

Review of the Special Education Program

Central Unified School
District

May 9, 2017



Overview

Aims of the Report:

- Provide the District with an objective analysis of the Special Education Program.
- Include recommendations that can be used to improve the effectiveness and efficiency while honoring the strengths of the current structure and approach.

Specific Review Areas

- Structure, Student Enrollment and Comparative Analysis
- Related and Contract Services
- Pre-referral and Interventions
- Current Instructional Methods
- Staff Training and Professional Development

Study Process

Findings and recommendations are based on multiple data sources:

- Focus group sessions with Special Education Program central office staff, site leaders, general education and special education teachers, paraprofessional, related services staff, and parents
- Surveys from staff and parents
- Site observations
- Interviews with Executive Cabinet members
- Review of data and published information

Comparison Group Demographics 2014-16

District Name	2015-16 Data						2014-15 Data		
	Enrollment	Free/ Reduced Meals %	Foster Youth %	English Learners %	% Special Education Students*	General Fund and Charter Schools Costs by Program, Goal Code 5XXX	Ethnic Diversity Index	Cohort Graduates %	EL Making Annual Growth Target %
Apple Valley Unified	14,238	70.60%	1.33%	9.40%	11.92%	15.20%	47	87.10%	55.50%
Burbank Unified	16,081	67.60%	1.18%	10.40%	11.55%	22.50%	48	93.00%	68.10%
Central Unified	15,717	74.00%	1.20%	14.00%	10.31%	13.00%	45	84.40%	55.40%
Natomas Unified	14,298	59.00%	1.32%	14.60%	10.74%	13.50%	70	91.60%	67.50%
Turlock Unified	14,091	67.00%	1.34%	26.60%	11.14%	18.30%	40	94.40%	59.30%
Walnut Valley Unified	14,468	67.60%	1.31%	11.50%	7.85%	15.30%	45	98.50%	70.70%
Fresno County	200,333	61.50%	0.75%	23.40%	9.63%	--	52	82.30%	--
State of California	6,226,737	58.90%	0.70%	22.10%	11.79%	--	47	82.30%	--

* Special Education students include ages 0-22

Source Dataquest and Ed-Data

Comparison Group 2015-16 CAASPP Data

District Name	2015-16 CAASPP-SWD Students - California Department of Education							
	English Language Arts/Literacy Standards				Mathematics Standards			
	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Apple Valley Unified	3%	8%	18%	71%	3%	4%	12%	81%
Burbank Unified	6%	13%	26%	55%	5%	8%	23%	64%
Central Unified	4%	7%	14%	76%	4%	5%	12%	79%
Natomas Unified	2%	7%	15%	76%	2%	4%	16%	78%
Turlock Unified	3%	8%	16%	73%	2%	5%	12%	81%
Walnut Valley Unified	12%	13%	26%	49%	14%	10%	23%	52%
State of California	4.00%	9.00%	18.00%	68.00%	4.00%	7.00%	16.00%	73.00%

Source CDE CAASPP data



WordItOut



Stakeholder Reported Areas of Strength

- Communication
- Positive Climate
- Child-center decisions
- Broad Array of Services
- Special Education Leadership Team

