



# Simplifying LEA Compliance: How FCSS Streamlines Support for LEAs

# Welcome



**Sujie Shin**

Deputy Executive Director,  
California Collaborative for  
Educational Excellence

- Recording & slides will be posted on CCEE's website
- Slides will be linked in the chat
- **Questions/Comments:** Please use the Q&A or chat features



**Corey Greenlaw, Ed.D**

Executive Director,  
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[bit.ly/FCSSCompliance](https://bit.ly/FCSSCompliance)



# Fresno County Superintendent of Schools at a Glance

**206,239**

Students

**32 + 8**

School Districts + Charter Schools

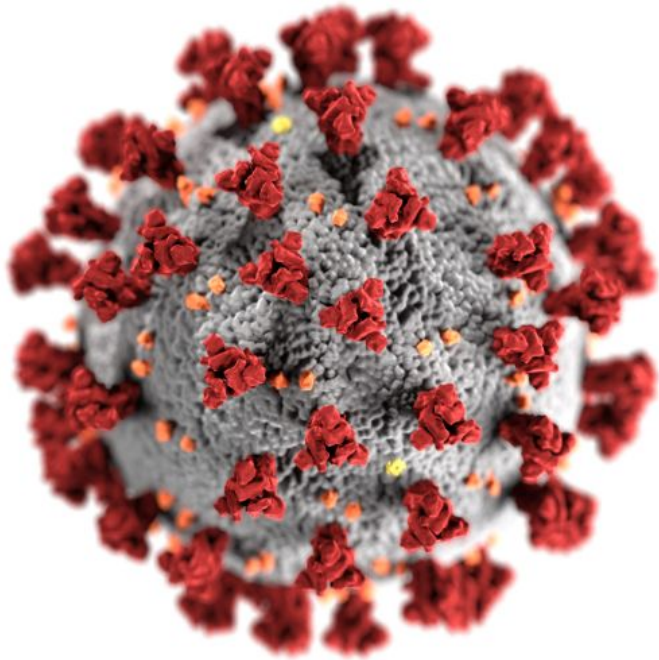
