

### SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: June 09, 2022

# Subject: Public Hearing: SCUSD SELPA Local Plan – Contacts, Annual Budget Plan, Annual Service Plan

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

**Division**: Special Education

**Recommendation:** Approve and adopt.

**Background/Rationale:** The SCUSD SELPA Local Plan is annually required to be adopted by the District Governing Board. For the 2022-2023 school year, the Local Plan update includes updates to the Contacts, Annual Budget, and Annual Service Plan sections. These updates are in alignment with new CDE policies on having all SELPAs in the state use consistent forms.

The Annual Service Plan describes the full continuum of services provided by the District in service to students with disabilities.

The Annual Budget Plan describes those funds received in accordance with California Education Code 56836 and the expenditure of those funds.

**<u>Financial Considerations</u>**: The SCUSD SELPA receives federal, state, and local funds to provide supports and services. The District also provides a local contribution to make up the needed funds to provide full continuum of services.

#### LCAP Goal(s): NA

#### **Documents Attached:**

1. SELPA Local Plan

Estimated Time of Presentation: 15 minutes		
Submitted by:	Christine Baeta, Chief Academic Officer, Dr. Sadie	
-	Hedegard, and Geovanni Linares	
Approved by:	Jorge A. Aguilar	

Fiscal Year 20

2022–23

### LOCAL PLAN

### Section D: Annual Budget Plan

### SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division 2022-

23 Local Plan Submission

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### Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V.** This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code* (*EC*) Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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#### TABLE 1

#### Special Education Projected Revenue Reporting (Items D-1 to D-3)

#### D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	32,106,515	24.79%
AB 602 Property Taxes	2,146,372	1.66%
Federal IDEA Part B	11,725,787	9.05%
Federal IDEA Part C	139,420	0.11%
State Infant/Toddler	0	0.00%
State Mental Health	2,633,780	2.03%
Federal Mental Health	472,026	0.36%
Other Projected Revenue	80,279,788	61.99%
Total Projected Revenue:	129,503,688	100.00%

#### D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Workability programs (\$373,275) and General Fund Contribution (\$79,906,513).

#### D-3. Attachment II: Distribution of Projected Special Education Revenue

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

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#### TABLE 2

#### Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

#### D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	47,432,554	36.63%
Object Code 2000—Classified Salaries	9,547,874	7.37%
Object Code 3000—Employee Benefits	37,451,405	28.92%
Object Code 4000—Supplies	1,139,092	0.88%
Object Code 5000—Services and Operations	28,940,884	22.35%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	4,991,879	3.85%
Total Projected Expenditures:	129,503,688	100.00%

#### D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

#### D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Indirect Cost at approved LEA rate

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#### TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

#### D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	41,737,260	32.23%
Projected Federal Revenue	7,859,915	6.07%
Local Contribution	79,906,513	61.70%
Total Revenue from all Sources:	129,503,688	100.00%

# D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

#### D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).
- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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#### TABLE 4

#### Special Education Local Plan Area Expenditures (Items D-10 to D-11)

#### D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: <u>Table 4 does not include district LEA, charter LEA, or COE LEA expenditures</u>, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	47,432,554	36.63%
Object Code 2000—Classified Salaries	9,547,873	7.37%
Object Code 3000—Employee Benefits	37,451,405	28.92%
Object Code 4000—Supplies	1,139,092	0.88%
Object Code 5000—Services and Operations	28,940,885	22.35%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	4,991,879	3.85%
Total Projected Operating Expenditures:	129,503,688	100.00%

#### D-11. Object Code 7000 -- Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Indirect costs at approved LEA rate

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#### TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

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



If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by EC Section 56205(b)(1)(D)?

## D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

2,679,620

#### D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

61,631,263

# D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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### LOCAL PLAN

### Section E: Annual Service Plan SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education Special Education Division 2022–23 Local Plan Annual Submission

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#### Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
- Specially Designed Instruction

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

Specialized Academic Instruction: Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

Section E: Annual Service Plan	
SELPA: Sacramento City Unified SELPA	Fiscal Year: 2022–23
210–Family Training, Counseling, Home Visits (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disal	•
Sacramento City Unified SELPA does not serve age	s 0-2.
220–Medical (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disated	•
Sacramento City Unified SELPA does not serve age	s 0-2.
230–Nutrition (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disated	•
Sacramento City Unified SELPA does not serve age	s 0-2.
240–Service Coordination (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disated	•
Sacramento City Unified SELPA does not serve age	s 0-2.
250–Special Instruction (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disated	•
Sacramento City Unified SELPA does not serve age	s 0-2.
260–Special Education Aide (Ages 0-2 only)	Service is Not Currently Provided

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sacramento City Unified SELPA does not serve ages 0-2.

