



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Agenda Item# 9.1

Meeting Date: June 4, 2015

Subject: Continuous Improvement of Special Education Services:
2015-2016 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

Segment/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.

The Special Education Department continues to direct its focus towards the improvement of teaching and learning in all programs for students with special needs, as well as outcomes for students, preparing them for college and career.

Financial Considerations: The SCUSD SELPA receives \$22,121,679 in state funding, \$8,437,152 in federal funding, \$6,601,186 for Special Education Transportation and \$53,961,685 in other grants, entitlements and general funds for a total of \$91,121,702.

LCAP Goals: College and Career Ready Students; Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Public Hearing Notice
3. Annual Service Report
4. Annual Service 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/Becky Bryant
Director III, Special Education Department/SELPA

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary
Academic Office/Special Education Department:
Continuous Improvement of Special Education
Services: 2015-2016 Annual Service Plan and Annual
Budget Plan
June 4, 2015



I. Overview of the Title

The district has worked diligently to align its special education services and practices to serve students in a manner that is equitable, provides access to the general curriculum, meets students' unique needs and closes the achievement gap. It 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. The implementation of Inclusive Practices at Oak Ridge, Leataata Floyd, Sutterville, Caleb Greenwood, California Middle School, CK McClatchy (full implementation), Hiram Johnson, John F. Kennedy, SES, Rosa Parks, W.C. Wood, Sutter, Albert Einstein, John Still, Kit Carson, H.W. Harkness and James Marshall (RSP-only sites) 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 continues to move forward with professional learning in Common Core State Standards for all its teachers. The same expectation of high rigor, relevance and accountability applies to every Special Day Class Program and every related service it provides as well. This continued focus on teaching and learning will lay a strong foundation that will position our students for success in preschool through grade 12 and beyond.

The Special Education Department continues to be reflective regarding its practices and present levels of performance in preparing students for this expectation. Approximately 15.5% 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).

II. Driving Governance

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, 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

Board of Education Executive Summary
Academic Office/Special Education Department:
Continuous Improvement of Special Education
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Budget Plan
June 4, 2015



to CDE on or before June 30, 2015.

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.

2015-2016 Annual Budget Plan Revenue	
AB 602 (State funds based on district's ADA)	\$22,121,679
IDEA (Federal funds)	\$ 8,437,152
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	\$57,297,414
Funds received to provide special education services	\$91,121,702

*Please note: Students receiving special education services in special day classes generate \$17,433,635 in ADA which is listed as part of the district's general fund contribution under LCFF

2015-2016 Expected Expenditures	
Administrative costs of the plan (Management staff, support staff and supplies)	\$ 1,341,144
Low Incidence Disabilities (Teachers, Instructional Aides and supplies)	\$ 2,363,643
Severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*,	\$42,917,780

Board of Education Executive Summary

Academic Office/Special Education Department:
Continuous Improvement of Special Education
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Budget Plan
June 4, 2015



supplies, SCOE Excess Costs and nonpublic school/agency costs)	
Nonsevere Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, and supplies)	\$30,128,276
Regionalized Operations and Services (Program Specialists, Behavior Intervention Specialists)	\$ 2,551,406
Supplemental Aids and Services	\$ 2,461,108
Transportation	\$ 9,358,345
Total Operating Expenses	\$91,121,702

*Split funded with both funding sources

IV. Goals, Objectives and Measures

To achieve its desired outcomes, the department must continue to persevere to accelerate our work and improve our practices on a number of fronts. Knowing that this a continuous cycle of improvement started five years ago, and that evaluation of progress occurs along the way, the department has identified a number of goals and objectives for the 2015-2016 school year:

- Maintain current Inclusive Practices sites as in the prior school year while the district engages in the collaborative work group with SCTA to develop a strong contractual foundation for the staffing and organizational structures of Inclusive Practices and settings where co-teaching is taking place
- Continue to support the implementation of Common Core State Standards in the special education program and the continued expectation of strong teaching and learning in every classroom
- Continue to build the knowledge of special education support personnel to ensure all staff have foundational knowledge of Common Core State Standards and their role in its implementation
- Continue to focus on strong transition planning at every segment of a student's life, with a strong focus on planning for life after graduation or transition to adult life at age 22

The department will need to use multiple data points to measure its progress towards achieving each goal and objective. The progress and achievement of students will be measured by examining student work over time, analyzing both summative and formative assessment results, and monitoring progress on IEP goals and objectives. In addition, it will gather and examine qualitative survey data aimed at measuring the perceptions of the parents and

Board of Education Executive Summary

**Academic Office/Special Education Department:
Continuous Improvement of Special Education
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Budget Plan
June 4, 2015**



students in the areas of Inclusive Practices, improvement in teaching and learning in special day classes and transition planning for students age 16 and older.

