



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 9.3

Meeting Date: June 5, 2014

Subject: **Continuous Improvement of Special Education Services:
2014-2015 Annual Service Plan and Annual Budget Plan**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Department: **Academic Office/Special Education Department**

Recommendation: To conduct a Public Hearing on the Special Education Local Plan Area (SELPA)'s Annual Service Delivery Plan and the Annual Budget Plan.

Background/Rationale: The SCUSD's SELPA requires that a service plan and budget plan be developed and updated annually. The plans are developed prospectively. The Annual Service Plan describes the full continuum of services provided by the district for students, birth to 22 years of age; including students with low incidence disabilities. The Budget Plan describes those funds received in accordance with EC 56836 and the expenditure of those funds.

The Special Education Department has expanded its focus during the past four years to provide leadership to the District's Inclusive Practices initiative and the improvement of teaching and learning in all programs for students with special needs. A summary of the Department's 2014-2015 initiatives will be shared.

Financial Considerations: The SCUSD SELPA receives \$20,264,792 in state funding, \$8,092,235 in federal funding, \$3,265,457 for Special Education Transportation, and \$53,278,150 in other grants, entitlements, and general funds for a total budget of \$84,900,634.

Documents Attached:

- 1) Executive Summary
- 2) Public Hearing Notice
- 3) Annual Service Report
- 4) Annual Service Plan Descriptions
- 5) Certification Annual Service Plan
- 6) Certification Annual Budget Plan

Estimated Time of Presentation: 15 minutes

Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer

Approved by: Sara Noguchi, Ed.D., Interim Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

Meeting Date: June 5, 2014

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2014-2015 Annual Service Plan and Annual Budget Plan**

- Information Item Only
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- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Department: **Academic Office/Special Education Department**

Recommendation: To conduct a Public Hearing on the SELPA's Annual Service Delivery Plan and the Annual Budget Plan.

Background/Rationale: The SCUSD SELPA Local Plan requires a service plan and budget plan be developed and updated annually. The plans are developed prospectively. The Annual Service Plan describes the full continuum of services provided by the district for students, birth to 22 years of age; including students with low incidence disabilities. The Budget Plan describes those funds received in accordance with EC 56836 and the expenditure of those funds.

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- 1) Executive Summary
- 2) Public Hearing Notice
- 3) Annual Service Report
- 4) Annual Service Plan Descriptions
- 5) Certification Annual Service Plan
- 6) Certification Annual Budget Plan

Estimated Time of Presentation: 25 minutes

Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer

Approved by: Sara Noguchi, Ed.D., Interim Superintendent

Board of Education Executive Summary

Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



I. Overview/History of Program

An important step in realizing our district's vision for Pillar One of the Strategic Plan, Career and College Ready Students, is to align our special education services and practices to serve our students in a manner that is equitable, provides access to the general curriculum, meets their unique needs, and closes the achievement gap. The district continues to be committed to educating our students, to the greatest extent possible, in age appropriate general education classroom settings in their neighborhood or choice schools, in order to prepare them for college or career. Our implementation of Inclusive Practices at both our Early Implementer sites (Oak Ridge, Leataata Floyd, Sutterville, Caleb Greenwood, California Middle School and CK McClatchy High School) and subsequent phase RSP-only sites (Hiram Johnson, John F. Kennedy, Rosa Parks, W.C. Wood, Sutter, Albert Einstein, H.W. Harkness and James Marshall) have shown us that students with special needs are able to and do respond positively to rigorous and relevant instruction tailored to their unique learning needs. Furthermore, the Special Education Department has currently moved forward with professional learning in Common Core State Standards for all its teachers. This focus on teaching and learning will lay a strong foundation that will position our students for success in preschool through grade 12 and beyond, and setting them on a path to develop skills and abilities needed to become responsible, productive citizens in today's global society. These continued efforts will allow the movement toward more inclusive settings aimed at improving the educational outcomes for both our special and general education students.

