2008-09
RevLim™
for Windows

USER MANUAL

SCHOOL DISTRICT VERSION

Release 10.0
Based on the Governor's Budget Proposal for 2008-09
January 2008

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GRANT OF LICENSE

School Services of California, Inc., grants your school district, as named on the accompanying disk, the right to use 2008-09 RevLim™ for Windows 10.0 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 10.0 signifies that you agree to these restrictions.

I. INTRODUCTION

We can honestly say that 2008-09 is not starting out as the "year of funding." The Governor's January Budget Proposal includes a 4.94% COLA with a deficit of 6.99% (a factor of .9301), resulting in a net 2.4% reduction for an average district. Unfortunately, the Budget does not propose funding for equalization. School agencies last saw a deficit in 2005-06 fiscal year. Deficits were a way of life from 1990-91 through 1999-00 with a three-year reprieve. Another stretch of deficits occurred from 2002-03 through 2005-06. The 2002-03 fiscal year was the only other year that experienced a net decrease in funding on the revenue limit of 1.2% (1.86% COLA and 3.002% deficit). This pattern of COLAs and deficits indicates that the state economy is cyclical, and if you wait a year or two, things will look different.

But, of course, the Governor's Budget is only a proposal and lots of things can change between now and the adoption of the 2008-09 State Budget Act. And that's why there are a number of global variables in the Release 10.0 RevLim™ software that can be changed to reflect updates to the statutory cost-of-living adjustment (COLA), the Public Employees' Retirement System (PERS) employer rate, and other factors—including, we hope unnecessarily, the reinstatement of a revenue limit deficit.

Release 10.1, reflecting updates for the final 2008-09 State Budget Act and related legislation, will be mailed (or e-mailed) to you shortly after the 2008-09 State Budget Act is adopted. And if subsequent legislation changes any of these calculations, another upgrade will be provided approximately mid-October 2008.

As a reminder, the California Department of Education (CDE) dramatically changed its revenue limit software as part of the revision to its Principal Apportionment system beginning in 2005-06 fiscal year. For example, the information that used to be included in the five-page Form K-12 revenue limit worksheet is now spread over a series of six separate reports and the Principal Apportionment Summary. Another significant change is that the former usage of letters to designate the worksheets—for example, Schedule B, Schedule BTS, Schedule D, etc.—has been dropped and each form is simply designated by title. However, based on comments from those clients using our software, we are continuing to use our prior set of worksheets.

The table on the following page provides a cross reference between the RevLim Release 10.0 worksheets and CDE's new apportionment software. [1]

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[1] To see the CDE exhibits for your district, go to www.cde.ca.gov/fg/aa/pa and click on the applicable fiscal year for the most recent certification for the current year and the prior two years.

RevLim 10.0 Worksheets	CDE Apportionment Software
Total Revenue Limit, Property Taxes, and State Aid (Form K-12)	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, supplemental hourly programs, and the community day school adjustment)
ADA Report (Schedule B)	School District ADA Report
Beginning Teacher Salary Adjustment (Schedule BTS)	Beginning Teachers Salary
Community Day School Adjustment (Schedule Z)	Community Day School Additional Funding
Hourly Programs—Capped (Schedule D)	Supplemental Instruction—Core Academic
	Supplemental Instruction—Pupil Promotion and Retention Program (capped portion for grades K-6)
Hourly Programs—Uncapped (Schedule P)	Supplemental Instruction—Remedial
	Supplemental Instruction—Pupil Promotion and Retention Program (uncapped portion for grades 2-9)
Meals for Needy Adjustment (Schedule G)	Meals for Needy Pupils
Necessary Small School Adjustment (Schedule F—Elementary and High School)	Necessary Small Schools Allowance
PERS Reduction (Schedule H)	School District PERS
Adult Education Revenue Limit (Form S)	Adult Education Funding

This software was developed to make K-12 revenue limit computations simple and convenient. Note that Form R, the calculation of the revenue limit for regional occupational centers and programs (ROC/Ps), is not included in this software. Also, Schedule HS, which is used only by a handful of districts that have a special contract with PERS for Sworn Peace Officers, is not part of the software, but a blank worksheet appears just after the data input screens.

