



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

Meeting Date: June 15, 2017

Subject: Continuous Improvement of Special Education Services:
2017-2018 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

Division: 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 \$22,092,007 in state funding, \$8,221,083 in federal funding, \$3,265,457 for Special Education Transportation and \$70,074,536 in other grants, entitlements and general funds for a total of \$103,653,083

LCAP Goal(s): College, Career and Life Ready Graduates; Family and Community Empowerment

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: 10 minutes

Submitted by: Iris Taylor, Ed.D., Chief Academic Officer
Becky Bryant, Director, 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:
2017-2018 Annual Services Plan and Annual Budget Plan



I. Overview/History of Department or Program

The Sacramento City Unified School District works 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. The district is committed to educating students with special needs, 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. Students with special needs are able to and do respond positively to rigorous and relevant instruction tailored to their unique learning needs. This expectation of high rigor, relevance and accountability applies to every setting where students with Individualized Education Programs (IEPs) receive services. The continued focus on teaching and learning, as well as planning for each student's transition will position these students for success in preschool through grade 12 and beyond.

A recent review of the district's special education services and structure conducted by the Council of Great City Schools will guide the department's work for the coming years. As 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).

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 the 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, 2017.

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 at least 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

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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.

2017-2018 Annual Budget Plan Revenue	
AB602 (State funds based on district's ADA)	\$ 22,092,007
IDEA (Federal Funds)	\$ 8,221,083
Special Education Transportation	\$ 3,265,457
Other grants, entitlements and general funds i.e., Educational Related Mental Health, Workability, Department of Rehabilitation (TPP), State and Federal Preschool, Alternative Dispute Resolution	\$ 70,074,536
Funds received to provide special education services	\$103,653,083

2017-2018 Expected Expenditures	
Administrative costs of the plan (Management staff, support staff and supplies)	\$ 1,793,598
Low Incidence Disabilities (Teachers, Instructional Aides and supplies)	\$ 2,607,730
Severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, supplies, SCOE Excess Costs and nonpublic school/agency costs)	\$ 42,748,580
Non-Severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, and supplies)	\$ 36,739,853
Regionalized Operations and Services (Program Specialists, Behavior Specialists)	\$ 4,663,333
Supplemental Aids and Services	\$ 3,989,311
Transportation	\$10,878,438
Miscellaneous (i.e., Workability and Parentally Placed Private School Students)	\$ 232,240
Total Operating Expenses	\$103,653,083

*Note: students receiving special education services in special day classes generate ADA which is listed as part of the district's general fund contribution under LCFF

IV. Goals, Objectives and Measures:

The goals of the special education department are to provide quality instructional and support services to students with special needs and their families so students graduate with an array of

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college, career, and life ready with an array of post-secondary options. To continuously improve upon the services provided, the department will use multiple measures to assess and monitor progress towards achieving each goal and objective. The progress and academic performance of students will be measured and monitored by analyzing annual indicators including performance on the California Assessment of Student Performance and Progress (CAASPP and the California Alternative Assessment (CAA). In addition, the district is in the process of developing a local assessment system to monitor student academic progress and these will be disaggregated by various demographic groups including students with disabilities. The district will also monitor student progress on IEP goals and objectives at each annual IEP. To assess the quality and implementation of the instructional program staff will conduct classroom observations. Data on the district's services and supports will also be collected through stakeholder surveys and interviews.

V. Major Initiatives:

To achieve its desired outcomes, the department must continue to persevere to accelerate its work and improve practices on a number of fronts. The District engaged the Council of Great City Schools (CGCS) during the 2016-2017 school year to review its special education structure, staffing, practices and services. The report, released May 2, 2017, is a comprehensive review and provides recommendations not only for the department specifically, but opportunities for improvement across the system. These recommendations were presented to the Board and the Academic Office and Special Education Department were tasked with providing an initial implementation plan. The following actions have already been taken or are in process:

Multi-Tiered System of Supports (MTSS)

The Academic Office has partnered with the Schools Office and has begun to gather information from sites regarding the types of academic and behavior data they are analyzing and their data analysis practices (i.e. protocols, frequency, use of data teams, etc.). In addition, information has been gathered regarding curricular resources and assessments used at the site level to provide interventions. This information will be expanded upon to further map existing resources to inform the development of the MTSS plan.