Assembly Bill (AB) 602, Chapter 654, Statutes of 1997, requires the Special Education Local Plan Area (SELPA) to submit an Annual Budget and Service Plan that is adopted at a public hearing. As required in Education Code Section (EC) 56205, these plans must identify expected expenditures, including a description of the services provided and their physical location. The plan must demonstrate that all individuals with special needs have access to services and instruction appropriate to meet their unique learning needs as specified in their Individual Education Program (IEP). The Annual Service and Budget Plan is prospective in nature, adopted by the Board and submitted to CDE on or before June 30, 2014.

The Annual Budget shall identify expected expenditures for all items required including, but not limited to the following:

- Funds received in accordance with Chapter 7.2 (commencing with EC 56836)
- Administrative costs of the plan
- Special education services to pupils with severe disabilities and low incidence disabilities
- Special education services to pupils with nonsevere disabilities

Board of Education Executive Summary

Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



- Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments
- Regionalized operations and services, and direct instruction support by program specialists in accordance with Article 6 (commencing with EC 56836.23) of Chapter 7.2

II. Driving Governance

The work of the Academic Office is driven by the need to prepare our students for college or career readiness. The Special Education Department continues to examine its practice and status towards preparing students for this expectation. Approximately 14% of the district's population is students with special needs. It is imperative that students with disabilities are afforded the appropriate and equitable educational opportunities and services in the Least Restrictive Environment (LRE).

Given the continued achievement gap between students with disabilities and students without disabilities, it is important that we provide high quality instruction, rich opportunities for learning and accountability in every one of our special education programs. As such the district has continued to expand and refine the Inclusive Practices initiative. We believe that the expansion of our continuum of services to include Inclusive Practices will help the district provide high quality and rigorous instructional programs for all students by allowing general educators and special education support specialists to work side by side in partnerships to meet the needs of all students. We also believe that the same expectations of high rigor, relevance and accountability apply to every Special Day Class Program we operate and every related service we provide.

III. Budget

The budget that supports special education services is derived from multiple sources of federal, state and district funds. Realizing that the average cost to educate a student with an IEP is about two times the cost of educating a student without special needs, the district contributes a significant amount of funds towards the delivery of services and transportation for the students. Below is a breakdown of the revenue the district will receive for the next school year to provide special education services throughout the district. The second table is a breakdown of the expected expenditures for the program. Most of these funds are restricted to specific uses and expenses must be charged to allowable programs and services.

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Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



2014-2015 Annual Budget Plan Revenue	
AB 602 (State Funds based on District's ADA)	\$20,264,792
IDEA (Federal Funds)	\$ 8,092,235
Special Education Transportation	\$ 3,265,457
Other grants, entitlements and general funds i.e., Educationally Related Mental Health, Workability, Department of Rehabilitation (TPP), State and Federal Preschool, Alternative Dispute Resolution	\$53,278,150
Funds received to provide special education services	\$84,900,634

*Please note: Students receiving special education services in special day classes generate \$10,677,725 in ADA which is listed as part of the district's general fund contribution under LCFF.

2014-2015 Expected Expenditures	
Administrative costs of the plan (Management Staff, Support Staff, and Supplies)	\$ 1,131,639
Low Incidence Disabilities (Teachers, Instructional Aides, and Supplies)	\$ 2,417,594
Severe Disabilities (Teachers, Instructional Aides, Supplies, SCOE Excess Costs, and Nonpublic School/Agency Costs)	\$39,146,959
Nonsevere Disabilities (Teachers, Instructional Aides, and Supplies)	\$26,991,285
Regionalized Operations and Services (Program Specialists, Behavior Intervention Specialists)	\$ 3,878,866
Supplemental Aids and Services	\$ 1,540,759
Transportation	\$ 9,793,532
Total Operating Expenses	\$84,900,634

IV. Goals, Objectives, and Measures

To achieve our desired outcomes, we must persevere to accelerate our work and improve our practices on a number of fronts. Knowing that this is a continuous cycle of improvement started four years ago, and that we constantly evaluate our progress along the way, we have identified a number of goals and objectives for the 2014-2015 school year:

