



SCUSD SELPA

Local Plan

Connecting Special Education

Program & Finance



Introduction

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Presentation Goals

- Introduce the SELPA Local Plan
 - Annual Budget & Service Plan
- Begin a Process of Providing Greater Transparency to the Local Plan
- Next Steps

Introduction of SELPA Local Plan

SELPA Local Plan

The Individuals with Disabilities Education Act 20 *United States Code* (20 *USC*) Section 1400 et seq. and related federal regulations, require each special education local plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

- The Local Plan for special education must be developed and updated cooperatively by a committee of representative special and general education teachers and administrators selected by the groups they represent; and with the participation of parent member(s) from the community advisory committee (CAC), or parents selected by the CAC. SELPAs are responsible for making certain there is adequate and effective participation and communication.
- SELPAs must ensure a continuum of special education service options are available to students with special needs.

SELPA Local Plan

SELPA must complete Sections A, B, D, E and Attachments I–VII of the Local Plan using the current CDE approved templates.

- Section A: Contacts and Certifications
- Section B: Governance and Administration
- **Section D: Annual Budget Plan**
- **Section E: Annual Service Plan**
- Attachments I-VII:
 - Local Educational Agency (LEA) Listing
 - Projected Special Education Revenue by LEA
 - Projected Expenditures by Object Code by LEA
 - Projected Revenue by Federal, State, and Local Funding Source by LEA
 - Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities
 - Specialized Academic Instruction and Related Services

Section D. Annual Budget Plan

California Education Code (EC) Section 56205(b)(1) requires the Section D: Annual Budget Plan of a SELPA's Local Plan to identify specific components including:

- describing elements of the SELPA's Allocation Plan;
- identifying revenues received by the SELPA and its distribution to each local educational agency (LEA) within the SELPA;
- identifying expected expenditures.
 - In accordance with EC Section 56205(b)(1) identification of the following elements is facilitated by the Standardized Account Code Structure (SACS)

Local Plan

A SELPA District website and Local Plan padlet were created to provide the opportunity for public input.

The image displays two digital resources for the Sacramento City Unified SELPA Local Plan. On the left is a website with a green and white color scheme. The header reads "Sacramento City Unified SELPA". Below the header are three main sections: "What is SELPA" with a plus icon, "The Goal of the SELPA" with a plus icon, and "SELPA Local Plan" with a horizontal line. Under "SELPA Local Plan", there are three links: "2020-2021 SCUSD SELPA Local Plan Part 1", "2020-2021 SCUSD SELPA Local Plan Part 2", and "SCUSD 2021-2022 SELPA Local Plan Resource Padlet". At the bottom left is a "READ MORE" button with a right-pointing arrow. To the right of the website are three white boxes with green borders. The top box is titled "CDE English Learners with Disabilities" and contains a green button that says "VISIT WEBSITE". The middle box is titled "Community Resources" and lists "Resources within Sacramento County and Upcoming Community Events". The bottom box is titled "Community Advisory Committees (CAC)". On the right is a screenshot of a Padlet titled "Sacramento City Unified School District SELPA Local Plan padlet". The subtitle is "Padlet to share forms, guidance, and resources for SELPA Local Plan development". The padlet has a green background and is organized into five columns labeled "Guidance", "Section A", "Section B", "Section D", and "Section E". Each column contains text about required certifications and links to PDF documents. For example, Section A lists "SECTION A: Contacts and Certifications" and "SECTION A: Contacts and Certifications File". Section B lists "SECTION B: Governance and Administration" and "SECTION B: Governance Administration File". Section D lists "SECTION D: Annual Budget Plan" and "SECTION D: Annual Budget Plan File". Section E lists "SECTION E: Annual Service Plan" and "SECTION E: Annual Service Plan File". There are plus icons at the bottom of each column, indicating that the padlet is expandable.