**1549 + 80**

Employees + Departments

**1,032,114**

2023 Estimated Population

# Understanding the Landscape



L<sub>2</sub>



P<sub>3</sub>

A<sub>1</sub>

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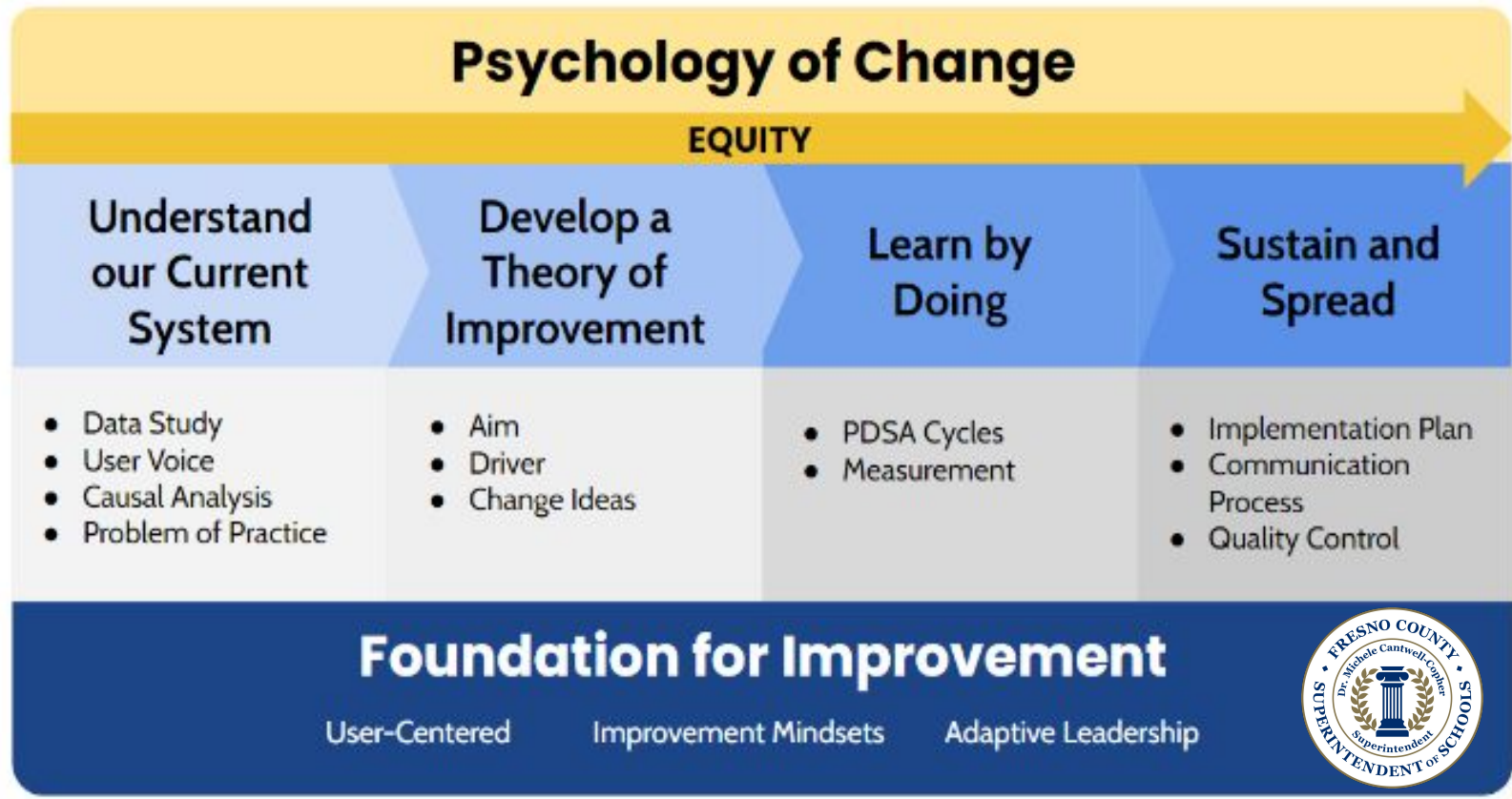
C<sub>3</sub>

*Together, it is everyone's responsibility to **do what is right for our children** to create positive outcomes, including providing equal access that ensures all can reach their full potential....**We are committed to this mission** by delivering leadership, services and technical assistance to the county's 32 school districts and charter schools, as well as our own schools.*