Board of Education Executive Summary

Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



- Continue expansion of Inclusive Practices to at least four additional sites on a modified basis to include co-teaching opportunities for each “traditional” RSP student on the site.
- Refine and continue to develop Inclusive Practices at the eight Phase II and III sites to include utilization of the most sophisticated forms of co-teaching strategies and a highly developed structure of support for each student (formerly traditional RSP programs).
- Continue to support the independence of the six Early Implementer sites in their implementation of Inclusive Practices.
- Continued increased expectation of teaching and learning in all special day class programs to improve student achievement and to support both teachers and students in the implementation of the Common Core State Standards.
- Continue to develop professional learning collaborative networks of special education support personnel to ensure all staff has knowledge of Common Core State Standards and the ability to support its full implementation.
- Improve the quality of Transition assessment and planning for students with disabilities beginning at age 16 by engaging students and families in clear planning regarding life after graduation or transition to adult life at age 22.

We will need to use multiple data points to measure our progress towards achieving each goal and objective. The progress and achievement of our students will be measured by examining student work over time, analyzing both summative and formative assessment results, and monitoring progress on their IEP goals and objectives. In addition, we will gather and examine qualitative data via survey aimed at measuring the perceptions of our parents and students in the areas of Inclusive Practices, improvement in the teaching and learning in special day classes and transition planning for students age 16 and older.

V. Major Initiatives

Inclusive Practices

- Six sites (Leataata Floyd, Oak Ridge, Sutterville, Caleb Greenwood, California Middle and CK McClatchy) operate as total Inclusive Practices sites where all students with special needs are provided placement in their grade appropriate general education classroom with co-teaching support to provide specialized academic instruction to meet their unique needs.
- Eight sites (H.W. Harkness, James Marshall, W.C. Wood, Rosa Parks, Sutter, Albert Einstein, Hiram Johnson, and John F. Kennedy) operate an inclusive co-teaching model in their RSP programs.

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Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



- Additional sites will be added in 2014-2015 for inclusive co-teaching models in their RSP program (Anticipated addition of at least four sites).
- All sites participate in professional learning and follow-up coaching support to refine their co-teaching structures and strategies, and to assess student progress in this delivery model.

Traditional Special Day Class (SDC) Programs

- Continue the increased expectation of teaching and learning in all SDC programs, including implementation of the Common Core Standards.
- Increase the time students in traditional SDC programs spend with their peers without disabilities in general education settings.
- Maintain the balance that has been achieved during the past four years by dividing the department's focus evenly between teaching and learning and maintaining a standard of compliance.
- Continue to return students from Nonpublic Schools/Nonpublic Agencies by expanding district programs to meet their needs.

Transition from School to Adult Life

- Every student receiving special education services through an IEP must have a Transition Plan in place by age 16.
- Transition plans are developed by the IEP team in partnership with the student and his/her family.
- Transition plans serve as a "roadmap" to guide the student, parent and participating staff in moving toward and being prepared for adult life.
- IEP related transition planning has been identified as an area of growth for the department based on teacher and parent feedback and compliance measures from CDE.
- Professional learning opportunities have been provided to staff to assist in the improvement of the overall quality of the transition plans written for students and the necessary monitoring to insure that the student is making adequate progress towards his transition to adult life.
- Strong transition assessment, planning, and monitoring will support students with special needs to have a clear idea and step by step process to work through toward their life goals after they graduate or leave our system due to age.

Board of Education Executive Summary

Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



Parent Engagement

- The department continues to strive to improve its relations with the families we serve.
- The Special Education Self Review parent survey process completed in November, 2013 revealed both positive and growth areas for the department to turn its focus.
 - Positive comments regarding parents' understanding of the services their student receives and why they receive them.
 - Growth comments in the areas of insuring that parents understand the triennial assessment process, participation of general education teachers in students' IEPs, understanding of statewide and district testing specific to their child's accommodations for participation, insuring parent involvement as a means of improving services and results for students with special needs, and transition planning.
- The department works closely with its Community Advisory Committee (CAC) to address the need to authentically engage its parents in their child's education through general meetings and targeted professional learning throughout the school year.
- The department has taken a "one family at a time" approach to provide more diligent case management for students and to assist sites when there is need for central office involvement.
 - This prioritization takes time, but the department has found that parent interaction and attention to their needs, particularly in times of transition between segment levels, has netted more positive parent relationships over time.
- More site level professional learning with teachers is needed to improve relations with parents and their participation and involvement in the IEP development and implementation. This component will be called out in some of the monthly training opportunities that are provided to site level staff.

