



- Should districts explain the services they will provide to their special education students enrolled in a county program in their LCAP? Can they just refer to the county wide SELPA plan? Is this the same practice for students served in Alternative Education?
  - *The LEA should coordinate with the County Office of Education (COE) on how services to these students are identified. The LEA will receive the funding for these students, but accountability data may show up at the COE. There is really no wrong answer as long as these students are included in one or the other and references are included for transparency.*
- Do we have to include all of the required metrics in our Annual Update?
  - *Yes, all required metrics (pursuant to Education Code 52060 and 52066) must be included (at a minimum) in the Actual Annual Measurable Outcomes section of the template.*
- Do we have to discuss the effectiveness of actions and services in the Annual Update?
  - *Yes, a review of progress toward expected outcomes must include an assessment of the effectiveness of the specific actions. This would be included in the description of any changes you will take as a result of the review and assessment.*
- Is it appropriate for our district to use supplemental/concentration funding for salary increases?
  - *Not under normal circumstances. Please see the May 28, 2015 letter "Use of Supplemental and Concentration Funds for Salary Increases" for guidance.*
- Do we have to differentiate between supplemental/concentration funds and base grant funds in our LCAP?
  - *Yes, supplemental/concentration funds and base grant funds must be differentiated in the LCAP. In the review process COE must be able to identify sufficient supplemental/concentration expenditures to meet the requirement in the LCFF calculator.*
- Is it appropriate to split the cost of actions/services between the base and supplemental/concentration funds and base grant funds according to our unduplicated pupil count (i.e. we have 38% unduplicated pupil count and therefore charge a cost 38% out of supplemental/concentration and 62% out of base)?
  - *A district that has a school with an enrollment of eligible pupils fewer than 40% of the school's total enrollment may expend the targeted funds on a schoolwide basis, provided the district:*
    - *Identifies the schoolwide services*
    - *Describes how these services meet the district's goals for the targeted students in the state priority areas and*
    - *Describes how these services are the most effective use of the funds*

- Do districts have to update their 2015-16 LCAP to reflect the new May Revision gap closure percentage?
  - *Yes, regulations require districts to estimate their supplemental and concentration grant amounts and minimum proportionality percentage for the fiscal year for which the LCAP is adopted using "the most recent [gap closure] percentage calculated by the Department of Finance." (5 CCR 15496(a).) Please see the May 29<sup>th</sup> 2015 memo "Revised Guidance regarding Gap Closure Estimate".*
- We have been having the on-going discussion about the utilization of supplemental and concentration funds for custodial, maintenance and grounds. The discussion stems around new or improved services for unduplicated pupils. If we add "Utility" personnel to perform custodial, maintenance and grounds duties is this an appropriate and acceptable use of supplemental and concentration funds?
  - *The use of Supplemental/Concentration funds must be principally directed toward and effective in meeting the district's goals for the unduplicated pupils above and beyond what is provided to all students. In general, custodial, maintenance, and grounds serve all students and fulfill the basic (i.e. base) needs for educating students. To utilize these funds for operational expenses, there needs to be a clear nexus to support for the unduplicated students. We believe that justification would be difficult to make.*
  - *However, there may be some opportunity should the work be directly associated with additional services such as additional classes, hours or days of school. For example, the total cost of running a summer school or after school program (for targeted students) will include costs associated with additional cleaning and possibly maintenance. These costs, if additional and necessary to provide the additional service, would be in alignment with the intent of Supplemental/Concentration funding.*
- Can we use supplemental/concentration funds for Transportation?
  - *The use of supplemental/concentration funds must be principally directed toward and effective in meeting the district's goals for the unduplicated pupils above and beyond what is provided to all students. Examples of appropriate expenditures may include using supplemental/concentration funds to provide additional bus service for before/after school programs or summer school, or expanding bus service to shorten walking distances to increase attendance, targeting the unduplicated students. In the annual update districts must demonstrate progress on each goal and make changes to actions or goals that are not resulting in increased services and improved outcomes (in the identified state priority area) for unduplicated pupils. Therefore if the increased transportation services is not resulting in improved outcomes i.e. attendance, the*

*district should discontinue the use of supplemental/concentration funding for the increased transportation costs.*

- *Where in their LCAP should districts explain how they are using their supplemental/concentration funds in a district wide or school wide manner and why they feel this is the most effective use?*
  - *Districts must include a description of and justification for district wide/school wide use of supplemental/concentration funds in **Section 3A** of their LCAP.*