This software makes it easy to enter—and revise—the data for the worksheets you need, allows you to print only the pages you want, and lets you save multiple data sets for "what if" analysis. You can even transfer data sets between licensed users. As with prior versions of the RevLim™ software, I believe you will find the new RevLim™ Release 10.0 easy to use and of great help in initially calculating—and then updating—the revenue limits for your district for 2008-09. This version of the software lets you print all of your data sets at once, a great time savings when you are performing calculations for a number of districts at one time.

This manual describes all the software's features, as well as how to initially install the software and designate the model of printer used. New users should read the entire manual before using the software for the first time, while experienced users should focus primarily on the changes in the features described in the next section.

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. Questions regarding the actual revenue limit calculations should be directed to Michele Huntoon or Lewis Wiley.

As always, I welcome your comments about this software and manual, as well as suggestions for future improvements.

MICHELE HUNTOON
Associate Vice President
January 2008

II. FEATURES OF THE RevLim™ 10.0 SOFTWARE

Relief for Districts with Declining ADA and Charter Schools

The Governor's Budget does not propose additional changes for declining enrollment districts as in past years, so the following provisions continue to provide relief for declining enrollment districts experiencing declining ADA and charter schools.

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

➢ 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)

➢ There is no required reduction to prior-year ADA for a K-8 district for a pupil attending the 9th grade in a charter school (or for a K-6 district for a pupil attending the 7th grade in a charter school)

Many districts with declining ADA and charter schools obtain credit for pupils coming back from charter schools. For example, a unified district can obtain credit for pupils who graduate from a K-6 or K-8 charter 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 or maintain documentation for this provision, we recommend that the affected districts track:

A.   The names of pupils who attend district-sponsored charter schools in 2008-09 and who attended a district noncharter school in 2007-08. [Do not include any pupils who graduated from the district after 2007-08]. For each pupil, determine the 2007-08 ADA in

the district school and the 2008-09 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 2008-09 who attended district-sponsored charter schools in 2007-08. For each pupil, determine the 2007-08 ADA in the charter school and the 2008-09 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

Factors That May Change

As noted above, the Governor has proposed a statutory COLA, estimated to be 4.94% and a deficit of 6.99%.

But, as is the case each year, the Governor's January Budget Proposal is only a proposal and a number of factors could change in the coming months. The economic environment has not been status quo and many variables may impact changes in the budget proposal. The Release 10.0 software allows you to change the following variables, using the "Global Variables—COLA, Deficits & Others" input screen. Changing any of the variables in this input screen will change that variable in *all* data sets, not just the current data set.[2] All of the preset values match the Governor's Budget Proposal.

- **2008-09 COLA.** The Governor proposes to fully fund the 4.94% (est.) statutory COLA and 6.99% deficit for 2008-09. Global Variables Input Item #1 allows any changes to the statutory COLA. The revenue limit deficit factor will be reported in Input Item #2.

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[2]   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™ for Windows software and revised data sets in a second directory. See section below titled "Installation of the Software."

- **Statewide Averages.** The user may also use the "Global Variables" input screen to revise the statewide average base revenue limits for 2007-08 which are used to determine the 2008-09 inflation increases (see Input Item #3 to the "Global Variables" input screen).

- **2008-09 Estimated PERS Rate.** The 2008-09 PERS rate will not be finalized until later in the year. While an estimated employer rate of 0.09000 (i.e., 9.000%) for 2008-09 has been entered initially, Input Item #4a of the "Global Variables" input screen allows the user to enter any revision to this rate.

- **PERS Reduction Buyout.** The buy out for the PERS Reduction in 2008-09 continues with $39 million appropriated under current law and into future years. Global Variables input screen Item #4b allows the user to change the fraction of the PERS Reduction that is bought out. Note that this proration factor reflects the portion of the PERS Reduction that still applies (rather than the fraction "bought out") to match the CDE worksheets and help avoid confusion.

- **Community Day School Cap Factors**. Using Input Item #8a to the "Global Variables" input screen, the user may modify the ADA cap factors used in the Schedule Z, the Community Day School worksheet. Note that the funding rates currently utilized for this program have been kept static at this time due to the uncertainty of the details for the program and the complexities of the Community Day being fund in part by a continuous appropriation and in part as a categorical funding source. The global variable currently includes a 12.5% (.875) proration factor deficit for Community Day.