VI. Results

The Special Education Self Review provided the department a structured opportunity to evaluate its services, policies and processes from a compliance standpoint. There have been growth areas that have come to light due to this review as noted previously. The department

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Special Education Department Continuous Improvement of Special Education Services: 2014-2015 Annual Service Plan and Budget Plan June 5, 2014



will incorporate this need into its professional learning component for the remainder of the school year and into next school year.

The department responded to the call for action from its teachers and parents to provide specific professional learning opportunities designed to address the implementation of CCSS and the access/entry points for students with special needs. A series of trainings for special education teachers have been completed and evaluative feedback from the sessions indicated that these specific trainings met teachers' expectation and need for information. Additional parent training for our parents of students with special needs took place in the fall. The evaluative feedback from parents was positive, indicating an increased level of knowledge of what to expect of the teaching and learning in their student's classroom.

The department is currently facilitating collaborative conversations with teachers, classroom observations, and examination of student work to assist the department to continue on its continuous cycle of improvement. As part of the Academic Office team, the department has been successful in engaging in multidisciplinary planning, learning and conversations that deepens the awareness and knowledge about students with special needs and the services they receive.

VII. Lessons Learned/Next Steps

- Continue to support the implementation of the Common Core State Standards by addressing specific strategies, such as Universal Design for Learning and Executive Function, to assist students in engaging the content.
- Continue to work closely with school sites to provide support for the continuous improvement of all special education services on their site.
- Analyze data collected from classrooms and use the information to refine the support given to specific sites.
- Continue to provide professional learning support to district special education teachers on IEP requirements and development of high quality goals and objectives, including focused implementation of all aspects of the IEP.
- Maintain the professional learning collaborative networks of special education support personnel to ensure all staff have knowledge of Common Core State Standards and the ability to support its implementation.
- Continue proactive outreach to parents to provide information and empowerment strategies to advocate on behalf of their special needs children.
- Continue to return students from nonpublic schools/agencies to expanded district programs.

Sacramento City Unified School District
Special Education Local Plan Area (SELPA)

NOTICE OF PUBLIC HEARING

**Review of the SELPA's Annual Service Plan and Annual Budget Plan
For 2014-2015**

Copies of these plans may be inspected at:

**Serna Education Center
5735 47th Avenue
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will adopt the plan for the SCUSD SELPA at the June 19, 2014 Governing Board Meeting

HEARING DATE:

Thursday, June 5, 2015

TIME:

6:30 P.M.

LOCATION:

Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT:

SCUSD SELPA Office/Special Education Department (916) 643-9163

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0101972 Rosemont High	10	330 415 425 460 510 515 610 720 725 820 830 840 850 900
0108951 Health Professions High	10	330 340 415 450 510 515 820 830 840 890
0114546 School of Engineering & Sciences	10	330 415 425 435 450 515 535 820 840
3430154 American Legion High (Cont.)	20	330 515 820 840
3430865 West Campus Hiram Johnson	10	330 415 515 725 840 900
3431012 Burbank (Luther) High	10	330 340 415 425 435 450 460 510 515 535 610 720 725 760 820 830 840 850 855 870 890 900
3434636 Johnson (Hiram W.) High	10	330 340 415 425 435 450 510 515 530 610 720 725 730 820 830 840 850 855 870 890 900
3434768 Kennedy (John F.) High	10	330 415 425 450 510 515 710 715 720 725 730 820 830 840 850 855 890 900
3435419 McClatchy (C.K.) High	10	330 340 415 425 435 450 510 515 720 820 830 840 850 855 865 870 890 900
3467602 *** Sch Code Not Found *** CSU, Sacramento	10	330 340 415 425 435 725 730 830 850 855 890 900
6033765 Winn (A.M.) Elementary	10	330 415 425 450 460 535
6033807 Harte (Bret) Elementary	10	330 415 450 515
6033815 Greenwood (Caleb) Elementary	10	330 340 415 425 450 535 725 900
6033823 Camellia Elementary	10	330 415 450 535
6033831 Wenzel (Caroline) Elementary	10	330 340 415 425 435 450 460 515 535 900
6033880 Lubin (David) Elementary	10	330 340 350 415 425 450 460 535 710 715 720 900