Local Plan Section D Annual Budget Plan

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	27,222,273	21.61%
AB 602 Property Taxes	2,240,374	1.78%
Federal IDEA Part B	11,572,195	9.19%
Federal IDEA Part C	139,420	0.11%
State Infant/Toddler	0	0.00%
State Mental Health	2,633,780	2.09%
Federal Mental Health	477,659	0.38%
Other Revenue*	81,688,104	64.85%
Total Revenue	125,973,805	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Local Plan Section D: Annual Budget Plan

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	41,426,355	32.88%
Object Code 2000—Classified Salaries	10,425,856	8.28%
Object Code 3000—Employee Benefits	32,128,381	25.50%
Object Code 4000—Supplies	2,408,197	1.91%
Object Code 5000—Services and Operations	36,084,853	28.64%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	3,500,163	2.78%
Total Expenditures	125,973,805	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Local Plan Section D Annual Budget Plan

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	32,469,702	25.77%
Federal Revenue	12,391,340	9.84%
Local Contribution	81,112,763	64.39%
Total Revenue From All Sources	125,973,805	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Local Plan Section D Annual Budget Plan

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	41,426,355	32.88%
Object Code 2000—Classified Salaries	10,425,856	8.28%
Object Code 3000—Employee Benefits	32,128,381	25.50%
Object Code 4000—Supplies	2,408,197	1.91%
Object Code 5000—Services and Operations	36,084,853	28.64%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	3,500,163	2.78%
Total Operating Expenditures	125,973,805	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Local Plan Section D Annual Budget Plan

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5-22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes No

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in Attachment V, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Local Plan Section E Annual Service Plan

Special education instruction and related services are an integral part of the public education system and afford individuals with exceptional needs with their right to participate in free appropriate public education.

Special education programs are designed to provide education in a manner that promotes maximum interaction between individuals with exceptional needs and those students who are not disabled. One of the ways this is achieved is by ensuring special education instruction and related services are offered to address the unique needs of each student.

The Annual Service Plan and related attachments of a SELPA Local Plan includes:

- A description of services to be provided (for the purpose of demonstrating that all individuals with exceptional needs have access to instruction and services appropriate to meet their needs as specified in their individualized education program [IEP]);
- The nature of services;
- The physical location at which the services will be provided

Local Plan Section E Annual Service Plan

Section E: Annual Service Plan

SELPA: Sacramento City Unified SELPA

Fiscal Year: 2021-22

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330—Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

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. (34 CFR 300.39(b)(3))

Local Plan Section E Annual Service Plan

These services are provided thru an MOU with the Sacramento County Office of Education (SCOE) for the provision of Infant/ Toddler services. Additional MOU with Alta Regional.

340-Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

350-Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

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 (30 EC 56441.2, 5 CCR 305.1)

415-Speech and Language

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: Sacramento City Unified SELPA

Fiscal Year: 2021-22

Provide a detailed description of the services to be provided under this code.

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. Services may be direct or indirect including the use of a speech consultant.