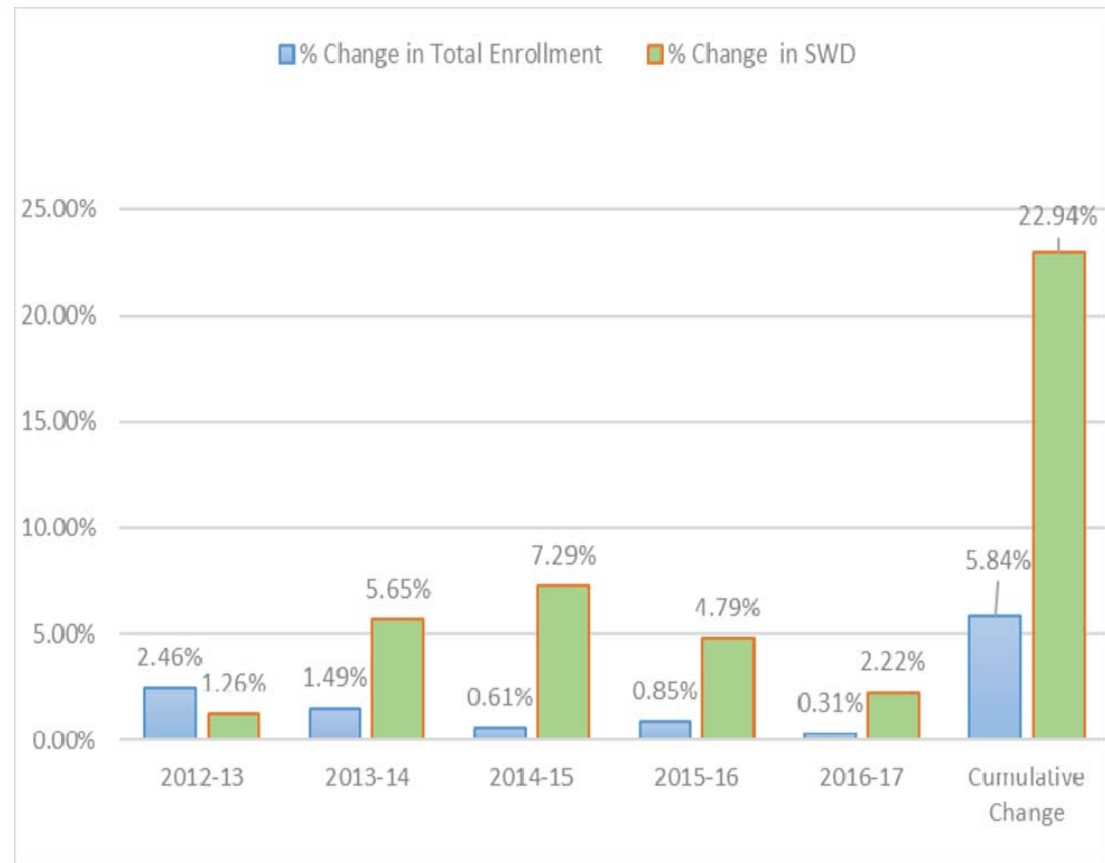
Themes and Recommendations Summary

The following section provides a high-level overview of themes and recommendations.

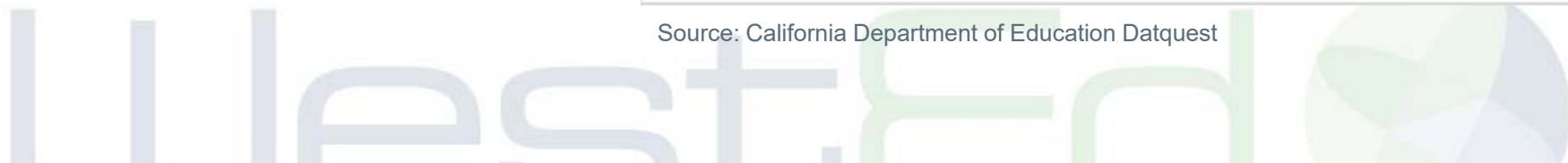
Key Themes and Recommendations to Consider

The District's students with disability population has grown faster than the District's overall growth rate, which has impacted program size and cost.