- **Adult Education Factors**. The factors used to calculate the adult inflation increase and adult growth ADA appear in Input Item #9 of the "Global Variables" input screen, and may be amended as necessary. The deficit for this program is set at 10.9% (.891 proration factor).

Reporting ADA

RevLim™ Release 10.0 parallels the way that ADA is reported in the CDE School District ADA Report, but simplifies the reporting by combining various categories of ADA that are treated the same, such as all categories of county office nonpublic school ADA.

Charter Schools

The charter school funding model requires a number of revenue limit calculations for districts that sponsor charter schools—both conversion schools and start-up schools. For Release 10.0 for 2008-09, 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 2008-09 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 (Input Item #14).

- Schedule B: There are several ADA-related input items: (1) the net shift in ADA from district schools to district-sponsored charter schools—with this amount being a reduction to the prior-year ADA used as the funding level for districts with declining ADA (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 2008-09 (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]) and for all other charter ADA 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. Pursuant to Education Code Section 52616.17(a)(1)(C) (as added by AB 23), beginning in 2006-07, 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 2006-07 must fully utilize its adult ADA cap in 2007-08, or its ADA cap shall be permanently reduced in 2008-09. Those districts that have a permanent reduction to their adult ADA cap must report this amount in Form S Input Item #2b.

Along with reducing the ADA caps for districts that didn't fully utilize them, AB 23 also provided for additional growth for districts that have used or exceeded their adult ADA caps in the past. Beginning 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. All such additional growth, however, 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.

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. **Operating system:** 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 into the CD-ROM drive. The setup program will automatically start.

2. If the installation program does not start automatically, click on <u>S</u>tart, then <u>R</u>un, type d:\rllsetup.exe (substitute your CD-ROM drive letter if other than "d") and click on <u>O</u>K.

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 10.0 (2008-09) and the icon will be placed under your desktop and the RevLim (2008-09) folder.

    Caution to prior RevLim™ users: Use a folder name that identifies the current year, such as "REVLIM 10.0 (2008-09)" Do not use the same directory name as used for the 2007-08 software (e.g., "RevLim 9.0 [2007-08]), or the 2007-08 version of the software and all 2007-08 data sets will be erased.

4. The software requires the .Net Framework and Microsoft Data Access component to run properly. It will check if your computer contains that software. If it does not find the software, it will prompt you to install. (The CD-ROM already contains that software.) After you have installed those programs, run RevLim™ 10.0 setup program again.

5. When installation is complete, remove the disk from your machine and store it in a safe place. If you have problems installing the software, please call Philip Wong at 916.446.7517.

V. USING THE SOFTWARE

To start the software, simply open the RevLim™ program from 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 school 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 need an Internet connection 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* 64 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 <u>O</u>K. 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 from a disk)

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 a school district (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 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 64 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:

- Total Revenue Limit, Property Taxes, and State Aid (Form K-12)
- ADA Report (Schedule B)
- Beginning Teacher Salary Adjustment (Schedule BTS)
- Community Day School Adjustment (Schedule Z)
- Hourly Programs—Capped (Schedule D)
- Hourly Programs—Uncapped (Schedule P)
- Meals for Needy Adjustment (Schedule G)
- Necessary Small School Adjustment (Schedule F—Elementary and/or High School)
- PERS Reduction (Schedule H)
- Adult Education Revenue Limit (Form S)
- "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, the PERS Reduction Calculation for districts that have a special contract with PERS for Sworn Peace Officers (Schedule HS) 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 zero 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 the `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 a school district (if also a licensed RevLim™ for Windows user).

When this option is chosen, you will see prompts that ask for: (1) the disk drive for the disk 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 set, the forms may be printed or viewed on the screen by clicking on the
[Print] , [Preview] , or [Print to Excel] 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 [File] icon and go down and click on [Printer Setup]. 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 [Print] , [Preview] , or [Print to Excel] 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 [Select All] to print all active forms. The "Global Variables" form is always "active" since data are preset in this input screen.