***Dr. Michele Cantwell Copher***

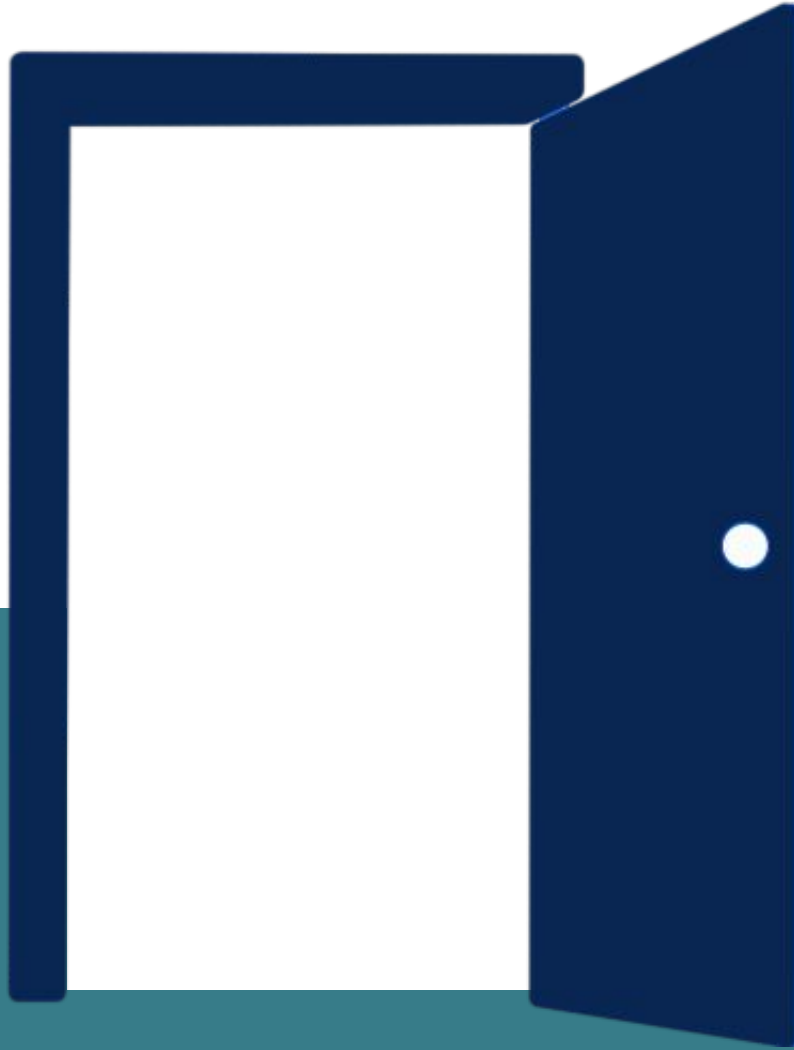


# Framework for Improvement





# Understanding Your Current System



# S.W.O.T. Analysis

Internal

## Strengths

- Strong Leadership
- System Thinkers
- Some Strong Relationships
- Networking

## Weaknesses

- Reactionary
- Too Much Information
- Lack of Focus
- One-Size Fits All
- 2 New Team Members

+

External

## Opportunities


- No one was an expert
- More money for schools
- New support needed
- Collective Learning

## Threats

- Information changing
- Plans kept coming
- Timing of Legislation
- Quick Deadlines



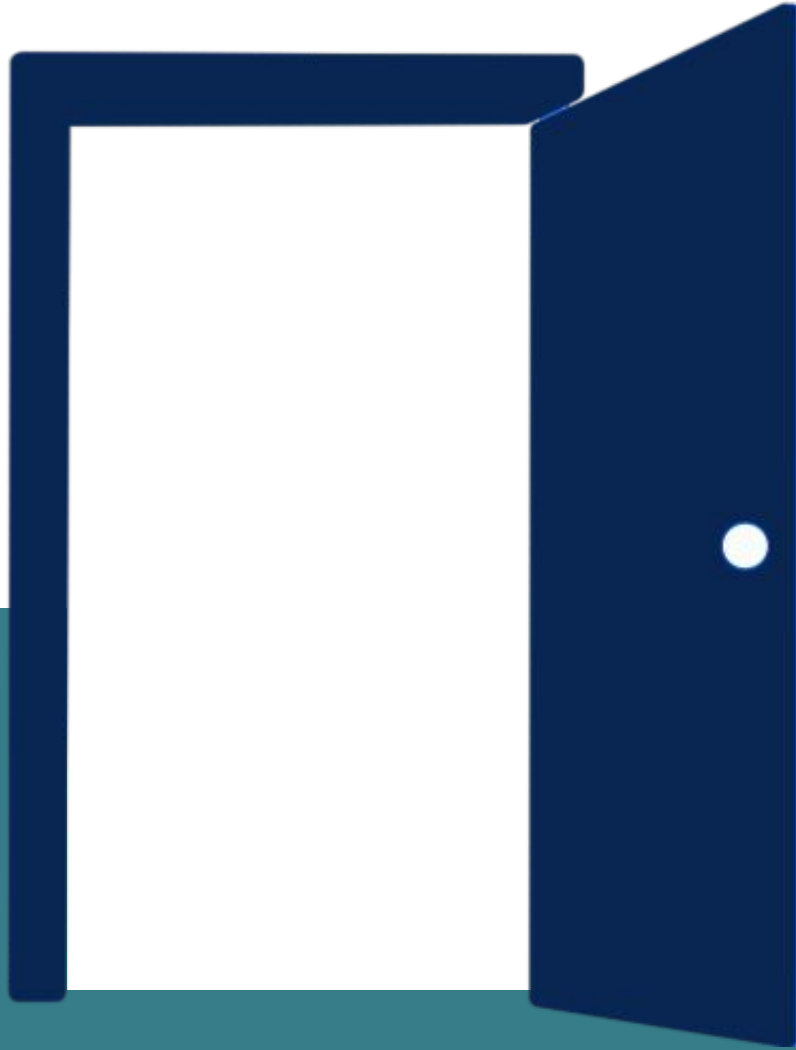
# Problem of Practice



How do we move from providing *reactionary support* to *proactive support* that helps our LEAs manage a deluge of plans, meet deadlines, and stay compliant with regulations?



