



Learning Recovery and Alternative Dispute Resolution Plan Template

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CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

- Calculation
- Purpose of Funds
- Requirements
- Template overview
- Submission Process
- Questions

Calculation of the data for the allocation

- Greater of the two numbers from either 2019-20 or 2020-21 Census count.
 - Age 3 or greater
 - Education Plan Type 100
 - By District of Special Education of Accountability



Learning Recovery Plans

CALIFORNIA DEPARTMENT OF EDUCATION

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Purpose of the Learning Recovery Funds

Section 161 of AB 130 (Chapter 44, Statutes of 2021) appropriated \$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA) to provide learning recovery support. Specifically, this funding shall be expended by SELPA and their member LEAs for purposes of **providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions** stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

Requirements

- In expending funds appropriated for this purpose, SELPAs and LEAs shall do all of the following:
 - Ensure that learning recovery support provided with these funds is related to COVID–19 school disruptions during the period of March 13, 2020, to September 1, 2021, inclusive.
 - Match funding received under this section on a one-to-one basis by other funds spent for these purposes.
 - Not use this funding to supplant existing expenditures or obligations of the LEA.
 - Not use funds received under this section for, or use these funds to match expenditures for, attorney's fees.

Requirements

On or before October 1, 2021, SELPAs are required to work with member LEAs to develop and submit a plan to the CDE detailing how the SELPA and its member LEAs will implement the requirements associated with this funding, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served;
- evidence of matching funds as required by this section; and any other information required by the CDE.
- The plan should also specify the intended uses of the funds.

The CDE expects that plan include enough specificity to understand how the funds will be used to help students impacted by school disruptions. **The CDE encourages SELPAs and LEAs to consider innovative and strategic ways to support students and meet their current needs as they return to in-person instruction.**

Requirements

- On or before **September 30, 2023**, SELPAs shall submit a report to the State Department of Education that describes how funding received under this section was spent, including a summary of the learning recovery services provided. The report shall also include the demographics of pupils served through learning recovery supports, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language. As the learning recovery supports are implemented, SELPAs and LEAs must keep track of the demographic information for all pupils served on the LRP, to include on this report.

The Plan Template

SELPA Name and Code

SELPA Name	
SELPA Code	

- SELPA name (use complete name as listed in CA School Directory)
- SELPA Code (as listed in CA School Directory)

Plan Description: Applicable LEAs for this Plan

Plan Description		
Applicable LEAs for this Plan		
Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Additional Support and Services Needed to Address Identified Learning Needs		

- Please list the LEA names that are covered by this plan. LEAs must match what is reflected in your local plan.

LEAs with different plans

- In the instances that an LEA has different or unique needs from other LEAs in the SELPA and would like use those funds to meet that need, **the SELPA will submit a separate document in the same submission for each LEA that has a unique need and plan.**
- LEAs that have similar needs and plans or who have formed a consortium will have their plan submitted by the SELPA together. The SELPA will work with the LEA to develop a plan that is specific to the way the LEA intends to use the funds.
- This plan will be prepared and submitted by the SELPA. It is not expected that the LEA submit an independent plan directly to CDE, even if they intend to use the funds differently than other LEAs in the SELPA.
- In such cases, the SELPA will prepare a submission that reflects multiple plans of their member LEAs. This might include more than one document in the submission

Plan

- You must choose at least one of the impacted areas and input the plan to implement learning supports address the impacted area, including the objective and the metrics that will be used for success

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)
Assessing Learning and Academic Needs of Students	(example) Hire academic learning coaches to purchase or develop and administer assessments and implement the learning lessons. The objective is to address learning gaps that may have occurred over the course of the 2019-20 school year. Success will be measured thorough the progress on interim and summative assessments.

Students Served by the Plan

- Describe the students for whom the objective is intended and for which supports will be provided

Third Column - Students Served by Plan (Describe the students for whom the objective is intended and for which supports will be provided)

Students Served by Proposed Plan

(example) All pupils in third through eighth grade who score in the bottom 25 percent of pupils taking the statewide or local assessments last spring.

Implementation Plan

- In this box, describe the LEA's/Consortium's plan for implementation of the learning recovery supports.
- SELPAs should work with their LEAs to determine the timelines and milestones for implementation. SELPAs should also help ensure that the supports are implemented appropriately and the funds used as described in the LRP.