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6033906 Warren (Earl) Elementary	10	330 415 450
6033914 Kemble (Edward) Elementary	10	330 415 450 460 515 535 720
6033930 Elder Creek Elementary	10	330 415 425 450 720
6033948 Baker (Ethel I.) Elementary	10	330 415 720
6033955 Phillips (Ethel) Elementary	10	330 340 415 450 510 515 530
6033997 Harkness (H.W.) Elementary	10	330 415 450 535 720
6034003 Hollywood Park Elementary	10	330 415 425 450 510 515 535 720 900
6034011 Bancroft (Hubert H.) Elementary	10	330 415 425 450 460 515 720 725 900
6034029 Cohen (Isador) Elementary	10	330 415 425 450 725
6034037 Smith (Jedediah) Elementary Leataata Floyd	10	330 415 450 460 510 515 535 720 725 730
6034045 Bidwell (John) Elementary	10	330 415 425 435 450
6034052 Cabrillo (John) Elementary	10	330 415 425 435 445 450 460 510 535 900
6034060 Sloat (John D.) Elementary	10	330 415 425 435 436 450 460 515
6034078 Morse (John F.) Elementary Alice Birney Waldorf	10	330 415 425 450 720 900
6034136 Twain (Mark) Elementary	10	330 415 425 435 450 710
6034169 Nicholas Elementary	10	330 415 450 510 720 725

Please ensure that the following are included on this form: (Ages 6-22)	
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SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034177 Erlewine (O.W.) Elementary	10	330 415 425 435 450 460 530 535 720 900
6034185 Oak Ridge Elementary	10	330 415 450 510 515
6034193 Pacific Elementary	10	330 415 450 510 515 535
6034201 Parkway Elementary	10	330 415 425 450 460 510 725 730
6034219 Burnett (Peter) Elementary	10	330 340 415 425 450 460 720
6034227 Hearst (Phoebe A.) Elementary	10	330 415 450
6034235 Pony Express Elementary	10	330 415 425 435 450 460 515 535 725 900
6034243 Crocker/Riverside Elementary	10	330 415 450 510 515 535 720
6034250 Sequoia Elementary	10	330 350 415 425 450 460 515 725 900
6034276 Sutterville Elementary	10	330 415 425 435 450 460 515 535 720 900
6034284 Tahoe Elementary	10	330 340 415 450
6034292 Judah (Theodore) Elementary	10	330 340 415 425 450 720 900
6034326 Land (William) Elementary	10	330 415 450 515
6034334 Woodbine Elementary	10	330 415 425 450 510 515 535
6059273 Einstein (Albert) Middle	10	330 415 425 450 515 535 720 725 900
6059281 California Middle	10	330 415 450 515 535 900

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SELPA:3412 Sacramento City Unified SELPA