# Developing a Theory of Improvement





# Theory of Action

## Aim

## Drivers

## Change Ideas

FCSS State & Federal program support will be accurate, timely, and delivered in a relational way that meets the LEA where THEY are at.

Gain Accurate and Up-to-Date Information

Be Proactive Communicators

Meet the needs of the individual LEA (Equity)

Stay Informed and utilize every available resource

Attend Top Tier Training

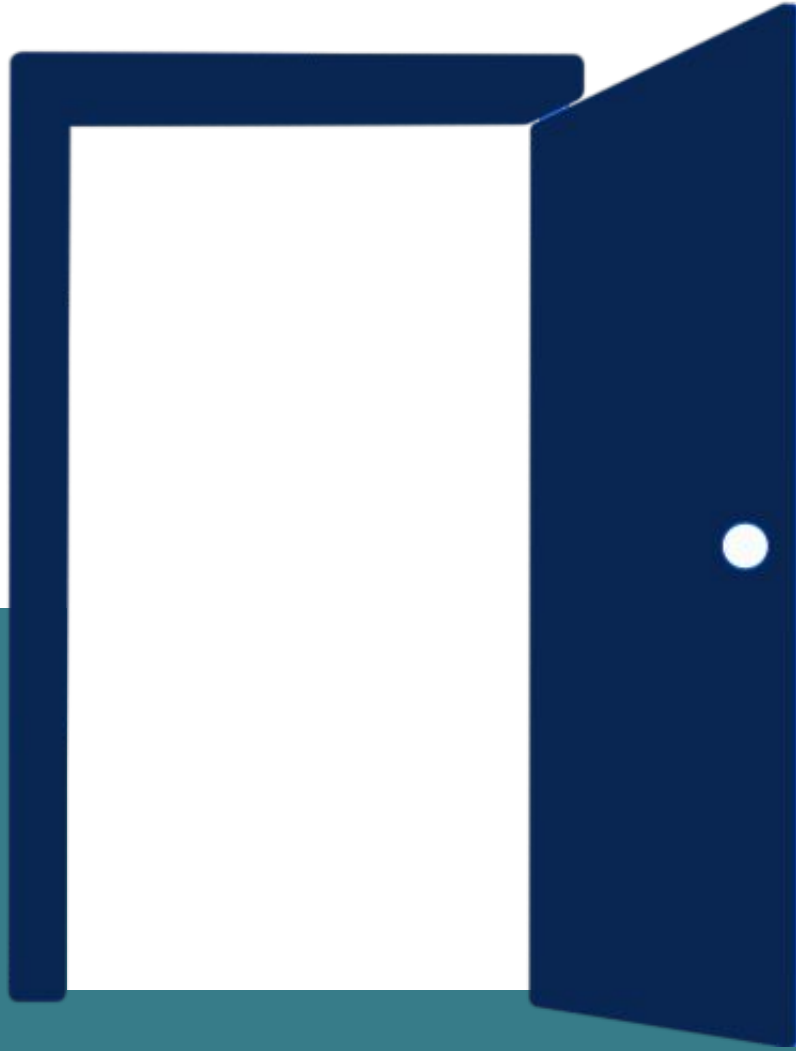
Listen to our LEAs through one-on-one partnerships

Communicate requirements early and often

Develop tools that alleviate the burden

Facilitate Strategic Alignment of Resources

# Learn by Doing





# Stay Informed & Attend Top-Tier Training

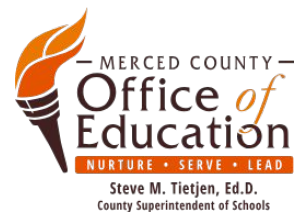
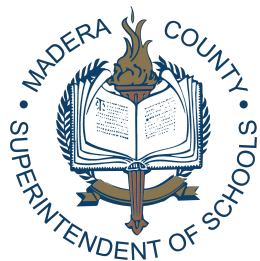
- What agencies do we need to connect with?
- Who are our collaborative partners across the state?
- How can we stay updated on the latest developments?
- Are there any compliance training or educational resources available to help our LEAs understand and adhere to state and federal requirements?