The school district version of the RevLim™ software also allows the user to print either the current data set or all data sets—a great convenience when calculating the revenue limits for all districts in the county.

Printing Blank Form Worksheets

This new feature for the RevLim program allows you to print blank forms. Once you have created a new data set (it doesn't matter if you have any data in the data set), click on the [Print] function, select the "Blank Form" bullet, and then select the blank form(s) you would like to print. Click the OK button when you are ready to print.

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 [Specific Pages] 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 [Preview] 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 ⎡Exit⎤ icon or click on ⎡File⎤ then ⎡Exit⎤. We suggest that you *do not* close the program by clicking on the ⎡X⎤ (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 10.0 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.

File	Edit	Windows	Help

Open · Import · Export · Save · Save As · Delete · Print · Print to Excel · Preview · Help · Exit

Page 1 · Page 2 · Page 3 · Page 4 · Page 5 · Done · Cancel

Sidebar:
- 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.)
- PERS Reduction (Schedule H)
- Adult Education Revenue Limit (Form S)
- Global Variables

2008-09 DID#   Page 1

1. Enter your district's 2007-08 base revenue limit per ADA. (2007-08 DID 024, School District Revenue Limit--Calculation, Line A-5)   (025) [0.00]

2. Report the funded level of 2008-09 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]

Active Data Set Name: Print Screen   01/16/2008

School Services of California INC.

File   Edit   Windows   Help

| Open | Import | Export | Save | Save As | Delete | Print | Print to Excel | Preview | Help | Exit |

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

| Page 1 | Page 2 | Page 3 | Page 4 | Page 5 | | Done | | Cancel |

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

		2008-09 DID#	Page 2
5.	Report any other 2008-09 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 2008-09 estimated ADA loss due to class size penalties.		0.00
8.	Unemployment Insurance Adjustment.		
a.	Report the 2008-09 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 2007-08 DID 526. (Unemployment Insurance Revenue, Line A-2)	(526)	0

Active Data Set Name: Print Screen

01/16/2008

School Services of California INC.

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9. Enter the amount, if any, of the penalty imposed in 2008-09 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) — 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) — 0

11. For school districts that have sworn peace officers that have a special employer rate for PERS, enter the amount of the 2008-09 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) — 0

12. Report any other 2008-09 revenue limit adjustment newly authorized by state law. — 0

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13.   Estimated 2008-09 Local Revenues. Report the following estimated 2008-09 revenues:

a.   Estimated property taxes including ERAF (shifted) property taxes.   [0]

b.   50% of miscellaneous funds   [0]

c.   Estimated revenues from community redevelopment agencies, exclusive of revenues restricted for land, facilities, deferred maintenance, etc   [0]

d.   Report the amount paid to charter schools in lieu of property taxes. Enter this amount as a positive number.   [0]

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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 COLA, deficit reduction and/or equalization by (2) the ADA of district residents at that school in 2008-09. Report the sum of these products for all such schools. For a unified district that was basic aid in 2007-08, report the total 2008-09 charter school block grant for the ADA reported in Schedule B Input Screen, Item 4b(1).   [0]

15. "Reform" Add-On. Report the amount of the 2007-08 "Reform" Add-On per ADA from 2007-08 School District Revenue Limit--Calculations, DID 107   (103)   [0.00]

16. Apprentice Adjustment. Report the estimated number of funded apprentice hours in 2008-09.   [0]

17. For Basic Aid Districts only: Report the amount, if any, of the interdistrict attendance adjustment per E.C. 48209.11(c) and 54205.   [0]

18. For Basic Aid Districts only: Report the Basic Aid Supplement Charter School Adjustment (E.C. Section 47663).   [0]

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1.   2007-08 Regular Revenue Limit ADA

a   Enter your district's 2007-08 Regular ADA from CDE's School District ADA, Line A-12, DID 058.   (059) [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 2007-08 ADA of pupils who attended district schools in 2007-08 and a district-sponsored charter school in 2008-09, minus, (2) the 2007-08 ADA of pupils who attended a district-sponsored charter school in 2007-08 and a district school in 2008-09, 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 2007-08 P-2 ADA of district residents who attended a district charter school in 2007-08 that was operated as a district non-charter school in any year prior to 2007-08 and is again operated as a district non-charter school in 2008-09 (School District ADA, Line A-3)   (003) [0.00]

d.   Enter any adjustment to the 2007-08 ADA in Line a above due to audit findings (enter with minus sign if negative) (School District ADA, Line A-4)   (004) [0.00]