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Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6059299 Goethe (Charles M.) Middle Rosa Parks K - 8	10	330 415 425 450 535 725
6059307 Bacon (Fern) Middle	10	330 415 425 450 460 510 900
6059315 Da Vinci (Leonardo) Elementary	10	330 415 425 450 460 515 535 720 725 730
6059323 Still (John H.) Elementary John Still K - 8	10	330 340 415 425 435 436 450 720
6059356 Brannan (Sam) Middle	10	330 340 415 425 450 510 515 535 720 900
6059364 Wood (Will C.) Middle	10	330 415 450 515
6061832 Carson (Kit) Middle	10	330 415 425 435 450 725 865
6066690 Sutter Middle	10	330 415 425 445 450 460 515 535 715 720 725 730 840
6071336 Anthony (Susan B.) Elementary	10	330 415 900
6096150 Marshall (James) Elementary	10	330 415 425 450 535 900
6096168 Didion (Genevieve) Elementary Genevieve Didion K-8	10	330 415 425 450 460 900
6097083 Golden Empire Elementary	10	330 415 436 450 460
6099808 Lincoln (Abraham) Elementary	10	330 415 450 720
6107239 King (Martin Luther Jr.) Elementary Martin Luther King K-8	10	330 350 415 425 450 460 515 535 900
6110662 Kenny (Father Keith B.) Elementary Charter - K - 8	10	330 415
6111389 Matsuyama Elementary	10	330 340 415 425 450 460 515 530 900

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Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6117097 SCUSD Success Academy K-8 Community Day	31	330 415 515
6119440 Cesar Chavez Intermediate	10	330 415 450
SACACEL *** Sch Code Not Found *** Sacramento Accelerated Academy	10	330 725 730 820 830 840 855 890
0113209 Anderson(Marian) John Therapeutic Center Morse	15	330 415 425 450 510 515 535 720 725 730 900
3430154 American Legion High (Cont.)	20	330 720 820 830 840 890
0101295 KIPP Sol Aureus College Preparatory	55	330 415 425 450
0101881 New Technology High	55	330 415 425 450 510 515 725 730 820 840 900
0101899 Americas Choice George Washington Carver	55	330 415 445 450 510 515 535 720 820 830 840 850 890
0101907 The Met Sacramento	55	330 415 425 450 460 510 515 725 730 820 830 840 900
0106898 The Language Academy of Sacramento	55	330 415 450
0121665 *** Sch Code Not Found *** Yav Pem Suab Academy	55	330 415 450 900
6033799 Bowling Green Elementary (Char)	55	330 415 425 435 436 450 460 510 515 535 725 730 900

Please ensure that the following are included on this form: (Ages 6-22)	
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11-Public Residential School	22- Alternative Work Education
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SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
HOMEHOS *** Sch Code Not Found *** Individual Instruction	40	330 340 415 450 460 510 535 725 840 865 890 900
0114082 Giving Tree	70	330 415 450
0115220 Land Park Academy - Pat Anderson Center	70	330 340 415 450 535 830 850 890 900
0118422 *** Sch Code Not Found *** Placer Learning Center	70	330 415 515
0127779 *** Sch Code Not Found *** Sierra Foothills Academy	70	330 415 515 830
6130025 Sierra School at Edison	70	330 415 436 450 510 515
6130611 Rancho Learning Center	70	330 415 436 510 515 535 540 830 840 890
6914246 Odyssey Learning Center, Inc.	70	330 340 415 445 450 725 830 855 890 900
6937999 Aldar Academy	70	330 415 510 515 535 820 830
6938245 Sierra School	70	330 415 450 510 515 535 820 830 840 850 855 865 890
7051394 Point Quest	70	330 415 425 450 510 515 535 545 820 830 840 890
7077084 Children's Home Connection Learning Academy	70	330 340 415 830 855
7082951 Atkinson Youth Services	70	330 415 450 510 515 830 855
7085590 Northern California Preparatory School	70	330 415 450 510 515 535 820 830 840 890
7086846 Guiding Hands, Inc.	70	330 415 450 515

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3412 Sacramento City Unified SELPA

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Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
7091481 ABC School - Sacramento	70	330 415 425 450 830 850 900
7099450 CCHAT Center-Sacramento	70	330 415 450 460 720