V. Major Initiatives

As stated in the section above, the major initiatives for the department will be to continue supporting the current Inclusive Practices sites with staffing, follow-up coaching support and professional learning. Also, the department will continue to strengthen its special day classes by providing on-site consultation by central staff and specific professional learning to address site specific needs. In addition, the focus on improving the Transition planning process for students age 16 and older will continue in order to develop a clear plan for each student's "after" graduation transition or completion of the district education cycle at age 22. Finally, the department will continue its focus on improving its relations with the families it serves, by taking an individualized approach to problem solving and case management and being available to assist sites when there is need for central office involvement.

VI. Results

The department responded to the need for continued specific professional learning opportunities designed to address the implementation of Common Core State Standards 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' expectations and provided strategies to use the next day in their classrooms. Additional parent training for the parents of students with special needs took place this year and evaluative feedback from the sessions was positive, indicating an increased level of knowledge of what to expect of the teaching and learning in their student's classroom and how to provide support in the home.

The department is currently planning for next year's professional learning based on feedback received from teachers, support staff and parents. As part of the Academic Office team, the department continues to engage in multidisciplinary planning, learning and conversations that deepen the awareness and knowledge about students with special needs and the services they receive.

Board of Education Executive Summary

Academic Office/Special Education Department:
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VII. Lessons Learned/Next Steps

In moving forward, the district will:

- Continue to support the implementation of the Common Core State Standards by addressing specific strategies, such as Universal Design for Learning, Academic Conversations and Executive Function, to assist students in engaging in the content.
- Continue to work closely with school sites to provide support for the continuous improvement of all special education services on their site.
- 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 on all aspects of the IEP.
- Continue proactive outreach to parents to provide information and empowerment strategies to advocate on behalf of their children with special needs.
- 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 2015-2016**

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 18, 2015 Governing Board Meeting

HEARING DATE:

Thursday, June 4, 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	330 350 415 425 445 450 510 515 610 720 725 820 830 840 890 900
0108951 Health Professions High	10	330 340 415 510 515 530 820 830 840 850 890
0114546 School of Engineering & Sciences	10	330 415 435 450 510 515 535 820 840 890
3430865 West Campus Hiram Johnson	10	330 415 450 460 725 840 900
3431012 Burbank (Luther) High	10	330 340 415 425 435 450 460 510 515 535 610 725 820 830 840 850 855 870 890 900
3434636 Johnson (Hiram W.) High	10	330 415 425 445 450 460 510 515 610 715 720 725 730 820 830 840 850 855 870 890 900
3434768 Kennedy (John F.) High	10	330 415 425 445 450 460 510 515 535 715 720 725 730 820 830 840 850 890 900
3435419 McClatchy (C.K.) High	10	330 340 415 425 436 450 510 515 720 725 730 820 830 840 850 890 900
3467602 *** Sch Code Not Found *** CSU, Sacramento	10	330 340 415 435 720 725 730 830 840 850 870 890 900
6033765 Winn (A.M.) Elementary	10	330 415 425 450 460 535
6033807 Harte (Bret) Elementary	10	330 415 450 535
6033815 Greenwood (Caleb) Elementary	10	330 340 415 425 435 450 460 535 900
6033823 Camellia Elementary	10	330 415 450 535
6033831 Wenzel (Caroline) Elementary	10	330 415 425 436 450 460 515 535 900
6033880 Lubin (David) Elementary	10	330 340 350 415 425 450 510 515 535 710 715 720 900
6033906 Warren (Earl) Elementary	10	330 415 450

