



FREMONT UNIFIED SCHOOL DISTRICT

FCMAT

Study Session
November 19, 2025

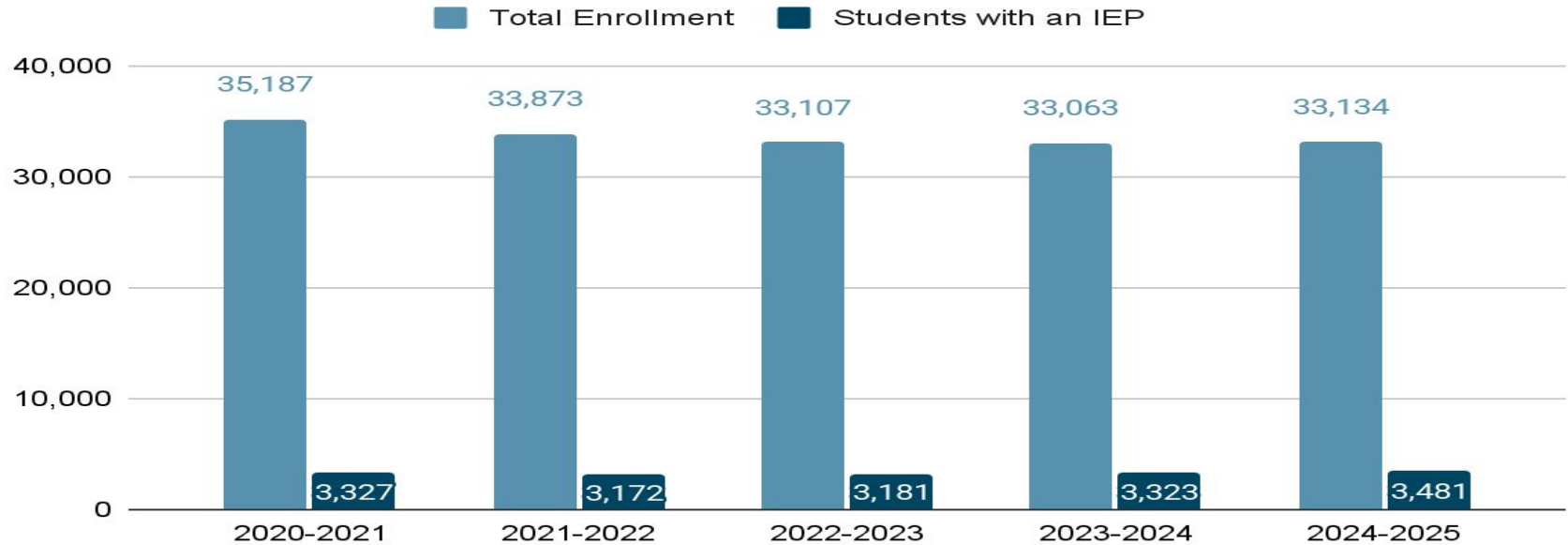


FCMAT Background

- 1) Analyze special education teaching staff ratios, class sizes and caseloads using statutory requirements for mandated services and statewide guidelines.
- 2) Review staffing allocations of special education paraeducators, per Education Code requirements and/or industry standards.**
- 3) Analyze staffing allocations for related service providers, including but not limited to speech pathologist, psychologist, occupational/physical therapists, adaptive physical education teachers.
- 4) Review the Special Education Department's organizational structure and staffing.**
- 5) Review nonpublic school and nonpublic agency costs and placements.**
- 6) Review the district's unrestricted general fund contribution to special education.
- 7) Review special education transportation.**

Enrollment

Enrollment and students with an IEP



Special Education Department's Organizational Structure

- Executive Director role established for the 2025-2026: oversees Special Education and Student Support Services for stronger collaboration with Senior Cabinet.
- Regular meetings between Business, HR, and Special Education to ensure accurate position control and streamlined contract management.
- Regular meetings with Assessment and Accountability, Curriculum and Instruction, and Fed and State to align efforts on collecting data, providing adequate interventions and engaging curricula, and reclassifying ELLs.
- Dedicated vendor email address created for contracted staff communication.
- Ongoing plan to reduce outside contractors.
- Site administrators now hire SPED, RSP teachers, and paraeducators.
- Teacher vacancies have reduced from 19 to 10 due to this change.

Paraeducator Support

- We have converted over 85 contracted paraeducator positions to FUSD positions.
- We have regular meetings with Human Resources to discuss paraeducator vacancies and expand/improve the para sub pool.
- We are using the term Additional Adult Assistance (AAA) instead of 1:1 para to provide flexibility in staffing and better support students.
- Before a Paraeducator is assigned, we are checking to see how many adults are in the classroom and whether all interventions and staff moves have been considered.
- We are currently implementing a plan to convert the 49 contracted Behavior Techs to FUSD positions.