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e.   Enter any Gain or Loss in ADA due to a 2008-09 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 2008-09 (if loss, show as a negative number) (School District ADA, Line A-6)   (006)   0.00

2.   2008-09 Regular Revenue Limit ADA

a.   Enter 2008-09 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 2008-09 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 2008-09 Annual Community Day School ADA (CDE attendance software, Line A-12). (School District ADA, Line B-5)   (008)   0.00

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2008-09 RevLim for .Net - [2008-09 ADA Report (Schedule B)]

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3. Enter the following 2008-09 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. 2008-09 Charter School ADA

   a. 2008-09 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

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| Beg. Teacher Salary Adj. (Schedule BTS) |

4 b.   For unified districts only: 2008-09 ADA funded through the charter school block grant

| Community Day School Adj. (Schedule Z) |

(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 2007-08 must report the ADA for all district residents attending district sponsored charter schools here, and only nonresident ADA for input item #4b(2).]

| Hourly Programs-- Capped (Schedule D) |

0.00

| Hourly Programs-- Uncapped (Schedule P) |

(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

| Meals for Needy Adj. (Schedule G) |

c.   For elementary and high school districts: 2008-09 ADA funded through the charter school block grant (School District ADA, Line A-17)

(017)   0.00

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

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

(020)   0.00

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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 2008-09 are at least as
high as they were in 1999-00 after the program was
implemented.

N

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 2007-08 School District Beginning Teacher Salary, Line B-4
(DID 132). Report zero if the district's 2008-09 Beginning
Teacher Salary rates are below those of 2000-01.

(132)   0.00

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

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.   `0.00`

b   2007-08 ROC/P P-2 ADA (CDE attendance software, Line B-1)   `0.00`

4 a.   2008-09 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.   `0.00`

4 b.   2008-09 ROC/P P-2 ADA (CDE attendance software, Line B-1)   `0`

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2008-09 RevLim for .Net - [2008-09 Community Day School Adjustment (Schedule Z)]

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1. Report the district's 2007-08 funded P-2 ADA including necessary small school ADA (School District Community Day School Addditional Funding, Line B-1)   (314) [0.00]

2. Report the 2008-09 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 Addditional 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 Addditional Funding, Line A-2)   (310) [0.00]

3. Report the 2008-09 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 Addditional 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 Addditional 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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4.　Report the 2008-09 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 Addditional Funding, Line E-3)　　(340)　[0]

5.　Report any additional community day school funding authorized by Superintendent of Public Instruction waiver* (School District Community Day School Addditional Funding, Line D-11)　　(337)　[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.

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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 ADA Report (Schedule B)[3], 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 Community Day School (Schedule Z) input screen as follows:

➢ For "5th-hour" ADA, report the ADA for all students who attend for five hours in a day, *including* students who attend a 6th hour; and

➢ For "6th hour" ADA, report only the ADA for students who attend for a sixth hour.

Consider, as an example, a school district that has eight students who attend community day schools for only five hours a day and ten students who attend community day schools for all six hours a day (and where there are no unexcused absences). This district would include 18 ADA as part of the regular ADA in Schedule B *plus* report 18 "5th-hour ADA" *and* ten 6th-hour ADA" in the Community Day School (Schedule Z) input screen.

Although this may seem like double counting of ADA for students who attend a 6th-hour program, it actually makes sense, since the sum of the reported "5th-hour" and "6th-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 "5th-hour ADA" and one "6th-hour ADA," since these two ADA are then multiplied by half the full bonus amount to yield the full bonus funding for 2007-08.

---

[3] See the ADA Report (Schedule B) input screen, item #2a.