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

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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.
6033914 Kemble (Edward) Elementary	10	330 350 415 450 460 515 535
6033930 Elder Creek Elementary	10	330 415 450 720
6033948 Baker (Ethel I.) Elementary	10	330 415 450 515 530 720
6033955 Phillips (Ethel) Elementary	10	330 340 415 450 515 530
6033997 Harkness (H.W.) Elementary	10	330 415 425 450 460
6034003 Hollywood Park Elementary	10	330 415 425 450 510 515 535 720
6034011 Bancroft (Hubert H.) Elementary	10	330 415 425 450 460 515 535 720 725 900
6034029 Cohen (Isador) Elementary	10	330 415 450 725
6034037 Smith (Jedediah) Elementary Leataata Floyd	10	330 415 435 450 460 535 720 725 730
6034045 Bidwell (John) Elementary	10	330 415 425 435 450
6034052 Cabrillo (John) Elementary	10	330 415 425 435 450 460 535 900
6034060 Sloat (John D.) Elementary	10	330 415 425 435 450 460 515 725 730
6034078 Morse (John F.) Elementary Alice Birney Waldorf	10	330 415 450 515 720 725 900
6034136 Twain (Mark) Elementary	10	330 415 450 460
6034169 Nicholas Elementary	10	330 415 435 450 510 515
6034177 Erlewine (O.W.) Elementary	10	330 415 425 435 436 445 450 460 900

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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.
6034185 Oak Ridge Elementary	10	330 415 425 450 515 535
6034193 Pacific Elementary	10	330 415 450 535
6034201 Parkway Elementary	10	330 415 425 436 450 460 510 515 530 720 725 730
6034219 Burnett (Peter) Elementary	10	330 415 425 450 460 515
6034227 Hearst (Phoebe A.) Elementary	10	330 415 450 535
6034235 Pony Express Elementary	10	330 415 425 436 450 460 510 515 535 725 900
6034243 Crocker/Riverside Elementary	10	330 415 450 720
6034250 Sequoia Elementary	10	330 415 425 450 460 515 535 725 900
6034276 Sutterville Elementary	10	330 415 425 435 445 450 460 515 530 535 720 900
6034284 Tahoe Elementary	10	330 415 450 515 535
6034292 Judah (Theodore) Elementary	10	330 415 425 450 535 900
6034326 Land (William) Elementary	10	330 415
6034334 Woodbine Elementary	10	330 415 450 515 720
6059273 Einstein (Albert) Middle	10	330 415 425 435 450 510 515 535 720 725 900
6059281 California Middle	10	330 415 450 515 535 900
6059299 Goethe (Charles M.) Middle Rosa Parks	10	330 415 425 450 515 535

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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.
6059307 Bacon (Fern) Middle	10	330 415 425 435 436 460 510 515 725 900
6059315 Da Vinci (Leonardo) Elementary	10	330 415 425 450 460 515 535 720 725 730
6059323 Still (John H.)	10	330 415 425 435 436 450 515 535
6059356 Brannan (Sam) Middle	10	330 340 415 425 450 510 515 535 720 900
6059364 Wood (Will C.) Middle	10	330 415 450 510 515
6061832 Carson (Kit) Middle	10	330 415 425 450 510 515 710 725
6066690 Sutter Middle	10	330 415 425 435 445 450 515 535 610 715 720 900
6071336 Anthony (Susan B.) Elementary	10	330 415 450
6096150 Marshall (James) Elementary	10	330 415 425 450 535 900
6096168 Didion (Genevieve) Elementary	10	330 415 425 450 460 535 900
6097083 Golden Empire Elementary	10	330 415 435 436 450 460 535
6099808 Lincoln (Abraham) Elementary	10	330 415 510 720
6107239 King (Martin Luther Jr.) Elementary	10	330 415 425 450 515 535 720 900
6110662 Kenny (Father Keith B.) Elementary	10	330 415 450 725
6111389 Matsuyama Elementary	10	330 340 415 425 450 510 515 710 900
6117097 SCUSD Success Academy K-8 Community Day	31	330

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56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