270–Respite Care (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sacramento City Unified SELPA does not serve ages 0-2.

■ 340–Intensive Individual Instruction

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

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

■ 350–Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1)

■ 415–Speech and Language

Service is Not Currently Provided

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

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language.

Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Services include: specialized instruction and services, monitoring, reviewing, and consultation.

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Services may be direct or indirect including the use of	f a speech consultant.
425–Adapted Physical Education	Service is Not Currently Provided
Provide a detailed description of the services to be pro	ovided under this code.
Direct physical education services provided by an ada pupils who have needs that cannot be adequately sat programs as indicated by assessment and evaluation areas of need. It may include individually designed de and rhythms, for strength development and fitness, su interests of individual students with disabilities who m meaningfully engage in unrestricted participation in th modified physical education program. (CCR Title 5 §3	tisfied in other physical education of motor skills performance and other evelopmental activities, games, sports uited to the capabilities, limitations, and ay not safely, successfully or ne vigorous activities of the general or
<ul> <li>435–Health and Nursing: Specialized Physical Health Care</li> <li>Provide a detailed description of the services to be pro-</li> </ul>	Service is Not Currently Provided
pecialized physical health care services means those licensed physician and/or surgeon, requiring medicall performs the services and which are necessary during attend school (CCR §3051.12(b)(1)(A)). Specialized p are not limited to suctioning, oxygen administration, c insulin administration and glucose testing (CEC 4942)	y related training of the individual who g the school day to enable the child to physical health care services include but atheterization, nebulizer treatments,
■ 436–Health and Nursing: Other	Service is Not Currently Provided
Provide a detailed description of the services to be pro	ovided under this code.
This includes services that are provided to individuals individual pursuant to an IEP when a student has hea intervention beyond basic school health services. Ser problem, consulting with staff, group and individual co and maintaining communication with agencies and he not include any physician-supervised or specialized h and nursing services are expected to supplement the	alth problems which require nursing vices include managing the health bunseling, making appropriate referrals, ealth care providers. These services do lealth care service. IEP required health
445–Assistive Technology	Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: Sacramento City Unified SELPA

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

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. (34 CFR Part 300.6).

<b>4</b> 50	–Occupational	Therapy
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Provide a detailed description of the services to be provided under this code.

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 a group or on an individual basis; 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. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460–Physical Therapy

Service is Not Currently Provided

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

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. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2)).

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Service is Not Currently Provided

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■ 510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, 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. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

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515–Counseling and Guidance

Service is Not Currently Provided

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

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 aspects, such as educational, 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. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) 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.

■ 520–Parent Counseling

Service is Not Currently Provided

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

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; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b) (7); CCR Title 5 §3051.11).

■ 525–Social Worker

Service is Not Currently Provided

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

Social Work services, provided pursuant to an IEP by a qualified individual, includes, 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. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

Service is Not Currently Provided

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; 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. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention	Service is Not Currently Provided
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Provide a detailed description of the services to be provided under this code.

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.

540–Day Treatment

**5**45–Residential Treatment

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

A 24-hour out-of-home placement that provides intensive therapeutic services to support the

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educational program (Welfare and Institutions Code,	Part 2, Chapter 2.5, Art. 1, §5671)).
<ul> <li>610–Specialized Service for Low Incidence</li> <li>Disabilities</li> </ul>	Service is Not Currently Provided
Provide a detailed description of the services to be pr	ovided under this code.
Low incidence services are defined as those provide orthopedically impaired (OI), visually impaired (VI), d (HH/HI), or deaf-blind (DB). Typically, services are pr itinerant teacher or the itinerant teacher/specialist. Co staff and parents as needed. These services must be including frequency and duration of the services to the	eaf, hard of hearing/hearing impairment rovided in education settings by an onsultation is provided to the teacher, e clearly written in the student's IEP,
710–Specialized Deaf and Hard of Hearing	Service is Not Currently Provided
Provide a detailed description of the services to be pr	ovided under this code.
These services include speech therapy, speech read the student's mode of communication. Rehabilitative curricula, methods, and the learning environment; an parents, teachers, and other school personnel may a	and educational services; adapting ad special consultation to students,
■ 715–Interpreter	Service is Not Currently Provided
Provide a detailed description of the services to be pr	ovided under this code.
<ul> <li>720–Audiological</li> </ul>	Service is Not Currently Provided
Provide a detailed description of the services to be pr	ovided under this code.
These services include measurements of acuity, more modulation system use. Consultation services with te must be identified in the IEP as to reason, frequency contact is considered assistance and would not be in	eachers, parents or speech pathologists and duration of contact; infrequent
<ul> <li>725–Specialized Vision</li> </ul>	Service is Not Currently Provided