425-Adapted Physical Education

Service is Not Currently Provided

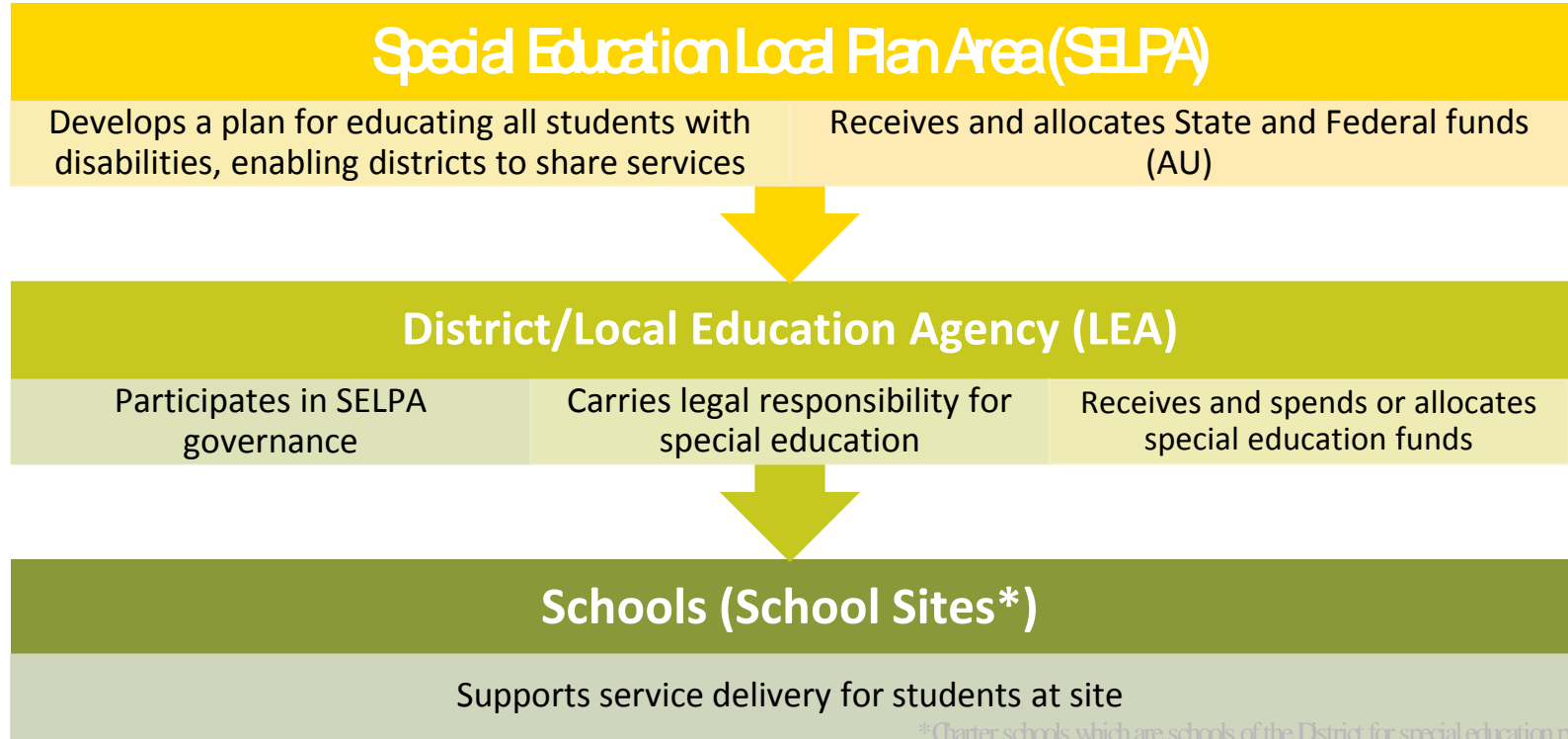
Provide a detailed description of the services to be provided under this code.



Providing Greater Transparency to the Local Plan



SELPA vs. District



*Charter schools which are schools of the District for special education purposes.

What Data Systems are Utilized?

Special Education Information System (SEIS)

- A web-based data system that allows centralized, online access for writing IEPs, managing special education data, CALPADS reporting, and service tracking.

California Longitudinal Pupil Achievement Data System (CALPADS)

- A data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

Annual Budget Plan- At a glance

Major Funding Sources

There are four major funding sources for special education program and services:

1. Federal Funding_IDEA Part B
2. State Funding_AB 602
3. Educationally Related Mental Health
4. Local Contribution

The table below displays the estimated special education revenues for the current and following school year:

Local Plan - At a glance

Funding Description	2020-21 Total Anticipated Revenue	2021-22 Total Anticipated Revenue
IDEA Part B	\$10,151,400	\$11,572,195
AB 602	\$28,561,699	\$29,462,647
Educationally Related Mental Health		
State	\$2,633,779	\$2,633,780
Federal	\$477,659	\$477,659
Workability Program	\$575,341	\$575,341
Grants		
Alternative Dispute Resolution (ADR)	\$107,281	\$84,287
Supporting Inclusive Practices (SIP)	\$18,000	\$18,000
Early Education Program, Part C	\$139,420	\$139,420
Medi-Cal	\$1,600,000	\$1,600,000
SMAA/ CompuClaim	TBD	TBD
TOTAL:	\$44,264,579	\$46,563,329

Maintenance of Effort & Local Contribution

- Federal law imposes a maintenance of effort requirement (MOE) on state and local spending for special education, mandating that local education agencies spend at least as much each year as they did in the preceding year to receive federal special education funding
 - Majority of the local spending on special education is comprised of the general fund contribution
 - Final determination of meeting the MOE is determined with the year end closing process
- Projected 2021-22 General Fund Contribution = \$81.1M
 - \$8.6M higher than 2020-21 projected contribution of \$72.4M
- Prior to the COVID-19 pandemic, the year over year average contribution grew by 13%
 - \$44.2M in 2014-15 to \$70.7M in 2018-19

Charter Schools

Finance:

- Federal and state special education funds are provided to the SELPA via ADA.
- LEA Charter Schools are responsible for providing special education. LEA Charter Schools and SCUSD established a Memorandum of Understanding (MOU) for SCUSD to provide special education staffing and program.