# Utilize Every Available Resource

Crucial for us were our ongoing conversations with our Regional Support Network:




- COE Lead Meetings Co-Hosted by the Santa Clara County Office of Education & Fresno County Superintendent of Schools
- Regular office hours with Local Agency Systems Support Office (LASSO)



# Don't Reinvent the Wheel


Key for us were the resources being created by:

- Our fellow FCSS colleagues!
- Riverside County Office of Education
- Los Angeles County Office of Education



**2022 – 2023**  
**Plans, Templates, and Statutory Deadlines**

Riverside County Office of Education  
 Division of Educational Services  
 Assessment, Accountability, and Continuous Improvement Unit  
 Access at: <https://bit.ly/RCOE-PTSD>



**Los Angeles County Office of Education**  
**State & Federal Programs District-Level Compliance Checklist**  
**February 2023**

The following checklist includes tasks to be completed in January to meet state and federal program requirements.

X	Task	Notes
	<b>Multiple Programs</b> Ensure that staff will complete the requirement to include LEA-level and school-level Per-Pupil Expenditures (PPE) for the <a href="#">Local Agency Report Card (LARC)</a> reporting through the web-based Every Student Succeeds Act (ESSA) Reporting System. Refer to the letter issued by the California Department of Education (CDE) dated August 1, 2018, that provides more detailed information and guidance to assist LEAs with per-pupil expenditure reporting requirement: <a href="https://www.cde.ca.gov/ta/tax/fo/essareporttr.asp">https://www.cde.ca.gov/ta/tax/fo/essareporttr.asp</a> . Deadline for LEAs to report 2021-2022 ESSA PPE data to the CDE is <b>March 1, 2023</b> . The California Department of Education (CDE) sent an email to each county and student and chief business official, and charter school administrator, with the access codes and the reporting application web page. If the data is to be resubmitted, please request via email to <a href="mailto:essareport@cde.ca.gov">essareport@cde.ca.gov</a> . Information regarding ESSA PPE is available on the <a href="#">Programs Unit</a> <a href="#">PPE Reporting web page</a> .	
	Accountability Report Cards (SARC) were published and submitted to the Department of Education by the February 1, 2023 deadline. Verify that the content of the School Accountability Report Card adopted by the local board and, that not less than triennially, the local board has compared the content of the School Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education. Refer to the CDE SARC website: <a href="https://www.cde.ca.gov/ta/tax/fo/sarc/">https://www.cde.ca.gov/ta/tax/fo/sarc/</a>	
	Private schools within the district boundaries to inform them of the opportunity to participate in those federal programs in which your district is participating. Refer to the initial consultation meeting for 2023-24 program year. Maintain documentation of contact and response regarding their intent to participate for the year. Refer to the initial consultation meeting for 2023-24 program year. Maintain documentation of contact and response regarding their intent to participate for the year. Refer to the initial consultation meeting for 2023-24 program year. Maintain documentation of contact and response regarding their intent to participate for the year. Refer to the initial consultation meeting for 2023-24 program year. Maintain documentation of contact and response regarding their intent to participate for the year.	no/c
	Consultation, in the Title I Providing Equitable Services Guidance: <a href="https://files.2020/07/equitable-services-guidance-100419.pdf">https://files.2020/07/equitable-services-guidance-100419.pdf</a> to currently participating private schools to verify that services are provided in a timely manner according to agreements reached through the process. Refer to Compensatory Education Compliance Monitoring Instrument (CECI) on the CDE website: <a href="https://www.cde.ca.gov/ta/tax/fo/instrument202223.asp">https://www.cde.ca.gov/ta/tax/fo/instrument202223.asp</a>	no/c
	Members clearly understand their roles and responsibilities and are the development/revision of the School Plan for Student Achievement. Refer to the Compensatory Education Compliance Monitoring Instrument, item E website: <a href="https://www.cde.ca.gov/ta/tax/fo/instrument202223.asp">https://www.cde.ca.gov/ta/tax/fo/instrument202223.asp</a>	