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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.
6119440 Cesar Chavez Intermediate	10	330 415 450 515
SACACEL *** Sch Code Not Found *** Accelerated Academy	10	330 415 510 820 840 855
0113209 Anderson(Marian)John Morse Therapeutic Center	15	330 415 425 435 450 510 515 530 535 720 725
3430154 American Legion High (Cont.)	20	330 515 820 830 840 850 855
0101295 KIPP Sol Aureus College Preparatory	55	330 415 450
0101881 New Technology High	55	330 415 425 450 515 730 820 830 840 865
0101899 Americas Choice George Washington Carver	55	330 340 415 445 450 510 515 530 535 720 820 830 840 850
0101907 The Met Sacramento	55	330 415 425 450 460 510 515 725 730 820 830 840 900
0121665 Yav Pen Suab Academy - Preparing for the Futu	55	330 415 450 515 900
0131136 *** Sch Code Not Found *** Joseph Bonnheim Charter	55	330 415
6033799 Bowling Green Elementary (Char)	55	330 415 425 435 436 450 460 510 515 535 725 730 900

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11-Public Residential School	22- Alternative Work Education
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Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev March 2015)		Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions Birth--21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		
900	Behavior Consultation		Compliance	Meets Compliance	Findings/Comments
			Yes	No	
Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How/Service provider?					

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	330 340 415 425 445 450 460 510 535 725 820 840 890 900
0115220 Land Park Academy - Pat Anderson Center	70	330 415 435 450 460 830 850 890 900
0127779 *** Sch Code Not Found *** Sierra Foothills Academy	70	330 415 445 515 820 830
6130025 Sierra School at Edison	70	330 415 435 436 450 510 515
6130611 Rancho Learning Center	70	330 510 515 820 830 840 865
6914246 Odyssey Learning Center, Inc.	70	330 415 425 435 445 450 535 725 830 850 855 890 900
6937999 Aldar Academy	70	330 415 510 515 820 830 840 890
6938245 Sierra School	70	330 415 450 510 515 535 540 820 830 840 855 865 890
7051394 South Pointe Academy Point Quest	70	330 415 450 510 515 530 535 725 730 820 830 840 850 870 890
7077084 Children's Home Connection Learning Academy	70	330 340 415 830
7082951 Atkinson Youth Services	70	330 415 450 510 515 830 855 890
7085590 Northern California Preparatory School	70	330 415 450 510 515 535 820 830 840
7086846 Guiding Hands, Inc.	70	330 415 450 510 515 830
7091481 ABC School - Sacramento	70	330 415 450 535 830 900
7099450 CCHAT Center-Sacramento	70	330 415 450 460 720

Sacramento County Jail 30 330

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.
6033831 Wenzel (Caroline) Elementary	00	415
6034003 Hollywood Park Elementary	00	415
6034136 Twain (Mark) Elementary	00	415
6034169 Nicholas Elementary	00	415
6034276 Sutterville Elementary	00	415
6034292 Judah (Theodore) Elementary	00	415
6071336 Anthony (Susan B.) Elementary	00	415
6111389 Matsuyama Elementary	00	415 450 535
NOSCHOL *** Sch Code Not Found ***	00	330 340 350 415 450 460 720 725
No School 3-5 Years Old		
6033765 Winn (A.M.) Elementary	10	415
6033815 Greenwood (Caleb) Elementary	10	415 436 450
6033823 Camellia Elementary	10	330 415 450
6033831 Wenzel (Caroline) Elementary	10	415
6033856 Huntington (Collis P.) Elementary	10	330 415 450 460
6033880 Lubin (David) Elementary	10	330 350 415 425 450 460 535 720 725 730
6033906 Warren (Earl) Elementary	10	415 720

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

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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.
6033914 Kemble (Edward) Elementary	10	330 350 415 450 460 535
6033930 Elder Creek Elementary	10	415
6033948 Baker (Ethel I.) Elementary	10	330 350 415 450 460
6033955 Phillips (Ethel) Elementary	10	330 415 450 460 720
6033997 Harkness (H.W.) Elementary	10	415 450 460
6034003 Hollywood Park Elementary	10	415
6034011 Bancroft (Hubert H.) Elementary	10	415
6034029 Cohen (Isador) Elementary	10	330 350 415 450 460 535 720
6034037 Smith (Jedediah) Elementary	10	415 450
<u>Leataata Floyd</u>		
6034045 Bidwell (John) Elementary	10	415
6034052 Cabrillo (John) Elementary	10	330 415 450 535
6034078 Morse (John F.) Elementary	10	330 415 450
<u>Alice Birney Waldorf</u>		
6034136 Twain (Mark) Elementary	10	415
6034169 Nicholas Elementary	10	330 415 450 460 535
6034177 Erlewine (O.W.) Elementary	10	415
6034185 Oak Ridge Elementary	10	330 415 450