Partnerships:

2020-21

- Two (2) LEA Charter Schools
- Five (5) Dependent* Charter Schools

2021-22

- One (1) LEA Charter School
- Five (5) Dependent* Charter Schools

*Charter schools which are schools of the District for special education purposes.

Enrollment & Identification

SCUSD SELPA	2016-17	2017-18	2018-19	2019-20	2020-21
Students with Disabilities Enrollment	6,349	6,424	6,584	6,188^	6,759^
Total SELPA Enrollment*	43,750	43,500	43,354	43,123	41,568
Students with Disabilities % of Total Enrollment	14.51%	14.76%	15.18%	15.81%	16.3%

^ # s from CALPADS. Not yet available via Data Quest

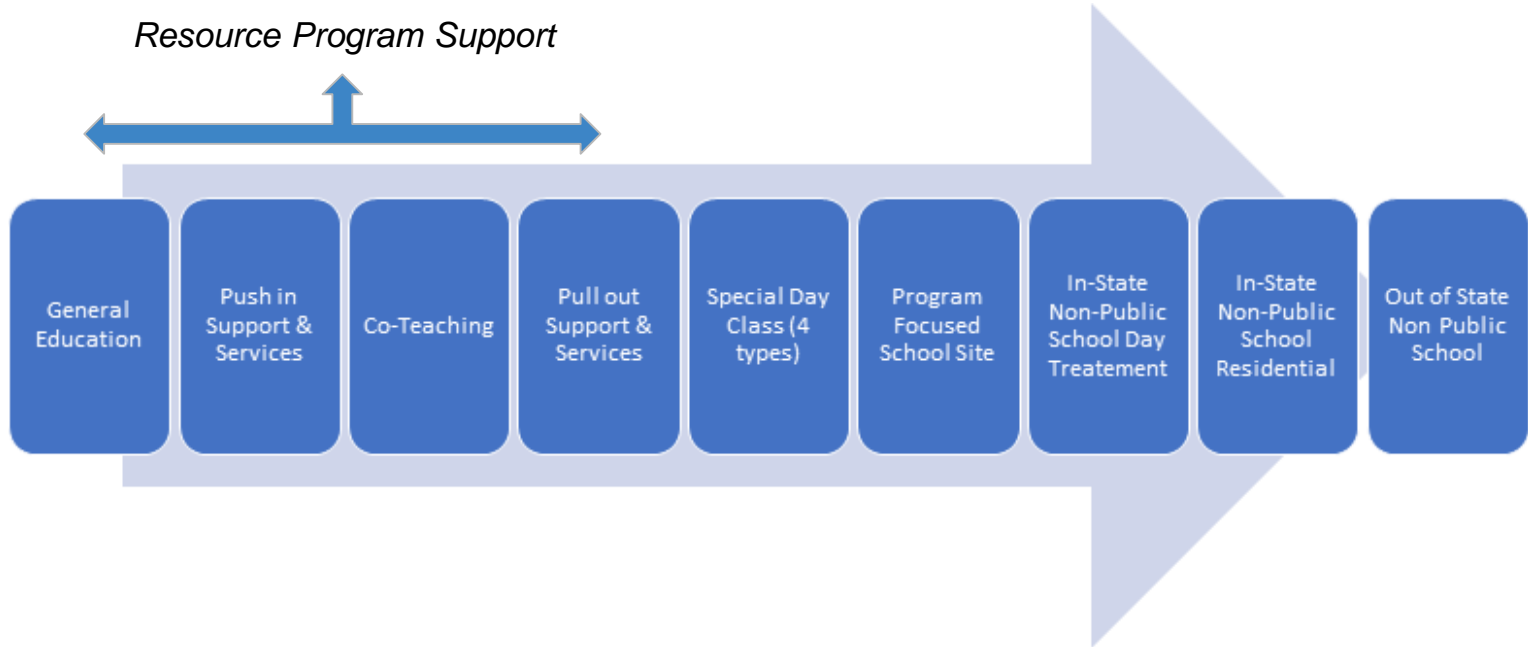
*Enrollment includes LEA and Dependent Charter Schools