Please describe your plan for implementation, including a timeline and milestones

(example) In the fall of 2021, the LEA will hire instructional coaches and provide training. Assessments will begin in the Fall of 2021 and continue through Spring of 2022. As assessments are held, the instructional coaches will communicate with the IEP teams to update the necessary academic and special education supports that children need. In the Summer of 2021, the LEA will review the interim and summative assessments to adjust the deployment plan of the instructional coaches for the 2022-23 school year.

Proposed expenditures

- List the same LEA(s) that are included in the plan described above. If a consortium of LEAs is included in the plan, then list all LEAs in the consortium.
- **Amount Allocated to each LEA/LEA Consortium:** If more than one LEA is covered, list the amount allocated to each LEA in the consortium.
- **Itemized Object Codes, Learning Recovery Funds (Expenditures), and Description/Justification:** To find the object codes for the listed learning recovery funds (expenditures), use the California School Accounting Manual, 2019 Edition: <https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf>
- In the third column, provide an itemized description and justification for each of the expenditures listed by object code(s).

Matching Funds Assurances

Assurances of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name	
SELPA Director Name	
Date	

Submission Process

- On or before October 1, 2021, SELPAs are required to work with member LEAs to develop and submit a plan to the CDE.
- Please email the plan to LearningRecoveryPlan@cde.ca.gov
- The Email Subject line must read: SELPA NAME Learning Recovery Plan
 - Example: YUBA COUNTY SELPA Learning Recovery Plan
- There may be multiple documents attached, if applicable



Alternate Dispute Resolution Plan

CALIFORNIA DEPARTMENT OF EDUCATION

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Purpose of the Alternative Dispute Resolution Funds

- Section 160 of AB 130 (Chapter 44, Statutes of 2021) appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA) to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Requirements

- In expending funds appropriated for this purpose, SELPAs shall support all of the following:
 - Early intervention to promote collaboration and positive relationships with families to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.
 - Conducting voluntary alternative dispute resolution activities to reach agreement and resolve issues that are not resolved through the IEP process.
 - Work in partnership with Family Empowerment Centers or other family support organizations.
 - Develop and implement plans to identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID–19 pandemic.

Requirements

- On or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:
 - detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served.
- **The CDE encourages SELPAs and LEAs to consider innovative and strategic resolve disagreements with families collaboratively and informally whenever possible.**

Requirements

- On or before **September 30, 2023**, LEAs that received support from their special education local plan area for alternative dispute resolution activities under this section shall submit a report to their SELPA, that includes all of the following information:
 - The number of cases mediated through alternative dispute resolution services.
 - The number of cases totally resolved by agreement.
 - The number of cases refusing alternative dispute resolution services and requesting due process.
 - A list of the issues that generated the request for dispute resolution services.
 - The demographics of pupils served, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.
 - A summary of outreach activities conducted pursuant to this section.
 - A summary of activities conducted in partnership with family support organizations pursuant to this section.
- On or before October 1, 2023, the special education local plan areas shall submit the information collected to the State Department of Education.

The Plan Template

SELPA Name and Code

SELPA Name	
SELPA Code	

- SELPA name (use complete name as listed in CA School Directory)
- SELPA Code (as listed in CA School Directory)

The Plan

- Please select one or more Support Areas and input the plan the SELPA will employ to support the member LEAs in this area.

Support Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.		
Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act		

Proposed expenditures

- **Itemized Object Codes, Learning Recovery Funds (Expenditures), and Description/Justification:** To find the object codes for the listed learning recovery funds (expenditures), use the California School Accounting Manual, 2019 Edition:
<https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf>
- In the third column, provide an itemized description and justification for each of the expenditures listed by object code(s).

Submission Process

- On or before October 1, 2021, SELPAs are required to work with member LEAs to develop and submit a plan to the CDE.
- Please email the plan to ADR@cde.ca.gov
- The Email Subject line must read: SELPA NAME ADR Plan
 - Example: YUBA COUNTY SELPA ADR Plan

Questions?

Thank You!

For questions & comments please send an email to either:

Learningrecoveryplan@cde.ca.gov

Or

ADR@cde.ca.gov