Improving Special Education Services in the Fresno Unified School District
Special Education Department

Mission and Vision

Mission
The mission of the Special Education Department is to provide early intervention and appropriate Pre-Kindergarten thru Adult instruction that prepare students for a seamless transition to adult life with the expectation that all students will learn and become productive citizens.

Vision
The vision of the Special Education Department is that ALL students with special needs will receive high quality instruction with the greatest number of inclusionary opportunities from the widest array of options.
Timeline

- CGCS Begins Data & Artifacts Analysis (Nov 2017)
- CGCS Team Members Visit District (Feb 2018)
- CGCS Issues Final Report (June 2018)
- Strategic Multi-Year Plan (Nov 2018 and Ongoing)
“The public should know that it will take time to plan for and implement the many proposals that are contained in this report. Many recommendations can be implemented in the short term while long term objectives may take several years.”

– CGCS Report
Recent Special Education Investments

- **2013/14** – Special Education position support – $500,000
- **2014/15** – Autism services and school psychologists – $865,000
- **2016/17** – Adult Transition Program and Medi-Cal support – $2.4 million
- **2017/18** – Expansion of social emotional support, speech language services, services for students with disabilities – $3.0 million
- **2018/19** – Adult Transition Program, school psychologists, speech language pathologists, Special Education Committee recommendations – $3.9 million

Special Education Costs
(in millions)

- **2013/14** estimated: $97
- **2014/15**: $106
- **2015/16**: $120
- **2016/17**: $124
- **2017/18** adopted: $131
- **2018/19** estimated: $145

50% Increase since 2013/14
Department of Prevention and Intervention investments in connection with Special Education

- 2013/14 – Support staff – $400,000
- 2014/15 – Social emotional support – $2.5 million
- 2016/17 – School climate support and counseling assistants – $1.1 million
- 2017/18 – Social workers – $200,000
- 2018/19 – Multi-tiered system of support – $4.6 million

Department of Prevention and Intervention Costs (in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated</th>
<th>Adopted</th>
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</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>$6</td>
<td></td>
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<tr>
<td>2014/15</td>
<td>$13</td>
<td></td>
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<tr>
<td>2015/16</td>
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<td>2016/17</td>
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<td>2017/18</td>
<td>$19</td>
<td></td>
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<tr>
<td>2018/19</td>
<td>$24</td>
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</table>

300% Increase since 2013/14
2018-19 Investments Addressing CGCS Recommendations

100 FTE ($10M)
* Teachers & Paraprofessionals
* Psychologists  * Nurses
* Speech Language Pathologist
* Multi-tiered System of Supports:
  * Behavior Intervention Specialists
  * Child Welfare & Attendance Specialists
Prioritize Universal Inclusion and Support

Expand Student Learning Opportunities

Build Skills and Competencies for Staff

Engage and Empower Parents

Systems for Continuous Improvement
Students, Staff, and Parents
## 2018-19 Actions and Impact

<table>
<thead>
<tr>
<th>Action</th>
<th>Fiscal Impact</th>
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</thead>
</table>
| **Prioritize Universal Inclusion and Support**  
• Board Policies: Inclusionary Practices & MTSS (adopt this Spring)  
• Establish Exemplary Special Education Sites  
  • Each Region  
  • Replicate and Build to Scale | $0 |
| **Expand Student Learning Opportunities**  
• Technology  
• Equipment  
• Curriculum | $950,000 |
| **Build Skills and Competencies for Staff**  
• Teachers  
• Paraprofessionals  
• Psychologists  
• Leaders | $50,000 |
# 2018-19 Actions and Impact

<table>
<thead>
<tr>
<th>Action</th>
<th>Fiscal Impact</th>
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<tbody>
<tr>
<td>Engage and Empower Parents</td>
<td>$0</td>
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<tr>
<td>• Decision-making</td>
<td></td>
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<tr>
<td>• Community Advisory Committee (CAC)</td>
<td></td>
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<tr>
<td>• Family Learning</td>
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<tr>
<td>Systems for Continuous Improvement</td>
<td>$0</td>
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<tr>
<td>• Dashboard for Monitoring and Accountability</td>
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<tr>
<td>• Data Analysis</td>
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<tr>
<td>• Interdepartmental Teams</td>
<td></td>
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<tr>
<td>• Feedback</td>
<td></td>
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<tr>
<td>• Staff</td>
<td></td>
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<tr>
<td>• Students</td>
<td></td>
</tr>
<tr>
<td>• Parents</td>
<td></td>
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</tbody>
</table>
### Summary of 18/19 Fiscal Impact

<table>
<thead>
<tr>
<th>Investment</th>
<th>One-Time</th>
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<tbody>
<tr>
<td>Student Technology</td>
<td>$245,000</td>
</tr>
<tr>
<td>Student Curriculum</td>
<td>$390,000</td>
</tr>
<tr>
<td>Student Equipment</td>
<td>$200,000</td>
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<tr>
<td>Staff Technology</td>
<td>$115,000</td>
</tr>
<tr>
<td>Staff Professional Learning</td>
<td>$50,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,000,000</strong></td>
</tr>
</tbody>
</table>
Timeline

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- **Strategic Multi-Year Plan** (Nov 2018)
- **Implementation Plan 2019-2020** (Jan 2019)

Special Education

11/9/2018
Questions