



# **Special Education Annual Report**

**San Mateo-Foster City School District**

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# Overview of Presentation

- Enrollment Data
- Recent Trends
- Implications of the Trends
- Revenue and Costs Summary
- Future Focus Areas
- Challenges

# Enrollment Data

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K-8	801	764	760	821	823	847
SMCOE	13	11	14	9	13	8
NPS	14	6	8	11	15	24
PRESCHOOL/T K	201	148	118	120	114	189
TOTAL	1029	929	900	961	965	1068

# Student Enrollment by Disability

	2013-14	2014-15	2015-16	2016-17	2017-18
Intellectual Disability	41	37	40	29	31
Low Incidence Disabilities Hard of Hearing, Deaf, Deaf and Blind, Visual Impairment, and Orthopedic Impairment	47	39	41	36	34
Speech and Language	354	332	315	291	292
Emotional Disturbance	10	12	21	20	29
Other Health Impairment	60	78	97	115	138
Established Medical Disability	1	3	5	3	3
Specific Learning Disability	251	234	255	285	325
Multiple Disabilities	10	9	14	14	16
Autism	155	156	173	170	200
Traumatic Brain Injury	0	0	0	0	0
<b>Total</b>	<b>929</b>	<b>900</b>	<b>961</b>	<b>963</b>	<b>1068</b>

# Enrollment Data-Services

## Specialized Academic Services

Resource Specialist	481
Special Day Class	302

## Mental Health Services

Intensive Individual Services/Counseling	95
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## Related Services

Speech/Language	646
Occupational Therapy	172
AAC/AT	22
Audiological Services	23
Hard of Hearing Srvs	25
Adaptive PE	66
Physical Therapy	36

# Recent Trends-SPED Enrollment

- Discontinuation of County classes for students with moderate/severe disabilities
- Increased number of students with moderate/severe disabilities
- Increased number of students exhibiting significant emotional/behavioral difficulties
- Increase in students requiring DHOH/Audiological services
- Increase in preschool assessments/eligibility of students

# Implications of Trends

- Changes in student need require curriculum changes in SDC classes
- Increased numbers of students requiring AAC, PT, DHOH, Mental Health, and Autism/Behavior Specialists
- Increased need for support staff for SDC students-within class and for mainstreaming
- Increased need for coordination of support staff
- Significant increase in students requiring Non-Public School placement
- Increased staff time for preschool assessments

# Revenue and Costs Summary

	2013-2014	2014-2015	2015-2016	2016-2017
<b>Total Revenue</b>	\$7,051,967	\$8,879,197	\$7,682,347	\$8,861,905
<b>Program Expenditures</b>	\$14,995,331	\$16,427,064	\$17,376,731	\$18,974,389
<b>Transportation</b>	\$1,246,559	\$1,300,174	\$1,358,089	\$1,443,827
<b>Special Education Contribution from Unrestricted General Fund</b>	\$9,149,923	\$8,848,041	\$11,052,472	\$11,556,311



# Future Focus Areas

- Increased inclusion/mainstreaming of students with disabilities
- Improvement of academic achievement for students with disabilities (unified delivery of curriculum)
- Program development to address needs and challenges
- SDC class continuums
- Collaboration with general education

# Challenges

- Staffing
- Need for specialized staff training (special ed. and general ed.)
- Meeting the complexities of students' needs

# Next Steps

- Future Presentations
  - Promising Practices
  - Disaggregated Data

# Questions