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PART A.   Core Academic Programs*   2008-09 DID#   Page 1

1   Enter your district's CBEDS K-12 enrollment, October 2007. (School District Supplemental Instruction--Core Academic, Line A-2)   (355)   0

2   Enter your district's 2008-09 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)   0

PART B.   Grade 2-6 "Deficiency" Program

1   Enter your district's October 2007 CBEDS enrollment for grades 2-6 (Supplemental Instruction--Pupil Promotion and Retention, Line B-1)   (383)   0

2.   Enter the 2008-09 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)   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.

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2008-09 RevLim for .Net - [2008-09 Uncapped Hourly Programs (Schedule P)]

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This schedule applies to the 2008-09 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.

1. 2008-09 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) 0

2. 2008-09 Total Estimated Hours for the Mandated Grade 7-12 Program. (CDE attendance software, Line C-2) (Supplemental Instruction-- Remedial, Line A-4)   (375) 0

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

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Elementary School   #1

Done

Cancel

Necessary Small Elementary School #1

Note: All ADA reported must exclude excused absences

1.   Name of School   [ ]

2.   2007-08 ADA   [0.00]

3.   2007-08 number of teachers   [0]

4.   2008-09 ADA   [0.00]

5.   2008-09 number of teachers   [0]

6.   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.)   ○ 2007-08   ● 2008-09

7.   Enter prior year add-on amount per ADA for necessary small schools (2007-08 School District Revenue Limit-- Calculations, Line B-7, DID 108)   [0.00]

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High School   #1

Done

Cancel

Necessary Small High School #1

Note: All ADA reported must exclude excused absences

1.   Name of School   [   ]

2.   2007-08 ADA (excluding any ADA for independent study adults)   [0.00]

3.   2007-08 certificated employees (round figure up to next integer)   [0]

4.   2008-09 ADA (excluding any ADA for independent study adults)   [0.00]

5.   2008-09 certificated employees (round figure up to next integer)   [0]

6.   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.)
   ◯ 2007-08
   ◉ 2008-09

7.   Enter prior year add-on amount per ADA for necessary small schools (2007-08 School District Revenue Limit-- Calculations, Line B-7, DID 108)   [0.00]

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2008-09 RevLim for .Net - [2008-09 PERS Reduction (Schedule H)]

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Done   Cancel

Enter the following estimated data for your district:

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1. Total 2008-09 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)   [0]

2. Exclusions to 2008-09 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)   [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)   [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 2007-08). Note: This amount cannot exceed $277,778, equal to $25,000 divided by the 2008-09 PERS rate of 0.09000 (School District PERS, Line A-4)   (186)   [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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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.)

PERS Reduction (Schedule H)

Adult Education Revenue Limit (Form S)

Global Variables

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2008-09 DID#

1. Enter your district's 2007-08 adult base revenue limit per ADA from 2007-08 Form S (School District Adult Education Funding, Line A-3, DID 470)   (459) 0.00

2 a   Enter your district's 2007-08 Adult ADA Cap (School District Adult Education Funding, Line C-5, DID 475)   (471) 0.00

   b   If the district did not fully utilize its Adult ADA cap in both 2006-07 and 2007-08, enter 50% of the lesser ADA level not used   0.00

3. Enter the number of CDE Approved Growth ADA funded in 2008-09 (if any) over and above the 2.50% increase that is funded. (School District Adult Education Funding, Line C-4)   (474) 0.00

4. Enter the 2008-09 estimated annual mandated adult program ADA (CDE's Attendance Software, Sum of Lines B-2, B-3 and B-4)   (476) 0.00

5. Enter the number of approved adult CalWORKS/GAIN ADA that will be used in 2008-09 above the district's Adult ADA Cap (School District Adult Education Funding, Line G-4)   (485) 0.00

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2008-09 RevLim for .Net - [Global Variables: COLA & Other Factors]

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1. a. The 2008-09 statutory COLA is estimated to be 4.94%. Enter any change to this COLA.   `4.94`

   b. The 2008-09 rate per hour for the apprentice adjustment is   `4.51`

2. Deficit Proration Factor. The 2008-09 deficit is estimated to be .93010 (i.e. 93.010% funding and a deficit of 6.990%.) Please enter any change to this factor   `0.93010`