District has also formed an Assessment Committee comprised of district staff, principals and SCTA. This committee will define/develop common assessments to be used for monitoring student progress towards the standards.

Specific Special Education Eligibility Assessment Teams

There is a need to redefine the dedicated assessment teams for specific special education eligibility. Stakeholder group meetings are currently taking place based on input shared during the review. This engagement with the different assessor groups (i.e., School Psychologists,

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Language, Speech and Hearing Specialists, Behavior Intervention Specialists, School Social Workers and Program Specialists) will lead us toward a refined assessment protocol for the 2017-2018 school year.

Medi-Cal Billing

A Medi-Cal billing system workgroup has also been established to determine if the District is utilizing the most appropriate tracking system to maximize its reimbursements for authorized IEP services.

On-Going Data Analysis and Review

The Department has implemented more specific meeting structures this year with central staff in order to share important information and data. These meeting structures will be further formalized and expanded to include the regular analysis of the data related to referrals for special education assessment, rate of qualification, settings where services take place, yearly and benchmark achievement data, placement into more restrictive settings, suspensions and formal complaints/litigation.

In addition to the actions outlined above, below are anticipated actions for the 2017-2018 school year:

Recommendation from the CGCS Special Education Review	Year 1 Actions
Develop A Multi-Tiered System of Support (MTSS)	<ul style="list-style-type: none">• Establish District Leadership Team• Map existing resources and gaps• Develop a vision for inclusive education• Establish Board Policy and written expectations• Assess and study effective practices in three schools to inform the development of written expectation• Develop a three year implementation plan
Conduct On-Going Data Analysis	<ul style="list-style-type: none">• Work with Assessment Research and Evaluation Department and Technology Services to develop a comprehensive data system• Expand special education department meeting structures to schedule regular analysis of data related to referrals to special education, student academic achievement, suspension, placements into settings other than general education and due

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Recommendation from the CGCS Special Education Review	Year 1 Actions
	<p>process complaints</p> <ul style="list-style-type: none"> • Schedule reviews of special education data with Cabinet • Develop a protocol for an annual special education data review and update for the Board
Align Written Policies and Procedures and Update Special Education Webpage	<ul style="list-style-type: none"> • Revise Policies and Procedures Manual to align with the EL Master Plan and recent changes in law • Revise special education webpage to include more dynamic and accessible resources for staff and families • Implement a specific communication protocol to draw staff and families' attention to these documents/resources for a source of information
Collaborate with School Sites	<ul style="list-style-type: none"> • Continue direct collaboration with school sites, staff and students' families on: <ul style="list-style-type: none"> ○ Specific student issues and supports/implementation of the IEP ○ Problem solving and strategizing with site principal on provision of special education services ○ Staffing issue(s) support ○ Collaboration and support of teaching staff in the form of individual and small group consultation, professional learning and specific problem solving regarding student's progress
Develop a Comprehensive Recruitment and Retention Plan	<p>Collaborate with the Human Resources Department to:</p> <ul style="list-style-type: none"> • Participate in all recruitment activities currently offered by the District • Develop and implement a comprehensive recruitment plan to target specific positions that have been difficult to recruit for to date

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Recommendation from the CGCS Special Education Review	Year 1 Actions
Decrease the Number of Students Served in More Restrictive Environments (i.e., Special Day Classes and Non Public Schools)	<ul style="list-style-type: none">• Develop a plan to decrease the number of students being served in Special Day Classes and placed in nonpublic schools for the next school year• Collect data on the number of students who require a setting outside of general education, resulting in placement into Special Day Class or Non Public School (NPS)• Analyze the purpose of the NPS placement or placement into Special Day Class – Applied Behavior Analysis Focus, smaller setting, higher supervision ratio, mental health setting, etc.• Build a support structure to enable students to remain in less restrictive settings and reduce number of students in Special Day Class and NPS over time

As stated in the section above, the major initiative of the department for the coming year will be to implement first year recommendations from the special education review. These initiatives cannot be achieved in a vacuum and will take the participation from multiple departments, school sites, families, and stakeholders within our system. The Academic Office and Special Education Department will establish a Special Education Committee to assist in developing plans and to provide feedback and input. Continued engagement with stakeholders will be critical to receive feedback as we implement the steps of the plan. Finally, we will continue to work collaboratively and proactively with families to improve relationships and communication with all families.