Sacramento County 30 330
 Jail

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

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Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
NOSCHOL *** Sch Code Not Found *** No School 3-5 Years Old	00	330 350 415 450 460 725
6033765 Winn (A.M.) Elementary	10	330 415 450 535
6033781 Bear Flag Elementary	10	330 350 415 450 535
6033807 Harte (Bret) Elementary	10	415
6033815 Greenwood (Caleb) Elementary	10	330 415 436 450 460
6033823 Camellia Elementary	10	330 350 415 450 535
6033831 Wenzel (Caroline) Elementary	10	330 415
6033856 Huntington (Collis P.) Elementary	10	330 350 415 450 460
6033880 Lubin (David) Elementary	10	330 415 425 450 460 710 720 725 730
6033906 Warren (Earl) Elementary	10	415 450 720
6033914 Kemble (Edward) Elementary	10	330 350 415 450
6033930 Elder Creek Elementary	10	330 415 450
6033948 Baker (Ethel I.) Elementary	10	330 415 450 460
6033955 Phillips (Ethel) Elementary	10	330 415 450 460 720
6033997 Harkness (H.W.) Elementary	10	415
6034003 Hollywood Park Elementary	10	415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034011 Bancroft (Hubert H.) Elementary	10	330 350 415 450 535
6034029 Cohen (Isador) Elementary	10	330 350 415 450 460
6034037 Smith (Jedediah) Elementary Leataata Floyd	10	415 450
6034045 Bidwell (John) Elementary	10	330 415
6034052 Cabrillo (John) Elementary	10	330 350 415 450 535
6034060 Sloat (John D.) Elementary	10	330 415 460
6034078 Morse (John F.) Elementary Alice Birney Waldorf	10	415
6034136 Twain (Mark) Elementary	10	415
6034169 Nicholas Elementary	10	330 350 415 436 450 460
6034177 Erlewine (O.W.) Elementary	10	415 450
6034185 Oak Ridge Elementary	10	415
6034193 Pacific Elementary	10	415
6034201 Parkway Elementary	10	330 415 450 720
6034219 Burnett (Peter) Elementary	10	330 415 450 460
6034227 Hearst (Phoebe A.) Elementary	10	415
6034235 Pony Express Elementary	10	330 350 415 450

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034243 Crocker/Riverside Elementary	10	415 450
6034250 Sequoia Elementary	10	330 350 415 450 460 535
6034276 Sutterville Elementary	10	330 350 415 450
6034284 Tahoe Elementary	10	330 350 415 450 535
6034292 Judah (Theodore) Elementary	10	330 415
6034326 Land (William) Elementary	10	415
6034334 Woodbine Elementary	10	415
6059299 Goethe (Charles M.) Middle Rosa Parks K - 8	10	415
6059315 Da Vinci (Leonardo) Elementary	10	415
6059323 Still (John H.) Elementary John Still K - 8	10	330 415 450
6071336 Anthony (Susan B.) Elementary	10	415
6096150 Marshall (James) Elementary	10	330 340 350 415 436 450 460 535
6096168 Didion (Genevieve) Elementary K - 8	10	330 415 450 535
6096655 Washington Elementary	10	330 350 415 450 535
6097083 Golden Empire Elementary	10	415
6099808 Lincoln (Abraham) Elementary	10	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6107239 King (Martin Luther Jr.) Elementary K-18	10	330 415 450
6110662 Kenny (Father Keith B.) Elementary Charter K - 8	10	415
6111389 Matsuyama Elementary	10	415 450 460 900
HOMEHOS *** Sch Code Not Found *** Individual Instruction	40	330 340 415 450 460 725
6033906 Warren (Earl) Elementary	61	415
SETAPRE *** Sch Code Not Found *** SETA Headstart Pre-K	61	415 720
6430030 Skills and Business Education	62	415
6434636 Johnson (Hiram W.) High Hiram Johnson Pre-K	62	415
6034003 Hollywood Park Elementary	62	415
MARIANA *** Sch Code Not Found *** Marian Anderson Pre-K	62	415
PLAYMAT *** Sch Code Not Found *** Playmate Pre-K	62	415
PRESCHL *** Sch Code Not Found *** SCUSD Preschool	62	415
TRIUMPH *** Sch Code Not Found *** Triumph Preschool	62	415 535
PRVTPRE *** Sch Code Not Found *** Private Preschool	64	415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	XXX			34 <i>Code of Federal Regulations (CFR)</i> sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child’s developmental status and need for early intervention services.	XXX			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	XXX			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)				34 <i>CFR</i> sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.	XXX			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0–2 only)	XXX			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0–2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	XXX			34 <i>CFR</i> sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	XXX			34 <i>CFR</i> Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	XXX			30 <i>California Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	XXX			5 <i>California Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	XXX			5 <i>CCR</i> Section 3051.1; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.34 (c)(15), 300.8 (c)(11)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	XXX			5 <i>CCR</i> Section 3051.5; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.108, 300.39 (b)(2)
435	Health and nursing–specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 <i>CCR</i> Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	XXX			5 <i>CCR</i> Section 3051.12; 30 <i>EC</i> sections 56363, 49423.5(d) 34 <i>CFR</i> Section 300.107;
436	Health and nursing–other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	XXX			5 <i>CCR</i> Section 3051.12; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	<p>Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.</p>	XXX			<p>5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105</p>
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	XXX			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)</p>