Please ensure that the following are included on this form: (Ages 3-5)	
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61-Head Start Program	62- Child Devt. or Child Care
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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.
6034193 Pacific Elementary	10	330 415 450
6034201 Parkway Elementary	10	415 450
6034219 Burnett (Peter) Elementary	10	330 350 415 450 460 725
6034227 Hearst (Phoebe A.) Elementary	10	415
6034235 Pony Express Elementary	10	330 350 415 450
6034243 Crocker/Riverside Elementary	10	330 415 450
6034250 Sequoia Elementary	10	330 350 415 450 535
6034276 Sutterville Elementary	10	330 350 415 450
6034284 Tahoe Elementary	10	330 415 450 535
6034292 Judah (Theodore) Elementary	10	415
6034326 Land (William) Elementary	10	415
6034334 Woodbine Elementary	10	415
6059299 Goethe (Charles M.) Middle Rosa Parks	10	415
6059315 Da Vinci (Leonardo) Elementary	10	415
6059323 Still (John H.)	10	330 415 450
6071336 Anthony (Susan B.) 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

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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.
6096150 Marshall (James) Elementary	10	330 415 425 436 450 460
6096168 Didion (Genevieve) Elementary	10	330 415 450 460
6096655 Washington Elementary	10	330 415 450 535
6097083 Golden Empire Elementary	10	415
6099808 Lincoln (Abraham) Elementary	10	330 415 450
6107239 King (Martin Luther Jr.) Elementary	10	330 415
6110662 Kenny (Father Keith B.) Elementary	10	330 415 425 450 535
6111389 Matsuyama Elementary	10	330 415 450 900
HOMEHOS *** Sch Code Not Found ***	40	330 340 415 450 460 725 900
Individual Instruction		
SETAPRE *** Sch Code Not Found ***	61	415 450
SETA Headstart		
3430030 Skills and Business Education	62	330 415
3433323 Fremont Adult Education	62	415
3434636 Johnson (Hiram W.) High	62	415 450
6034169 Nicholas Elementary	62	330 415
6096655 Washington Elementary	62	330
MARIANA *** Sch Code Not Found ***	62	415
Marian Anderson Preschool		

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
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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.
PLAYMAT *** Sch Code Not Found *** Playmate Preschool	62	415
PRESCHL *** Sch Code Not Found *** SCUSD Preschool	62	415
TRIUMPH *** Sch Code Not Found *** Triumph Preschool	62	415 450
PRVTPRE *** Sch Code Not Found *** Private Preschool	64	330 415 450

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

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)	XXX			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

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
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
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)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	<p>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.</p>	XXX			<p>5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</p>
435	<p>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 CCR 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.</p>	XXX			<p>5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;</p>
436	<p>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.</p>	XXX			<p>5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107</p>

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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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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>

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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)

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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)

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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

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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.

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			

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

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
 Fiscal Year 2015-16**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District SELPA	Application Date June 30, 2015
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 Designated 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/AU Superintendent (Type) José Banda	RLA/AU 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 18, 2015		

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 18th day of June, 2015.

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 2015-16**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District SELPA	Application Date June 30, 2015
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 Designated 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/AU Superintendent José Banda	RLA/AU 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 18, 2015		

**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 4, 2015.

Adopted this 18th day of June, 2015.

Signed: _____
 RLA/AU Superintendent

**Annual Budget Plan
 Fiscal Year 2015-16**

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)	\$37,992,735
	District Contribution		\$53,128,967
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$1,341,144
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$0
		SACS Goal Code 5730	\$2,363,643
		SACS Goal Code 5750	\$42,917,780
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$30,128,276
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	\$2,461,108
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	\$922,626
		SACS Goal Code 5060	\$1,628,780
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/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

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