VI. Results:

The plan for implementation of a MTSS and to address other areas outlined in the Special Education Review report will include specific indicators and metrics that will be tracked and monitored to inform improvements in instruction and services. In addition to standardized achievement data, other potential indicators include analysis of data that exists currently while developing a more comprehensive data system and more robust analysis practices.

The Department is currently able to review and analyze data one to two times per year on student group composition in special education, percentage of time in general education, graduation rates, placement into more restrictive settings, and annual academic performance

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on state assessments. Leading indicators such as data related to rate of referrals for special education assessment, rate of qualification, settings where services take place, interim academic performance data, suspensions and formal complaints/litigation will be analyzed on a more frequent basis.

The Department will also integrate into current classroom observation structures that have been established within the district to improve the quality and quantity of classroom observations to assess the instruction and classroom experiences of students with disabilities. The Department will collect and analyze qualitative data in the form of feedback from new teachers about the effectiveness and relevance of the professional learning provided to them throughout the year and use the results to guide future professional growth for the group. The Department has always sought informal feedback from parents through the CAC. This year a more formal input protocol was utilized and the data collected will assist us to further guide our work within the district. As stated above, the current meeting structures will be expanded to systematically inform all stakeholders of the “current state” of special education services on a more frequent and formalized basis.

VII. Lessons Learned/Next Steps:

In moving forward, the department will:

- As part of the Academic Office, participate in the initial stages of implementation of MTSS
- Create multidisciplinary data review structures that keep the needs of students with special needs in the forefront of analysis and review of progress
- Continue to collaborate with the Human Resources Department in order to recruit and retain qualified teachers, speech and language specialists and school psychologists
- Continue to collaborate directly with school sites to address needs of the site about the provision of special education services to services
- Continue to focus on family-centered problem solving by addressing families on an individual basis in order to continue to build relationships with our families
- Develop a plan to reduce the use of special day classes to serve students with special needs, including the use of special day classes in separate schools
- Implementation of other recommendations from the special education review listed in goals, objectives and measures above

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 2017-2018**

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 28, 2017 Governing Board Meeting

HEARING DATE:

Thursday, June 15, 2017

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	330 340 415 425 435 445 450 510 515 525 530 535 610 720 725 820 830 840 855 900
0108951 Health Professions High	10	330 415 510 515 820 830 840
0114546 School of Engineering & Sciences	10	330 415 435 445 450 820 840 890 900
0430865 West Campus Hiram Johnson	10	330 415 515 820 840 890 900
0431012 Burbank (Luther) High	10	330 340 415 425 435 436 445 450 460 510 515 535 725 820 830 840 850 890 900
0434636 Johnson (Hiram W.) High	10	330 340 415 425 435 445 450 510 515 530 720 820 830 840 870 890
0434768 Kennedy (John F.) High	10	330 340 415 425 445 450 460 510 515 530 710 715 720 820 830 840 850 890 900
0435419 McClatchy (C.K.) High	10	330 340 415 425 435 445 450 515 535 720 725 820 830 840 850 870 890 900
0467602 CSU, Sacramento	10	330 415 445 450 720 830 840 850 870 890 900
06033765 Winn (A.M.) Elementary	10	330 415 425 445 450 460 535 900
06033807 Harte (Bret) Elementary	10	330 415 425 445 450 535
06033815 Greenwood (Caleb) Elementary	10	330 415 425 435 445 450 460 535 725 730 900
06033823 Camellia Elementary	10	330 415 450
06033831 Wenzel (Caroline) Elementary	10	330 415 425 435 445 450 460 515 535 725 900
06033880 Lubin (David) Elementary	10	330 415 425 435 436 445 450 460 515 525 535 715 720 725 730
06033906 Warren (Earl) Elementary	10	330 415 425 445 450 515 720