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California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>	XXX			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 Section 7575(a)(2)</p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	XXX			<p>5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)</p>
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.</p>	XXX			<p>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9</p>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	XXX			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.	XXX			Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	XXX			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	XXX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	XXX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	XXX			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	XXX			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	XXX			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	XXX			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	XXX			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	XXX			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	XXX			5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	XXX			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	XXX			5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	XXX			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	XXX			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	XXX			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	XXX			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	XXX			

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California Special Education Management Information System
Service Descriptions

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	XXX			
* <i>B&PC–Business and Professional Codes</i> <i>CCR–California Code of Regulations</i> <i>CFR–Code of Federal Regulations</i> <i>EC–Education Code</i> <i>GC–Government Code</i>					
** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.					

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

CERTIFICATION OF ANNUAL SERVICE PLAN

1. Check one, as applicable: <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
County-District-School Code/Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District SELPA	Application Date June 30, 2013
SELPA Address 5735 47 th Ave.	SELPA City Sacramento, CA	SELPA Zip code 95824
Name SELPA Director (Print) Becky Bryant		SELPA Director's Telephone Number (916) 643-9163
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Sacramento City Unified School District	Name/Title of RLA Superintendent (Type) Sara Noguchi, Ed.D.	Telephone Number (916) 643-7400
RLA/AU Street Address 5735 47 th Ave.	RLA/AU City Sacramento, CA	RLA/AU Zip code 95824
Date of Governing Board Approval June 19, 2014		

Certification of Approval of Annual Service Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The Annual Service Plan was presented for public hearing on _____.

Adopted this 19th day of June, 2014.

Signed: _____
 RLA/AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

**CERTIFICATION OF ANNUAL BUDGET PLAN
 FISCAL YEAR 2014-15**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
County-District-School Code/Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District Sacramento, CA	Application Date June 30, 2014
SELPA Address 5735 47 th Ave.	SELPA City Sacramento, CA	SELPA Zip code 95824
Name SELPA Director (Print) Becky Bryant		SELPA Director's Telephone Number (916) 643-9163
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Sacramento City Unified School District	Name/Title of RLA Superintendent Sara Noguchi, Ed.D.	Telephone Number (916) 643-7000
RLA/AU Street Address 5735 47 th Ave.	RLA/AU City Sacramento, CA	RLA/AU Zip code 95824
Date of Governing Board Approval June 19, 2014		

Certification of Approval of Annual Budget Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The Annual Budget Plan was presented for public hearing on June 5, 2014.

Adopted this 19th day of June, 2014.

Signed: _____
 RLA/AU Superintendent

**ANNUAL BUDGET PLAN
 FISCAL YEAR 2014-15**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$35,813,971
	District Contribution		\$49,086,663
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$ 1,131,639
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$ 0
		SACS Goal Code 5730	\$ 2,417,594
		SACS Goal Code 5750	\$39,146,959
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$26,991,285
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$ 1,540,759
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$ 1,461,272
		SACS Goal Code 5060	\$ 2,417,594
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572.	Statement is included in Local Plan	

¹ Function Activity Classification can be found at <http://www.cde.ca.gov/be/ag/aq/yr08/mar08item24a6.doc>

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Received by the State Superintendent of Public Instruction: Date: _____ By: _____