3. Statewide Average Base Revenue Limits. Please enter any changes to the estimates of the 2007-08 statewide average base revenue limits:
   Elementary Districts   (current figure: 5,567)   `5,567`
   High School Districts   (current figure: 6,690)   `6,690`
   Unified Districts   (current figure: 5,821)   `5,821`

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4.   For Schedule H:

   a.   The 2008-09 PERS rate is 9.000% (i.e. 0.09000). Enter any change for this rate.   `0.090000`

   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 0.1380 (i.e. 13.80%). Report any change to this factor as a fraction. (i.e. .1400 for 14%).   `0.13800000`

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%)   `5.00000`
         (2) Grade 2-6 program cap (current value is 5%; maximum is 7%)   `5.00000`

   b.   Deficit Factors -- Please enter any changes
         (1) For Core Academic programs   `0.8800000000`
         (2) For the capped Grade 2-6 Remedial program   `0.7200000000`

6.   For Schedule P Deficit Factors -- Please enter any changes:
   a.   For Mandated Grade 2-9 Program   `0.8600000000`
   b.   For Mandated Grade 7-12 Program   `1.0000000000`

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School Services of California INC.

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7.   Funding Rate for Hourly Programs. The 2008-09 funding rate for the hourly programs appears below. Enter any change to this rate: `3.81`

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

    a. The current ADA Cap Factors are:
        Elementary Cap Factor   (current figure: 0.003750)   `0.003750`
        High School Cap Factor   (current figure: 0.006250)   `0.006250`
        Unified Cap Factor   (current figure: 0.005000)   `0.005000`

    b. The 2008-09 rates for this program are as follows:

        (1) Cap funding rate (i.e. combined rate for 5th hour plus 6th hour ADA)   `5,485.53`
        (2) Hourly Rate for 7th/8th hours per day   `5.25`

    c. The Community Day school Deficit Factor is: `0.8750000000`

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9.   For the Adult Education Form S:

a.   The current estimate of the Adult Education COLA is 4.94%. Enter any revision to this COLA: `4.94`

b.   The current estimate of the funded level of adult ADA growth is 2.50% for 2008-09 (i.e. growth in the adult ADA cap). Enter any revision to this percentage: `2.50`

c.   The current estimate of the Adult Education Deficit Factor for 2008-09 is no deficit or a 0.8910000000 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: `0.8910000000`

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

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School Services of California INC.

SCHEDULE HS

ADJUSTMENT FOR SCHOOL SAFETY PERSONNEL

SCHEDULE FOR THE DETERMINATION OF THE REVENUE LIMIT REDUCTION FOR PERS

Reference: Education Code Section 42238.12

A. Reported Total 2008-09 Salaries for School Safety Personnel (i.e., sworn peace officers covered by PERS) (A) _____ {400}

B. Exclusions to 2008-09 Salaries Reported in Line A

  1. Salaries for positions or portions of positions supported totally by federal funds subject to supplanting restrictions (B-1) _____ {410}

  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) _____ {420}

  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 2008-09 PERS rate of 9.124% (B-3) _____ {430}

  4. Total Exclusions (Sum of Lines B-1, B-2, and B-3) (B-4) (_____) {440}

C. Adjusted 2008-09 Salaries Subject to PERS (Line A plus Line B-4) Caution: Calculation involves the addition of a negative amount in Line B-4) (C) _____ {450}

D. PERS Reduction Based on 2008-09 Salaries

  1a. 1981-82 PERS Rate ___0.1302___

  1b. 2008-09 PERS Rate for School Safety Personnel ___._____

  1c. Change in PERS Rate (Line D-1a minus Line D-1b; report as negative number if 2008-09 rate is greater than .13020) (D-1) _____._____ {455}

  2. Computed PERS Reduction (Line C times Line D-1; round to whole number) (D-2) _____._____ {465}

E. Estimated Reduction Factor (report estimated fraction of PERS Reduction that is not "bought out" in 2008-09—report 1.00 if 2008-09 School Safety PERS Rate is greater than 0.13020) (E) ____._____ {475}

F. 2008-09 PERS Reduction for School Safety Personnel (Line D-2 times Line E) Report here and on Form K-12, D-5, DID #205. (F) _____ {089}