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

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.
6033914 Kemble (Edward) Elementary	10	330 415 450 525 535
6033930 Elder Creek Elementary	10	330 415 450
6033948 Baker (Ethel I.) Elementary	10	330 415 450
6033955 Phillips (Ethel) Elementary	10	330 415 450 515 530
6033997 Harkness (H.W.) Elementary	10	330 415 425 450 515
6034003 Hollywood Park Elementary	10	330 415 425 445 450 510 515 535 720 900
6034011 Bancroft (Hubert H.) Elementary	10	330 415 425 445 450 460 510 515 535 720 900
6034029 Cohen (Isador) Elementary	10	330 415 450 535 725
6034037 Leataata Floyd	10	330 415 445 450 515 535 720 725 730
6034045 Bidwell (John) Elementary	10	330 415 445 450 515 535
6034052 Cabrillo (John) Elementary	10	330 415 425 436 445 450 535
6034060 Sloat (John D.) Elementary	10	330 415 425 435 436 445 450 460 510 535
6034078 Alice Birney Waldorf	10	330 415 425 435 445 450 460 510 515 535 720 725 900
6034136 Twain (Mark) Elementary	10	330 415 445 450 515
6034169 Nicholas Elementary	10	330 415 425 435 450 460 515
6034177 Erlewine (O.W.) Elementary	10	330 340 415 425 445 450 460 535 900

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

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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.
6034185 Oak Ridge Elementary	10	330 415 425 450
6034193 Pacific Elementary	10	330 415 450 535
6034201 Parkway Elementary	10	330 415 425 435 450 460 725 730 900
6034219 Burnett (Peter) Elementary	10	330 415 425 450 515 720 740
6034227 Hearst (Phoebe A.) Elementary	10	330 415 450 535
6034235 Pony Express Elementary	10	330 415 425 436 445 450 460 535 720 725
6034243 Crocker/Riverside Elementary	10	330 415 445 450 460 515 535 720
6034250 Sequoia Elementary	10	330 415 425 445 450 460 515 535 725 900
6034276 Sutterville Elementary	10	330 415 425 445 450 535 720
6034284 Tahoe Elementary	10	330 350 415 450 535
6034292 Judah (Theodore) Elementary	10	330 415 425 436 445 450 535
6034326 Land (William) Elementary	10	330 415 425 450 720
6034334 Woodbine Elementary	10	330 415 435 450 460 515 525 535 720 900
6059273 Einstein (Albert) Middle	10	330 415 425 436 445 450 515 535 720 725 830 900
6059281 California Middle	10	330 415 425 445 450 510 515 525 535 900
6059299 Rosa Parks	10	330 415 425 435 436 445 450 460 510 515 535 900

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.
6059307 Bacon (Fern) Middle	10	330 340 415 425 435 436 445 450 460 510 515 525 535 900
6059315 Da Vinci (Leonardo) Elementary	10	330 415 425 445 450 515 535 720 725 730
6059323 Still (John H.) Elementary	10	330 415 425 436 445 450 460 515 535 900
6059356 Brannan (Sam) Middle	10	330 340 415 425 445 450 515 530 535 720 725 900
6059364 Wood (Will C.) Middle	10	330 415 425 435 525 720
6061832 Carson (Kit) Middle	10	330 415 450 510 515 525 535 725 900
6066690 Sutter Middle	10	330 415 425 436 445 450 510 515 535 715 720 900
6071336 Anthony (Susan B.) Elementary	10	330 415 450
6096150 Marshall (James) Elementary	10	330 415 425 445 450 515 535
6096168 Didion (Genevieve) Elementary	10	330 415 450 525 535 900
6096655 Washington Elementary	10	330 415 450
6097083 Golden Empire Elementary	10	330 415 435 436 445 450 460 515 535
6099808 Lincoln (Abraham) Elementary	10	330 415 425 436 450 460 515
6107239 King (Martin Luther Jr.) Elementary	10	330 415 425 445 450 515 725
6110662 Kenny (Father Keith B.) Elementary	10	330 415 450 725
6111389 Matsuyama Elementary	10	330 415 450 510 515 535

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

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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	10	330 415 515
6119440 Cesar Chavez Intermediate	10	330 415 450 515 710
SACACEL Accelerated Academy	10	330 415 425 515 820 830 840 890
0113209 J. John Morse Therapeutic Center	15	330 340 415 450 510 515 525 530 535
3430154 American Legion High (Cont.)	20	330 510 515 820 830 840 890 900
0101295 KIPP Sol Aureus College Preparatory	55	330 415
0101881 New Technology High	55	330 415 425 445 450 515 535 725 730 820 840
0101899 George Washington Carver	55	330 340 415 445 450 510 515 525 530 535 725 820 830 840 890 900
0101907 The Met Sacramento	55	330 415 445 510 525 820 830 840 900
0121665 Yav Pem Suab Academy - Preparing for the Futu	55	330 415 445 450
0131136 New Joseph Bonnheim (NJB) Community Charter	55	330 415 450
6033799 Bowling Green Elementary (Char)	55	330 415 425 436 445 450 460 515 535 725 730 900

