 days for the annual ADA report. Using the fixed ADA divisors allow a student to generate more than one ADA for programs that operate more than 180 days during the school year.

### ADA Earning the “Bonus”

The community day school ADA eligible for bonus funding is to be reported in the Schedule Z input screen as follows:

- For “5<sup>th</sup>-hour” ADA, report the ADA for all students who attend for five hours in a day, *including* students who attend a 6<sup>th</sup> hour; and
- For “6<sup>th</sup> hour” ADA, report only the ADA for students who attend for a sixth hour.

Consider, as an example, a school district that has three students who attend community day schools for only five hours a day and 10 students who attend community day schools for all six hours a day (and where there are no unexcused absences). This district would include 13 ADA as part of the regular ADA in Schedule B *plus* report 13 “5<sup>th</sup>-hour ADA” *and* ten 6<sup>th</sup>-hour ADA” in the Schedule Z input screen.

Although this may seem like double counting of ADA for students who attend a 6<sup>th</sup>-hour program, it actually makes sense, since the sum of the reported “5<sup>th</sup>-hour” and “6<sup>th</sup>-hour” ADA is multiplied by half the full bonus amount per ADA. To reiterate: a student who attends a community day school for six hours must be reported as both one “5<sup>th</sup>-hour ADA” and one “6<sup>th</sup>-hour ADA,” since these two ADA are then multiplied by half the full bonus amount to yield the full bonus funding for 2007-08.

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<sup>3</sup> See the Schedule B input screen, item #2a.

2007-08 RevLim for .Net - [2007-08 Adult Education Revenue Limit (Form S)]

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Total Revenue Limit, Property Taxes & State Aid (Form K-12)			
ADA Report (Schedule B)		2007-08 DID#	
Beg. Teacher Salary Adj. (Schedule BTS)	1. Enter your district's 2006-07 adult base revenue limit per ADA from 2006-07 Form S (School District Adult Education Funding, Line A-3, DID 470)	(459)	0.00
Community Day School Adj. (Schedule Z)	2 a Enter your district's 2006-07 Adult ADA Cap (School District Adult Education Funding, Line C-5, DID 475)	(471)	0.00
Hourly Programs--Capped (Schedule D)	b If the district did not fully utilize its Adult ADA cap in both 2005-04 and 2006-07, enter 50% of the lesser ADA level not used		0.00
Hourly Programs--Uncapped (Schedule P)	3. Enter the number of CDE Approved Growth ADA funded in 2007-08 (if any) over and above the 2.50% increase that is funded. (School District Adult Education Funding, Line C-4)	(474)	0.00
Meals for Needy Adj. (Schedule G)	4. Enter the 2007-08 estimated annual mandated adult program ADA (CDE's Attendance Software, Sum of Lines B-2, B-3 and B-4)	(476)	0.00
Necessary Small School Adj. (Schedule F--Elem. and H.S.)	5. Enter the number of approved adult CalWORKS/GAIN ADA that will be used in 2007-08 above the district's Adult ADA Cap (School District Adult Education Funding, Line G-4)	(485)	0.00
PEES Reduction (Schedule H)			
Adult Education Revenue Limit (Form S)			
Global Variables			

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2007-08 RevLim for .Net - [Global Variables: COLA & Other Factors]

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Total Revenue Limit, Property Taxes & State Aid (Form K-12)

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1. a. The 2007-08 statutory COLA is estimated to be 4.53%. Enter any change to this COLA.

b. The 2007-08 rate per hour for the apprentice adjustment is

2. Deficit Proration Factor. The 2007-08 deficit is estimated to be 1.00000 (i.e. 100.000% funding and a deficit of 0.000%). Please enter any change to this factor

3. Statewide Average Base Revenue Limits. Please enter any changes to the estimates of the 2006-07 statewide average base revenue limits:

Elementary Districts (current figure: 5,326)	<input type="text" value="5,326"/>
High School Districts (current figure: 6,400)	<input type="text" value="6,400"/>
Unified Districts (current figure: 5,569)	<input type="text" value="5,569"/>

ADA Report (Schedule B)

Beg. Teacher Salary Adj. (Schedule BTS)

Community Day School Adj. (Schedule Z)

Hourly Programs--Capped (Schedule D)

Hourly Programs--Uncapped (Schedule P)

Meals for Needy Adj. (Schedule G)

Necessary Small School Adj. (Schedule F--Elem. and H.S.)

PEES Reduction (Schedule H)

Adult Education Revenue Limit (Form S)

Global Variables

Active Data Set Name: September 2007 08/27/2007

2007-08 RevLim for .Net - [Global Variables: COLA & Other Factors]

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4. For Schedule H:

a. The 2007-08 PERS rate is 9.306% (i.e. 0.09306). Enter any change for this rate.

b. PERS Reduction Buyout Factor. The factor, now equal to the fraction of the PERS Reduction that is bought out, is currently estimated to be 0.1450 (i.e. 14.50%). Report any change to this factor as a fraction. (i.e. .1400 for 14%).