Programs Unit



**K-12 Support Programs**

The Department provides a hub of support services and resources to assist Fresno County educators in their work focused on the programs below:

- School Counselors Support Program
- State & Federal Accountability
- CALPADS Support



Rebecca Aguilu, Director  
 Karina Rodriguez, Executive Leadership Coach  
 Chrissy Spate, Lead Dept Data Automation Specialist  
 Tiffany Gonzalez, Program Assistant



**User-Centered**  
*What do our LEAs  
need and how do  
they need it?*





# Listen to Our LEAs through One-on-One Partnerships

- Ranked LEAs by the amount of support required (*Tier 1-3*)
- Assigned a team member to each LEA
- Scheduled brief check-ins by project
- Communicated Early and Often
- Surveyed LEAs
  
- This Year: We will add empathy interviews



# Develop Tools that Alleviate the Burden



LCAP Support



LCAP Data Dashboard



2023-24 Plans, Templates, and Deadlines



State and Federal Compliance



Federal Program Monitoring



Other Resources



# The State & Federal Calendar

2023-24 FCSS State & Federal Calendar



## DRAFT FCSS 2023-2024 State & Federal Calendar

[Archived 22-23 Document](#)

Annually	September 2023	December 2023	February 2024	April 2024	June 2024			
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# Goldilocks Principle



Too Much



Too Little



Just Right

# Leveraging Our Experts

- FCSS: LCAP & Compliance, District Financial Services, Health Services, Early Care & Education, Safe & Healthy Kids, Student Services Division, Fresno County SELPA, Differentiated Assistance
- Partnerships: CDE, Other COEs







2023-24 FCSS State & Federal Calendar



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# Key Features

- Year at a glance
- Multi-year snapshot for planning
- Bookmarks that linked to more detailed information

2023-24 FCSS State & Federal Calendar



## DRAFT FCSS 2023-2024 State & Federal Calendar

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2022-23	2023-24	2024-25
Plan	Plan	Plan
Plan	Plan	Plan

Expanded Learning Opportunities Program (ELO-G)	Plan	Plan	Plan	Update	Plan Update	Plan Update	Plan Update	Plan Update
Expanded Learning Opportunities Program (ELO-P)	Plan	Plan	Plan	Plan Update	Plan Update	Plan Update	Plan Update	Plan Update
Home to School Transportation Plan	Plan	Plan	Plan	Update	Update	Update	Update	Update
Independent Study BR, AR, & Master Agreements	Update	Update	Update	Update	Update	Update	Update	Update
Learning Recovery Emergency Block Grant	Update	Update	Update	Exp. Report	Exp. Report	Exp. Report	Exp. Report	Exp. Report
Local Control & Accountability Plan (LCAP) & LFFF Equity Multiplier	Plan	Plan	Plan	Plan	Plan	Plan	Plan	Plan
Local Control & Accountability Plan (LCAP) Federal Addendum	Addendum should be reviewed and revised annually							
LCAP Midyear Update	Report	Report	Report	Report	Report	Report	Report	Report
Local Indicators Report	Report	Report	Report	Report	Report	Report	Report	Report
School Accountability Report Card	Rpt. Card	Rpt. Card	Rpt. Card	Rpt. Card	Rpt. Card	Rpt. Card	Rpt. Card	Rpt. Card
School Plan for Student Achievement (SPSA)	Based on eligibility, requirements should be completed annually							
Universal Prekindergarten Planning and Implementation Grant	Plan	Plan	Plan	Plan	Plan	Plan	Plan	Plan