Intersectionality

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.8%	0.3%	29.5%	40.4%	15.2%	19.9%
American Indian or Alaska Native	0.5%	0%	1.1%	2.6%	0.5%	0.9%
Asian	18.1%	33.4%	5.5%	4.0%	19.9%	10.7%
Filipino	1.5%	0.8%	0%	0%	1.2%	0.8%
Hispanic	40.1%	56.9%	26.8%	38.2%	44.9%	42.7%
Native Hawaiian or Pacific Islander	2.2%	4.5%	2.2%	1.8%	2.6%	1.4%
White	17.2%	3.6%	25.7%	7.4%	9.5%	16.1%
Two or More Races	7.7%	0.4%	9.3%	5.5%	6.2%	7.5%
English Learners	17.0%		6.6%	4.8%	22.0%	23.6%
Foster Youth	0.5%			TBD	TBD	1.2%
Homeless Youth	0.7%				TBD	1.1%
Socioeconomically Disadvantaged	71.6%					77.3%

What special education programs are available?

Continuum of Placement Options:

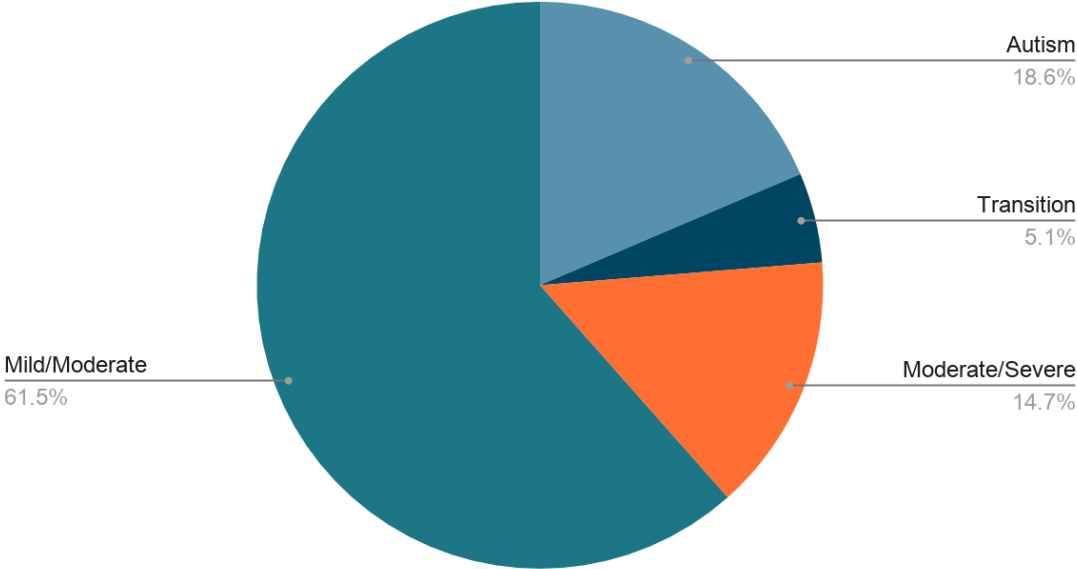


Distribution of Student Placements

SCUSD SELPA Least Restrictive → Most Restrictive						
Resource Program Support	Special Day Classes	John Morse	SCOE	Non-Public Schools	Residential Placement	Home-Hospital Instruction
4,921	1,434	41	35	304	4	20

Distribution of Special Day Classes

2021-22 Special Day Classes



Least Restrictive Environment (LRE)

Sacramento City Unified SELPA				
% of time in General Education	> = 80%	40% - < 80%	< 40%	Total^
# of Students	3614	590	1434	5,960

^Total does not include early childhood, home, home and hospital, corrections, parentally placed, and regular Independent Study.