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

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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.
HOMEHOS Individual Instruction	40	330 340 415 435 445 450 460 535 725 840 890 900
0115220 Land Park Academy - Pat Anderson Center	70	330 415 425 445 450 830 850 890 900
0127779 Sierra Foothills Academy	70	330 415 830
0131532 Capital Elementary	70	330 340 415 425 445 450 510 515 530 725
6130025 Sierra School at Edison	70	330 415 435 450 510 515
6130611 Rancho Learning Center	70	330 415 450 510 515 525 530 535 820 830 840
6914246 Odyssey Learning Center, Inc.	70	330 415 425 435 445 450 535 830 850 890 900
6937999 Aldar Academy	70	330 415 450 510 515 820 830 840 855 890
6938245 Sierra School	70	330 340 415 425 435 436 445 450 510 515 520 725 820 830 840 850 890 900
7051394 Point Quest Academy	70	330 340 415 445 450 510 515 725 730 820 830 840 850 890
7085590 Northern California Preparatory School	70	330 415 450 460 510 515 525 820 830 840 890
7086846 Guiding Hands, Inc.	70	330 415 445 450 510 515 830 850 900
7091481 ABC School - Sacramento	70	330 340 415 425 445 450 460 900
7099450 CCHAT Center-Sacramento	70	330 415 720
0121350 Devereux Georgia - Ackerman	72	330 415 515
6131056 Devereux Texas - League City	72	330 510 840 890

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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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.
6131106 Heartspring School	72	330 415 425 450 530 535
6131130 Elevations Academy	72	330 510 515
6131247 Villa Santa Maria	72	330 415

6131114

Heritage Schools, Inc 72 330

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

SELPA:3412 Sacramento City Unified SELPA

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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.
6033930 Elder Creek Elementary	00	415
6033955 Phillips (Ethel) Elementary	00	330 415 450
6034243 Crocker/Riverside Elementary	00	415
NOSCHOL - No School - 3 to 5 yrs. old	00	330 415 450 720
6033765 Winn (A.M.) Elementary	10	415
6033807 Harte (Bret) Elementary	10	415
6033815 Greenwood (Caleb) Elementary	10	415
6033823 Camellia Elementary	10	330 415 450
6033831 Wenzel (Caroline) Elementary	10	330 415 450
6033880 Lubin (David) Elementary	10	330 415 445 450 460 710 720 900
6033906 Warren (Earl) Elementary	10	330 415 436 445 460 720
6033914 Kemble (Edward) Elementary	10	330 415 450 460 535
6033930 Elder Creek Elementary	10	240 415 436 450
6033948 Baker (Ethel I.) Elementary	10	330 415 725
6033955 Phillips (Ethel) Elementary	10	330 415 450 460 720 725
6033997 Harkness (H.W.) Elementary	10	330 415 450 720

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

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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.
6034003 Hollywood Park Elementary	10	330 415 450 720
6034011 Bancroft (Hubert H.) Elementary	10	415 450 460
6034029 Cohen (Isador) Elementary	10	330 415 450 460
6034037 Leataata Floyd	10	330 415
6034045 Bidwell (John) Elementary	10	415
6034052 Cabrillo (John) Elementary	10	330 415 450 460 535
6034060 Sloat (John D.) Elementary	10	415 460
6034078 Alice Birney Waldorf	10	330 415 450
6034136 Twain (Mark) Elementary	10	415
6034169 Nicholas Elementary	10	330 415 450
6034177 Erlewine (O.W.) Elementary	10	415
6034185 Oak Ridge Elementary	10	415
6034193 Pacific Elementary	10	330 415 720
6034201 Parkway Elementary	10	350 415 450
6034219 Burnett (Peter) Elementary	10	330 415 450
6034227 Hearst (Phoebe A.) Elementary	10	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