Reviewed

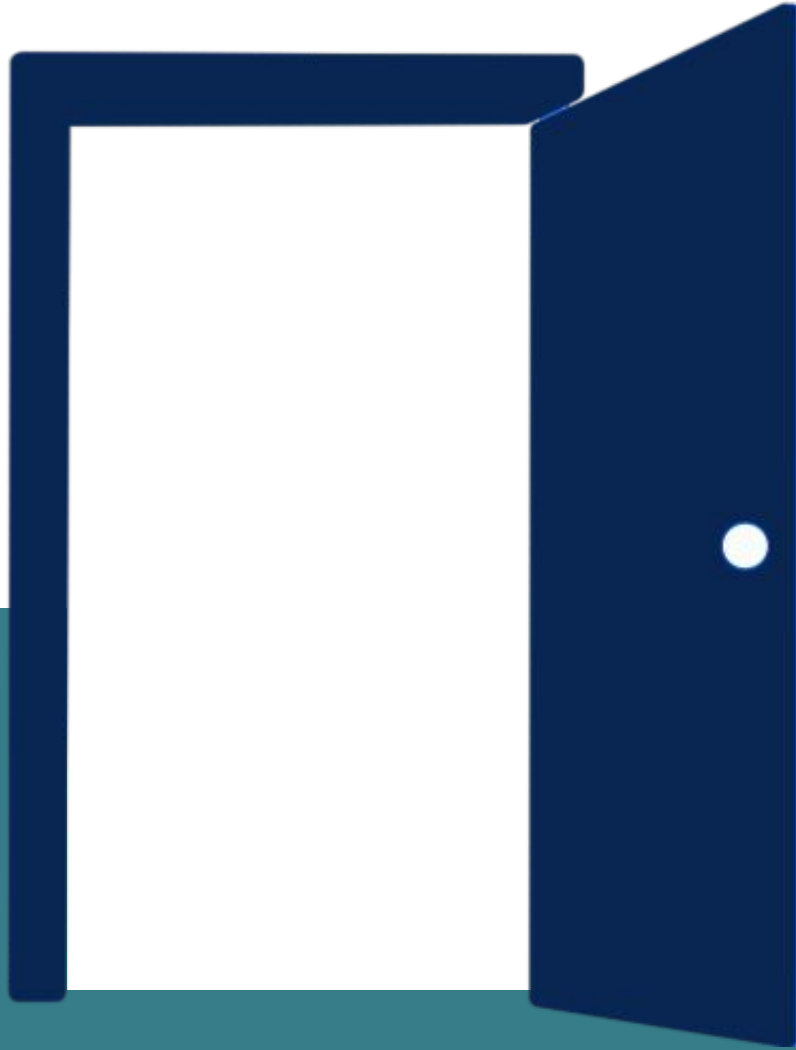
Page 2

# Key Features Cont'd



Educator Effectiveness Funds (EEF) Plan <b>*UPDATED</b>		
Plan Required	Summary	Template and Resources
<p>22-26</p> <p>Yes</p> <p>COE Approval</p> <p>No</p> <p>Deadline(s)</p> <p><b>Plan:</b> March 31, 2023 (revised deadline)</p> <p><b>Fiscal:</b> EEF funds may be expended through 2025-26.</p> <p><b>Resource Code:</b> 6266</p> <p><b>Reporting:</b> The annual expenditure reports for EEF will still be due on September 30, 2022.</p> <ul style="list-style-type: none"> <li>Annual data expenditure report will be due on or before Sept. 30th of each year.</li> <li>A final data and expenditure report will be due on or before September 30, 2026 to CDE, including specific purchases made and the number of staff that received PD.</li> </ul>	<p>This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.</p> <p>Recipients of the grant are required to "Ensure that none of their local educational agency employees are charged a fee for services allowable under the section, including but not limited to, beginning teacher induction program costs, during the grant period pursuant to this section."</p> <p><b>*New as a result of Section 18 of Assembly Bill 181:</b> Extension of EEF Plan deadline: LEAs must have 1) presented the plan at a public meeting and 2) subsequent board adoption at a second meeting before March 31, 2023.</p> <ul style="list-style-type: none"> <li>This process is audited. LEAs that do not hold the mandatory meetings by March 31, 2023, will receive an audit finding in the 2022–23 annual audit and will not be able to resolve the finding through corrective action. Instead, LEAs that receive an EEF audit finding for 2022–23 will be required to return the funds received.</li> <li>LEAs should retain board agendas and meeting minutes that show the final plan was presented and approved in two separate board meetings before March 31, 2023.</li> </ul> <p><b>Allowable Uses:</b> Funds can be expended for up to 11 purposes listed in the statute. EEF may be used for existing staff to become fully credentialed, and allows funds to be used on related costs of providing and attending professional learning, including, but not limited to, travel, per diem reimbursement, and substitute teacher costs. AB 181 added the new allowable use: "strategies to improve beginning teacher retention and support through teacher induction programs." <b>AB 181 added language to EC 41480 to include preschool learning foundations as a subject area and added coursework for existing staff to become credentialed as an allowable expenditure.</b></p> <p>Note: See EC 41480 Supplement not Supplant</p>	<p>The language in AB 181 concerning the Educator Effectiveness Block Grant may be found here: <a href="https://tinyurl.com/AB181Sec18EEBG">https://tinyurl.com/AB181Sec18EEBG</a></p> <p>CDE Resource Page, including FAQs: <a href="https://www.cde.ca.gov/pd/ee/eef2021.asp">https://www.cde.ca.gov/pd/ee/eef2021.asp</a></p> <p><a href="#">EEF FAQs</a></p> <p>The annual reporting template and online database are now available on the EEF Home web page at: <a href="https://www.cde.ca.gov/pd/ee/eef2021.asp">https://www.cde.ca.gov/pd/ee/eef2021.asp</a></p> <p>EEF Annual Reports web page at: <a href="https://www.cde.ca.gov/pd/ee/eef2021reports.asp">https://www.cde.ca.gov/pd/ee/eef2021reports.asp</a></p>