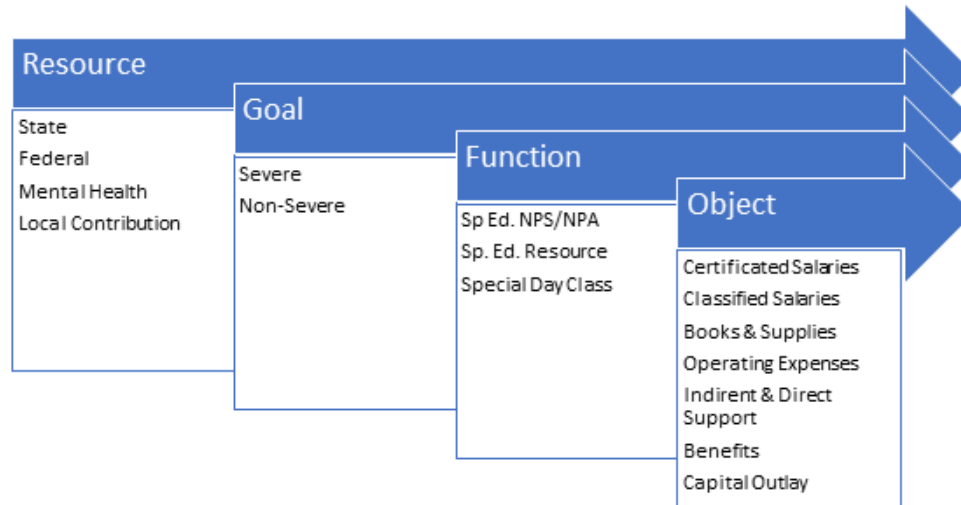
District Staffing

Job Title	FTE
Teacher, Spec Ed/Teacher, Resource, Spec Ed/Educational Audiologist	332.740
School Social Worker	9.000
School Psychologist/Behavior Intrvsn SP	39.300
School Nurse	6.100
Admin, Teaching and Learning	3.000
Principal	1.000
Asst Supt, Spec Ed I&L/Director III, SELPA	1.836
Program Specialist/Training Specialist	14.000
Language Speech & Hearing Specialist	69.200
Instructional Aide, Spec Ed/Educational Assistant/IEP Desig Inst Para/Employment Coach/Interp for the Deaf/Job Developer/Transition Asst SpEd	274.299
Health Aide/Health Aide III/Occupational Therapist/Certified Occup Therapy Asst	11.500
Speech-Lang Pathology Asst	3.750
Office Tech III/Spec Ed Applications Specialist/Spec Ed Program Technician/Program Rec Tech SpEd/Spec Ed Legal Tech	12.000
School Office Manager I/Clerk II	1.438
Job Developer, Employment Svcs	0.875
Total	780.037

How are Resources Tracked?

Standardized Account Code Structure (SACS)

SACS is the account system used to record the financial affairs of the District. The system supports LEAs to standardized financial data collection and reporting, facilitate electronic transmission, improve accuracy of financial reporting, and to meet federal compliance guidelines.



MedGal Program

Estimated Revenue \$1.6M

- 2.3 Certificated FTE (\$358,524)
- 3.6 Classified FTE (\$439,328)
- Operating budget (\$802,148)

Departments:

- Health Services
- Integrated Services
- Special Education

Transportation

2020-21

- Approximate # of Students who are eligible = 2,000 students
- # of Students Served = 1,406 students
- \$9.6M projected expenditure budget

2021-22

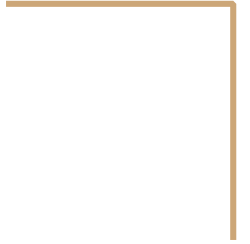
- Special Education Projected Budget = \$9,900,520
 - 131.9 Classified FTE (\$8,220,150)
 - Operating budget* (\$1,680,370)

* Based on # of bus routes.

Non-Public Agency (NPA) Contracted Services

- 2021-22 Projected budget for NPA expenses = \$17.8M
- 2020-21 Projected Expenditures by Program
 - Behavioral = \$7.6M
 - Nursing Services = \$766K
 - Occupational Therapy/Speech = \$9.2M
 - Hard of Hearing = \$620K

Next Steps



2021-22 Opportunities

- Solicit feedback from stakeholders regarding this presentation and identify opportunities for more transparency in the future
- Design an annual SELPA publication which provides a detailed level of data and fiscal review
 - Include comparison with districts which are geographically near and similar in size and students served.
- Initiate the review of the Local Plan as a quarterly process with the Community Advisory Committee (CAC)
- Collaborate with the Continuous Improvement team to align elements of the Local Plan with the Local Control Accountability Plan (LCAP)

Thank You