Central Unified School District Total Enrollment and Students with Disabilities Over Time



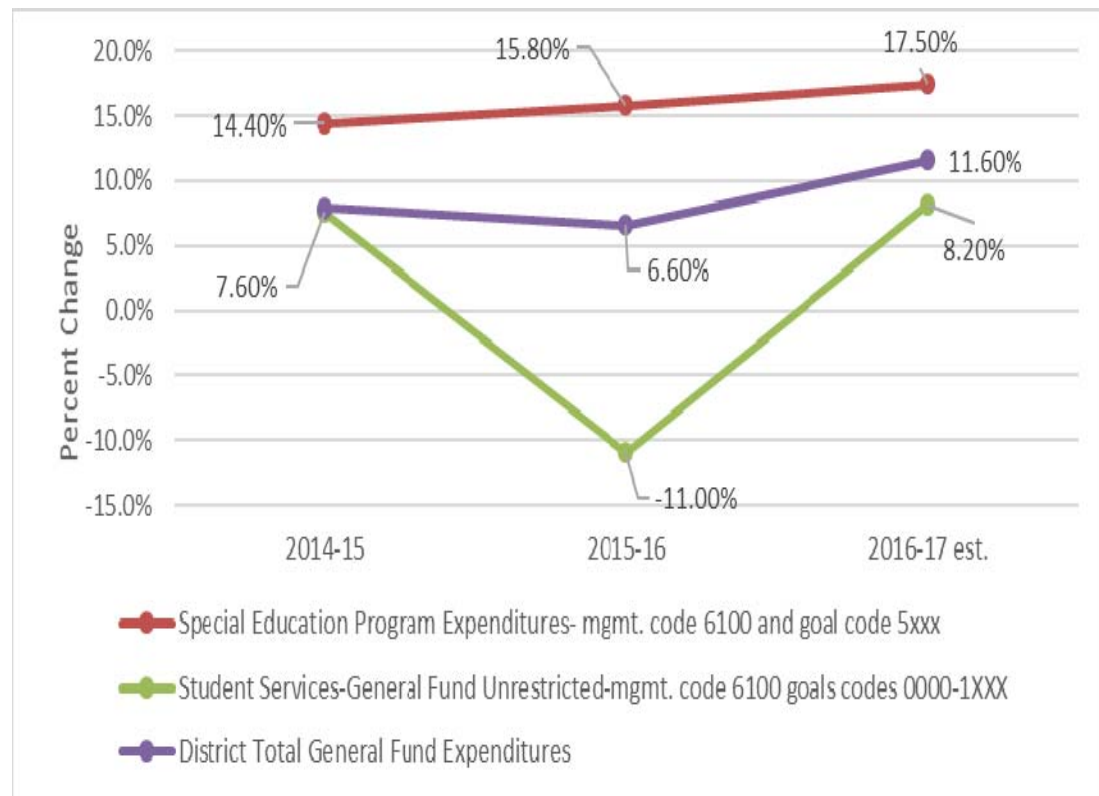
Source: California Department of Education Datquest



Key Themes and Recommendations to Consider

Services, needs and costs have increased commensurate with increases in the identification of students with disabilities

Central Unified School District Comparison of Year-Over-Year Program Cost Increase



Source: District Data



Key Themes and Recommendations to Consider

- Develop and build a culture of responsibility amongst general education teachers.
 - An ideal culture would be one that moves away from the current practice of treating interventions as a stepping stone to special education.

Key Themes and Recommendations to Consider

- The District's pre-referral to special education process and interventions prior to referral lack a systematic approach.
 - Develop a plan for the implementation of a districtwide pre-referral to special education process with consistent expectations, protocols and processes.

Key Themes and Recommendations to Consider

- Convene a workgroup of representatives from all stakeholders to develop a plan for the implementation of a multi-tiered system of supports for all students.
- Explore options to restructure grade levels of K-6 special day classes.
- Explore options for local programs for high need, high growth disabilities.

Key Themes and Recommendations to Consider

- There is a continued need to provide District staff with high quality system wide professional development focused on supporting staff to optimize students with disabilities access to general education curriculum and accomplish academic and social goals.
 - Increase professional development opportunities.
 - Focus on improving first instruction through professional development, coaching and ongoing support through peer and instructional leader classroom observations and walk-throughs followed by immediate input and support.
 - Plan to strengthen co-teaching.
 - Support current and new co-teaching teams on developing strong, aligned partnerships that include time to plan, reflect and, strengthen their co-teaching practice and high quality support with administration.

Questions and Discussion