



What We Learned from the Federal Program Monitoring Review 2018-19

LCAP PAC Meeting

November 26, 2018

Tonight's Presentation

- What is FPM and why it's important
- The FPM Process
- When, where and what was reviewed
- What is a "finding"?
- Some important things we learned from the review in regards to SPSAs.

*Every system is perfectly designed
to get the results that it gets*

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options

What is FPM?

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for Federal Program Monitoring (FPM) review by the CDE.

The purpose of the review is to ensure that the agency is spending the funding as required by law.

An FPM Review may be:

- On site visit
- Online review

The FPM Process

- CDE determines the programs, laws and regulations that will be checked.
- CDE chooses the districts and within each district, the school sites that will be reviewed.
- CDE examines the district and chosen sites to see whether the district is spending funds and implementing programs correctly.

Which Programs were Included in the FPM?

Programs Reviewed

- Before and After School (BASP)
- Homeless (HE)
- Supporting Effective Instruction (SEI)
- Compensatory Education (CE)
- Early Education and Support (EES)
- English Learner (EL)
- Fiscal Monitoring (FM)
- Physical Education (PE)
- Uniform Complaint Procedures (UCP)

FPM On Site Visit Information

October 29 – November 8, 2019

Sites Visited and Programs Reviewed	
Sites	Programs
American Legion High School	Early Education and Support (EES)
Bowling Green Elementary School	Before and After School (BASP), Compensatory Education (CE), English Learner (EL), Uniform Complaint Procedure (UCP)
California Middle School	English Learner (EL)
CP Huntington Children's Center	Early Education and Support (EES)
Edward Kemble Elementary School	Before and After School (BASP), Compensatory Education (CE)
Elder Creek Children's Center	Early Education and Support (EES)
Ethel I. Baker Elementary School	Before and After School (BASP), Compensatory Education (CE), English Learner (EL)
Hiram W. Johnson High School	English Learner (EL)
John H. Still	English Learner (EL)
Leatata Floyd Preschool	Early Education and Support (EES)
Luther Burbank High School	English Learner (EL)
Mark Twain Elementary	Before and After School (BASP), Compensatory Education (CE)
Martin Luther King Jr. Preschool	Early Education and Support (EES)
Oak Ridge Elementary School	Before and After School (BASP), Compensatory Education (CE), English Learner (EL), Physical Education
Sam Brannan Middle School	Before and After School (BASP), Compensatory Education (CE), Physical Education (PE), Uniform Complaint Procedure (UCP)
West Campus High School	Compensatory Education (CE), Physical Education, Uniform Complaint Procedure (UCP)
Will C. Wood Middle School	Before and After School (BASP)

What is an FPM “Finding”

- At the end of each review, the state completes a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.
- SCUSD received 21 “findings” out of 61 compliance areas.
- SCUSD has until December 23, 2018 to correct findings or submit a plan for correction.

Notification of Findings Summary

Program Reviewed	Total Findings
Before and After School (BASP)	0
Homeless (HE)	0
Supporting Effective Instruction (SEI)	0
Compensatory Education (CE)	3
Early Education and Support (EES)	4
English Learner (EL)	6
Fiscal Monitoring (FM)	2
Physical Education (PE)	4
Uniform Complaint Procedures (UCP)	2
Total Findings	21

Program Reviews that Involved SPSAs

Compensatory Education (Title I)

English Learner Programs (Title III)

Fiscal Monitoring (how federal funds are spent)

Important Things Learned from the Review

Compensatory Education and SPSAs:

- SSC Composition
- SSC Responsibilities
 - Looking at student data when revising the SPSA
 - Monitoring the current SPSA actions and budget
 - Making changes to SPSA and budget as needed
 - Evaluation of the SPSA actions (each action evaluated specifically and using metrics)
 - Revision of new SPSA based on evaluation and approved to be brought to BOE.

Important Things Learned from the Review

Compensatory Education and SPSAs:

- Title I Schoolwide Program Mandates (ESSA)
 - Developing well rounded programs of instruction
 - Identifying students who may be at risk for academic failure
 - Providing additional educational assistance to individual students that need help in meeting challenging state standards
 - Identifying and implementing instructional and other strategies intended to strengthen the academic program and improve school conditions for student learning
 - Demonstrating effectiveness through program evaluation.

Important Things Learned from the Review

Compensatory Education and District Plans:

- Title I district expenditures must be included in the LCAP/LCAP Federal Addendum
- Title I district and site expenditures and actions must be evaluated each year and results of evaluation and changes to program brought to the BOE.

Important Things Learned from the Review

English Learner Programs and SPSAs:

- Properly trained ELAC members participate in site needs assessments and advise SSC on development of EL actions in the site plan.

English Learner Programs and District Plans:

- Title III District plans to be included in the LCAP and/or ELAC federal addendum
- Title III funded program must be evaluated each year.

Important Things Learned from the Review

Fiscal Monitoring & SPSAs:

- Actions & items to be funded must be based on and aligned with the needs assessment
- Actions and items to be funded with Title I must be described in detail in the SPSA especially personnel. Funding estimates must be closed and revised on current information
- SSCs should become familiar with Title I allowable costs.
- District must have a process to ensure proper use of federal funds

Q & A