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.
6034235 Pony Express Elementary	10	330 415 450 720
6034243 Crocker/Riverside Elementary	10	415
6034250 Sequoia Elementary	10	330 415 425 450 460 535 900
6034276 Sutterville Elementary	10	330 415 450 535
6034284 Tahoe Elementary	10	330 415 450
6034292 Judah (Theodore) Elementary	10	415 450 460 720
6034326 Land (William) Elementary	10	415
6034334 Woodbine Elementary	10	415
6059299 Rosa Parks	10	330 415
6059315 Da Vinci (Leonardo) Elementary	10	415
6059323 Still (John H.) Elementary	10	330 415 450
6071336 Anthony (Susan B.) Elementary	10	415
6096150 Marshall (James) Elementary	10	330 415 435 450 460 535
6096168 Didion (Genevieve) Elementary	10	415 450
6096655 Washington Elementary	10	330 350 415 450 460 520 535
6097083 Golden Empire Elementary	10	330 415 720 725

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.
6099808 Lincoln (Abraham) Elementary	10	330 415 450 460
6107239 King (Martin Luther Jr.) Elementary	10	330 415 450
6110662 Kenny (Father Keith B.) Elementary	10	330 415
6111389 Matsuyama Elementary	10	415 450
6033914 Kemble (Edward) Elementary	61	330 415 450 460
SETAPRE SETA Preschool	61	415
3430030 Skills and Business Education	62	415
3430519 Capital City (Independent Study)	62	415
3434636 Johnson (Hiram W.) High	62	415
6033781 Bear Flag Elementary	62	415
6033856 Huntington (Collis P.) Elementary	62	330 415 450 725
MARIANA Marion Anderson Pre/K	62	415
PLAYMAT Playmate Pre/K	62	415
PRESCHL SCUSD Pre/K	62	415
TRIUMPH Triumph Pre/K	62	330 415 450 535
PRVTPRE Private Pre/K	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

Local Educational Agency (LEA):

Infant Services (003)

[illegible]

Use these codes to identify the type of facility where Infant Services (ages 0–3) are provided:

10-Public Day School

California Department of Education Form ASP-01a (rev Feb 2017)		California Special Education Management Information System Service Descriptions				Special Education Division	
Special Education Local Plan Area:		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 Code of Federal Regulations (CFR) 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.	XXXX			34 CFR 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 CFR sections 300.34 (c)(3), 300.226	
240		Service coordination (ages 0–2 only)	XXX			34 CFR 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 CFR 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 CFR 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.

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 CFR 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 CFR 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 California <i>Education Code</i> (EC) 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 California <i>Code of Regulations</i> (CCR) Section 3051; 30 EC 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 CCR Section 3051.1; 30 EC Section 56363; 34 CFR 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.

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 CCR Section 3051.5; 30 EC Section 56363; 34 CFR 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 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.	XXX			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR 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 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

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*)
445	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.	XXX			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	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.	XXX			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)

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*)
460	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.	XXX			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)
510	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.	XXX			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	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.	XXX			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9

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*)
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.

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.

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.

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.					

Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev Feb 2017)		Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions Birth–21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		
			Compliance	Meets Compliance	
				Yes	No
900	<i>Behavior Consultation and Supervision</i>	Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

**Certification of Annual Service Plan
Fiscal Year 2017-18**

1. Check one, as applicable: <input checked="checked" type="checkbox"/> [X] 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, 2017
SELPA Address 5735 47 th Avenue	SELPA City Sacramento	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) 643-9163
RLA/AU Street Address 5735 47 th Avenue	RLA/AU City Sacramento	RLA/AU Zip code 95824
Date of Governing Board Approval June 28, 2017		

**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 June 15, 2017.

Adopted this _____ day of _____, 20____.

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 2017-18

1. Check one, as applicable: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County </div>		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District SELPA	Application Date June 30, 2017
SELPA Address 5735 47 th Avenue	SELPA City Sacramento	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/Administrative Unit [RLA/AU])		
RLA/AU Name Sacramento City Unified School District	Name/Title of RLA/AU Superintendent José Banda	RLA/AU Telephone Number (916) 643-7400
RLA/AU Street Address 5735 47 th Ave.	RLA/AU City Sacramento	RLA/AU Zip code 95824
Date of Governing Board Approval June 28, 2017		

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 15, 2017.

Adopted this _____ day of _____, 20____.

Signed: _____

RLA/AU Superintendent

Annual Budget Plan Fiscal Year 2017–18

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)	\$37,458,648
	District Contribution		\$66,194,435
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$ 1,793,598
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$ 0
		SACS Goal Code 5730	\$ 2,607,730
		SACS Goal Code 5750	\$42,748,580
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$36,739,853
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	\$ 3,989,311
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	\$ 2,479,605
		SACS Goal Code 5060	\$ 2,183,728
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 <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: _____