5. For Schedule D:

a. The caps for the core academic program and for the grade 2-6 capped program may be reset as follows (but change this factor only upon notification by the California Department of Education):

(1) Core Academic program cap (current value is 5%; maximum is 10%)

(2) Grade 2-6 program cap (current value is 5%; maximum is 7%)

b. Deficit Factors -- Please enter any changes:

(1) For Core Academic programs

(2) For the capped Grade 2-6 Remedial program

6. For Schedule P Deficit Factors -- Please enter any changes:

a. For Mandated Grade 2-9 Program

b. For Mandated Grade 7-12 Program

Global Variables

Active Data Set Name: September 2007 08/27/2007

2007-08 RevLim for .Net - [Global Variables: COLA & Other Factors]

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7. Funding Rate for Hourly Programs. The 2006-07 funding rate for the hourly programs appears below. Enter any change to this rate:

8. For Schedule Z, the Community Day School Adjustment:

a. The current ADA Cap Factors are:

Elementary Cap Factor (current figure: 0.003750)	<input type="text" value="0.003750"/>
High School Cap Factor (current figure: 0.006250)	<input type="text" value="0.006250"/>
Unified Cap Factor (current figure: 0.005000)	<input type="text" value="0.005000"/>

b. The 2006-07 rates for this program are as follows:

(1) Cap funding rate (i.e. combined rate for 5th hour plus 6th hour ADA)	<input type="text" value="5,247.80"/>
(2) Hourly Rate for 7th/8th hours per day	<input type="text" value="5.02"/>

c. The Community Day school Deficit Factor is:

Global Variables

Active Data Set Name: September 2007 08/27/2007

2007-08 RevLim for .Net - [Global Variables: COLA & Other Factors]

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9. For the Adult Education Form S:

a. The current estimate of the Adult Education COLA is 4.53%. Enter any revision to this COLA:

b. The current estimate of the funded level of adult ADA growth is 2.50% for 2007-08 (i.e. growth in the adult ADA cap). Enter any revision to this percentage:

c. The current estimate of the Adult Education Deficit Factor for 2007-08 is no deficit or a 1.0000000000 deficit factor. Enter any revision to this factor. Note: the Deficit Factor entered must be the fraction of the revenue limit funded. For example, a .99 factor would be used for 99% funding and a 1% deficit:

d. The current estimate of the funding rate for excess adult growth ADA is 0.00. Enter any revision to this rate:

Global Variables

Active Data Set Name: September 2007 08/27/2007

**SCHEDULE HS**  
**2007-08 ADJUSTMENT FOR SCHOOL SAFETY PERSONNEL**  
**SCHEDULE FOR THE DETERMINATION OF THE REVENUE LIMIT REDUCTION FOR PERS**

		State DID #
Reference: Education Code Section 42239.12		
A. Reported Total 2007-08 Salaries for School Safety Personnel (i.e., sworn peace officers covered by PERS)	(A) \$ _____	{196}
B. Exclusions to 2007-08 Salaries Reported in Line A		
1. Salaries for positions or portions of positions supported totally by federal funds subject to supplanting restrictions	(B-1) \$ _____	{197}
2. Salaries for positions supported by funds received to fund a court-ordered desegregation program if the court order is still in force (E.C. 54203(a)(1))	(B-2) \$ _____	{198}
3. Salaries for positions supported, to the extent of employer contributions not exceeding \$25,000 by any single educational agency, from a revenue source determined on the basis of equity to be properly excludable from the provisions of this subdivision by the Superintendent of Public Instruction with the approval of the Director of Finance. Note: The total amount of salaries reported on this line and Line B-3 of Schedule H cannot exceed \$274,003 at the estimated 2007-08 PERS rate of 9.124%	(B-3) \$ _____	{199}
4. Total Exclusions (Sum of Lines B-1, B-2, and B-3)	(B-4) \$ _____	{200}
C. Adjusted 2007-08 Salaries Subject to PERS (Line A minus Line B-4)	(C) \$ _____	{201}
D. PERS Reduction Based on 2007-08 Salaries		
1a. 1981-82 PERS Rate	_0.13020_	{202}
1b. 2007-08 PERS Rate for School Safety Personnel	_____	{203}
1c. Change in PERS Rate (report as negative number if 2007-08 rate is greater than .13020)	(D-1c) _____	{204}
2. Computed PERS Reduction (Line C times Line D-1c; round to whole number)	(D-2) \$ _____	{517}
E. PERS Reduction Proration Factor (report estimated fraction of PERS Reduction that is "bought out" in 2007-08—report 0.0000 if 2007-08 PERS Rate for School Safety Personnel is greater than 0.13020)	(E) _____	{518}
F. 2007-08 PERS Reduction for School Safety Personnel [Line D-2 times (1.00 minus Line F)] Report here and on Form K-12, Line D-5	(F) \$ _____	{205}