745–Reading

Provide a detailed description of the services to be provided under this code. 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); 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. (CAC Title 5 §3030(d), EC 56364.1). 730–Orientation and Mobility Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. 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. 735–Braille Transcription Service is Not Currently Provided Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities. Currently there are no students in the Sacramento City Unified SELPA with a need for this service. 740–Specialized Orthopedic Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (C

Section E: Annual Service Plan

SELPA: Sacramento City Unified SELPA

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Service is Not Currently Provided

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<ul> <li>760–Recreation Service, Including</li> <li>Therapeutic Recreation</li> </ul>	Service is Not Currently Provided
Provide a detailed description of the services to	be provided under this code.
820–College Awareness	Service is Not Currently Provided
Provide a detailed description of the services to	be provided under this code.
College awareness is the result of acts that prophigher education opportunities, information and limited to, career planning, course prerequisites	options that are available including, but not
<ul> <li>830–Vocational Assessment, Counseling, Guidance, and Career Assessment</li> </ul>	Service is Not Currently Provided
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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently there are no students in the Sacramento City Unified SELPA with a need for this

continuum of services available to students with disabilities.
Currently there are no students in the Sacramento City Unified SELPA with a need for this
service.

750-Note Taking Service is Not Currently Provided 

Include an explanation as to why the service option is not included as part of the SELPA's

continuum of services available to students with disabilities.

Currently there are no students in the Sacramento City Unified SELPA with a need for this

Include an explanation as to why the service option is not included as part of the SELPA's

755–Transcription

service.

service.

SELPA: Sacramento City Unified SELPA

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Service is Not Currently Provided

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ELPA: Sacramento City Unified SELPA	Fiscal Year: 2022–23
Provide a detailed description of the services to be pro	ovided under this code.
Vocational Assessment, Counseling, Guidance, and C educational programs that are directly related to the p unpaid employment and may include provision for wo development and/or placement, and situational asses This includes career counseling to assist student in as interests in order to make realistic career decisions.	reparation of individuals for paid or rk experience, job coaching, sment.
<ul> <li>840–Career Awareness</li> </ul>	Service is Not Currently Provided
Provide a detailed description of the services to be pro	ovided under this code.
Transition services include a provision in paragraph ( and career guidance. This comment also emphasized provision and the Perkins Act to ensure that students able to access vocational education funds.	d the need for coordination between this
<ul> <li>850–Work Experience Education</li> </ul>	Service is Not Currently Provided
Provide a detailed description of the services to be pro	ovided under this code.
Work experience education means organized education the preparation of individuals for paid or unpaid employ career requiring other than a baccalaureate or advance	pyment, or for additional preparation for a
■ 855–Job Coaching	Service is Not Currently Provided
Provide a detailed description of the services to be pro	ovided under this code.
Job coaching is a service that provides assistance an experiencing difficulty with one or more aspects of the service is provided by a job coach who is highly succe can determine how the employee that is experiencing training plan to improve job performance	e daily job tasks and functions. The essful, skilled, and trained on the job who
■ 860–Mentoring	Service is Not Currently Provided

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individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation),
870–Travel and Mobility Training     Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.
<ul> <li>890–Other Transition Services</li> <li>Service is Not Currently Provided</li> <li>Provide a detailed description of the services to be provided under this code.</li> </ul>
These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

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

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement and offers support, guidance, encouragement, and assistance as the

naturally through friendship, counseling and collegiality in a casual, unplanned way.

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

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

placement)

SELPA:	Sacramento	City Unified S	SELPA
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865–Agency Linkages (referral and

Fiscal Year: 2022–23

Service is Not Currently Provided

900–Other Related Service

Fiscal Year: 2022-23

Pursuant to Title 5 of the *California Code of Regulations* (5 *CCR*) 3051.24, "other related services" not identified in sections 5 *CCR* sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

+ - Description of the "Other Related Service"

Music Therapy is an established health profession in which music is used within a therapeutic relationship to address physical, emotional, cognitive, and social needs of individuals. After assessing the strengths and needs of each client, the qualified music therapist provides the indicated treatment including creating, singing, moving to, and/or listening to music. Through musical involvement in the therapeutic context, clients' abilities are strengthened and transferred to other areas of their lives. Music therapy also provides avenues for communication that can be helpful to those who find it difficult to express themselves in words.

Qualifications of the Provider Delivering "Other Related Service"

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program.

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education(CDE).

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