

Learning Recovery Plan Overview to SELPAs

Introduction

Under Assembly Bill 130, Section 161(a), the state legislature has appropriated four hundred fifty million dollars (\$450,000,000) from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas (SELPA). These funds shall be expended by SELPAs and their member local educational agencies (LEAs) for purposes of providing learning recovery support to pupils, as defined below, 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.

By August 31, 2021, these funds will be allocated by the Superintendent of Public Instruction to SELPAs, for distribution to LEAs and LEA Consortiums.

In expending these funds, SELPAs shall do all of the following:

- (1) Ensure that learning recovery support provided with these funds are related to COVID-19 school disruptions during the period of March 13, 2020, to September 1, 2021, inclusive.
- (2) Match funding received under this section on a one-to-one basis by other funds spent for these purposes.
- (3) Not use funds received under this section to supplant existing expenditures or obligations of the local educational agency.
- (4) Not use funds received under this section for, or use these funds to match expenditures for, attorney's fees.

Additionally, as a condition of receiving funding, the SELPAs shall, on or before **October 1, 2021**, work with its member LEAs to develop and submit a Learning Recovery Plan (LRP) to the California Department of Education (CDE), detailing how they will implement the requirements of this section, including learning recovery services and 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.

Introduction to the Learning Recovery Plan

The LRP will be prepared and submitted by SELPA to describe how funding received by the SELPAs will be used by their member LEAs to address learning recovery needs of students with disabilities impacted by school disruptions from the COVID-19 pandemic. The LRP should be detailed and provide a clear understanding of the intended use of the funds. The plan shall also include the demographics of pupils served through the learning recovery supports, including, but not limited to: the number

of pupils proposed to be served, the disabilities of the pupils, family income, English learner classification, and the parents' primary language. Finally, the plan also requires that the SELPA detail the proposed expenditures.

Who needs to complete the LRP?

The LRP is SELPA-level plan, meaning that SELPA will work with their member LEAs to determine the needs and complete and submit the plan. Some LEAs in a SELPA with similar needs may form a consortium and the SELPA will work with them to develop a plan that applies to all LEAs in the consortium. Some LEAs may identify their own needs, and the SELPA will work with that LEA to develop a plan tailored to those individualized needs.

LRP Due Date

The LRP must be completed by SELPAs and submitted to the CDE no later than October 1, 2021.

Directions for completing the LRP

Directions to complete each section of the LRP are provided below.

SELPA Name and Code

Use complete name and code as listed in California School Directory, (<https://www.cde.ca.gov/schooldirectory>.)

Plan Description

LEAs Covered by this Plan

In the section entitled "Applicable LEAs for this Plan", list the LEAs that are covered. The LEAs listed here should match LEAs listed in the SELPA's local plan. Please use the LEA name as listed in the California School Directory, accessible by the link above.

LEAs with Different Plans

As referenced above, in instances where 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. All plans will be prepared and submitted by the SELPA. The LEA or LEA Consortium will not submit an independent LRP directly to CDE.

Learning Recovery Supports

In the first column, LEAs must identify and choose at least one of the six impacted areas that have been impacted by COVID-19 during the period of March 13, 2020, to September 1, 2021, inclusive. In the second column and for each impacted area, list at least one learning recovery support for which funds will be expended. For each support created and implemented, identify the pupils whom the LEA proposes to serve with that support. LEAs are free to choose more than one objective, metric, impacted area, and learning recovery support; however, the funds allocated to the LEA(s) should be encumbered by June 30, 2023; and the pupils for whom they were expended should be tracked by demographics listed on the plan.

An example of a learning support reasonably calculated to address the impacted area, including the objective and metrics used to measure success, is provided below.

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 through the progress on interim and summative assessments.

Students Served by Plan

Describe the students for whom the objective is intended, and for which supports will be provided. An example is shown below.

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 Timeline of Proposed Plan or Activities

Describe the LEA'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 are used as described in the LRP. An example of a timeline and milestone description is provided below.

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.

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).

Assurance of Matching Funds Assurances

Input the SELPA name, the SELPA Director Name, and the date.

Submission and Contact

SELPAs are to submit the LRP to the CDE via email on or before October 1, 2021. SELPAs will email the plan to LearningRecoveryPlan@cde.ca.gov. The email subject

line must read as: SELPA NAME Learning Recovery Plan (e.g. YUBA COUNTY SELPA Learning Recovery Plan).

SELPAs and LEAs may contact their FMTA consultant if there are questions.

Post Learning Recovery Plan Report

On or before **September 30, 2023**, SELPAs shall submit a report to the CDE 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 CDE may conduct checkpoints, by reaching out to the SELPA to determine if there are updates to the plan, if the implementation is proceeding as intended, and if the SELPA or LEA need additional supports to implement their plan as designed.

Definitions

For purposes of this document:

Local educational agency- a school district, county office of education, or charter school.

Pupil- an individual with exceptional needs, as defined in Section 56026 of the Education Code, during the COVID-19 school disruptions from March 13, 2020, to September 1, 2021, inclusive, or an individual who was referred for assessment pursuant to Section 56029 of the Education Code whose assessment was delayed due to the COVID-19 school disruptions from March 13, 2020, to September 1, 2021, inclusive.

Positive Behavior Supports - Evidence or research-based practices, assessments, interventions, and systems change strategies that address behaviors which may impede a student's academic success or access to the educational environment. These supports specifically focus on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time.

Assessing Learning and Academic Needs of Students - Intentional work to utilize quantitative and qualitative data to determine the current academic and social emotional needs for each student.

Social Emotional Needs - For the LEAs that seek to prioritize the mental health and wellness of their students who experienced higher levels of stress due to the COVID-19 pandemic and its damaging effects on their daily life (i.e. anxiety, financial stress, loss of focus, withdrawal from school community, etc.)

High Quality Instruction - High Quality Instruction means curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.

Supporting Students Return to In-Person Instruction– Procuring any materials, equipment, or supplies necessary for students to safely return to classrooms and limit further school disruptions.

Child Find- If the funds will be used to assist the LEA in employing assessments or activities to determine if there are children in the LEA who need Special Education and Related Services but were not referred or assessed due to the COVID-19 Pandemic.

Assessing Students who are Waiting of Initial IEPs- If the LEA was not able to complete all necessary initial assessments last year because of the impact of COVID-19 school disruptions and would like to use some of these funds for that purpose, it can describe the plan here. This is not to pay for current year obligations.

Complete Overdue IEPs- If the LEA was not able to complete all necessary initial annual IEPs last year because of the impact of COVID-19 school disruptions and would like to use some of these funds for that purpose, it can describe the plan here. This is not to pay for current year obligations.

Additional Support and Services Needed to Address Identified Learning Needs- Any Impacted Area not listed above but which the LEA working with the SELPA has determined a need, please list and describe.