# Sustain & Spread



L<sub>2</sub>



P<sub>3</sub>

A<sub>1</sub>

N<sub>1</sub>

D<sub>2</sub>

E<sub>1</sub>

M<sub>3</sub>

I<sub>1</sub>

C<sub>3</sub>



# Help LEAs Align Resources as Part of a Coherent Strategy

**Arts Education**

Prop 28  
EEF  
AMIDBG

SPSA

**Mental Health**

ELO-G  
ESSER III  
LCAP

ELO-P  
IPI

**Early Literacy**

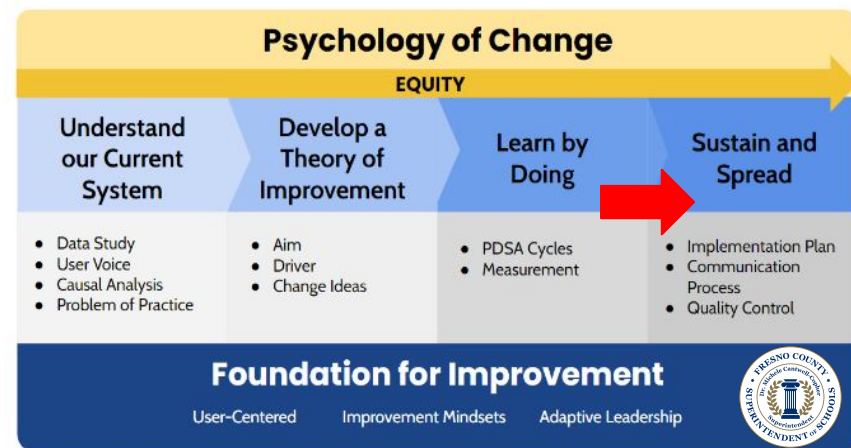
LCRS  
LCAP  
LREBG  
CSI

HTST  
UPK

Equity Multiplier

# Where We Are Now...

- Measure our results
  - Evaluate prior year impact, revise to meet current needs
- Implementation Plan
- Communication Process (Spread)
- Quality Control (Sustain)







# Thank You

## Contact



### Cathy Troxell

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### Dana Budd

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### Corey Greenlaw, Ed.D

Executive Director of Accountability, Compliance & Grants  
cgreenlaw@fcoe.org



ccee  
California Collaborative  
for Educational Excellence

## Next Steps

Interested in connecting further? Join us for the **Special Interest Group (SIG) Session** by providing your contact information in the feedback survey!

**Feedback Survey:** [bit.ly/3rQvvmB](https://bit.ly/3rQvvmB)