Program by Adults Analysis Secondary

| | Curriculum | Instruction | Classroom Configurations |
|---|--|--|--|
| Resource Specialist Program | Grade-level/Standards based (w/accommodations) | General Education (1-2 periods of RSP support per day) | 28 students, Special Education teacher, 1 para (push in and/or pull out service provision) |
| Mild Support Needs (SDC MSN Mild) | Grade-level/Standards- based (w/accommodations and adaptations) | Whole class, small group requiring independent access | 12-15 students, Special Education teacher, 1 para |
| Moderate Support Needs (SDC MSN Mod) | Modified Standards, Functional academics & life skills | Whole class, small group w/ assistance | 12-15 students, Special Education teacher, 2 paras, additional adult assistance as required |
| Extensive Support Needs (SDC ESN) | Life skills, Functional academics, & Language based w/explicit instruction | Small group & individual instruction | 10-12 students, Special Education teacher, 3 paras, additional adult assistance as required |
| Extensive Support Needs Intensive Instruction (SDC ESN II) | Focus on communication and self-regulation, Highly structured functional academics w/individualized instruction | Small group & individual instruction; visual and sensory supports and high rate of reinforcement | 10-12 students, Special Education teacher, 4 paras, additional adult assistance as required |
| Counseling Enriched (SDC CE) | Grade-level/Standards- based (w/accommodations and modifications) Therapeutic supports integrated within program | Whole class, small group requiring independent access, individual instruction | 12-14 (Secondary), Special Education teacher, 2 paras, additional adult assistance as required |

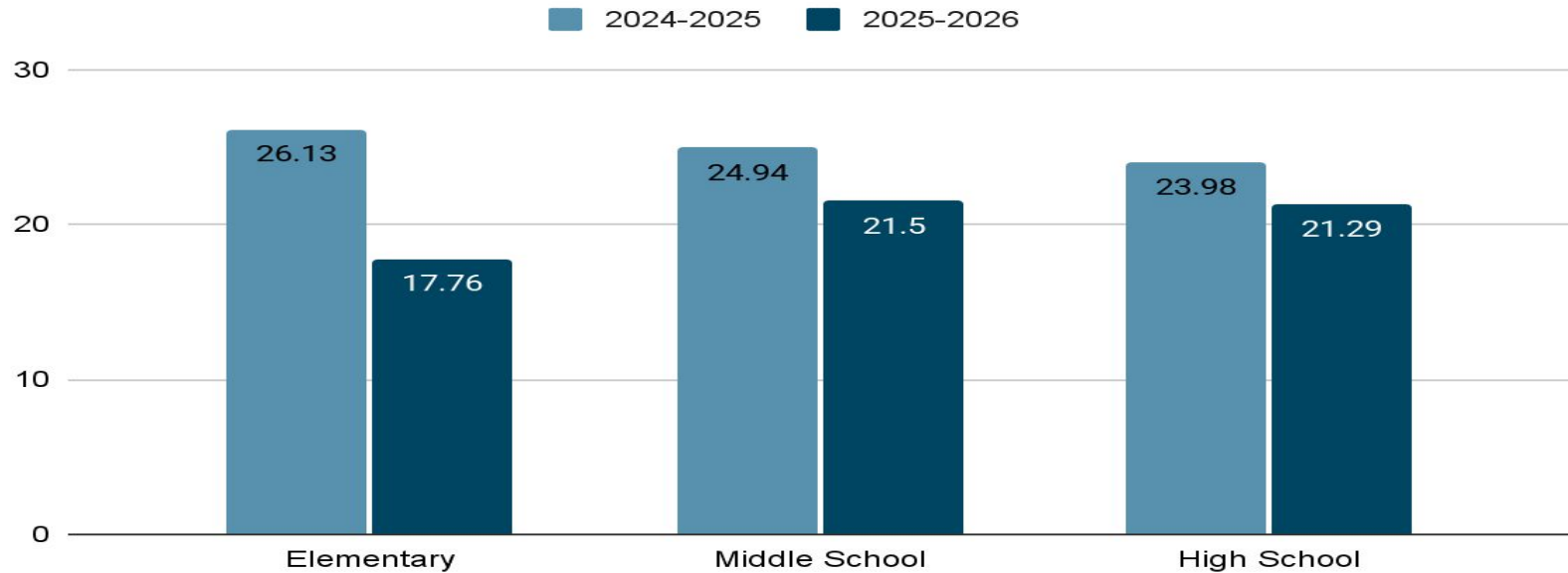


Program by Adults Analysis Elementary

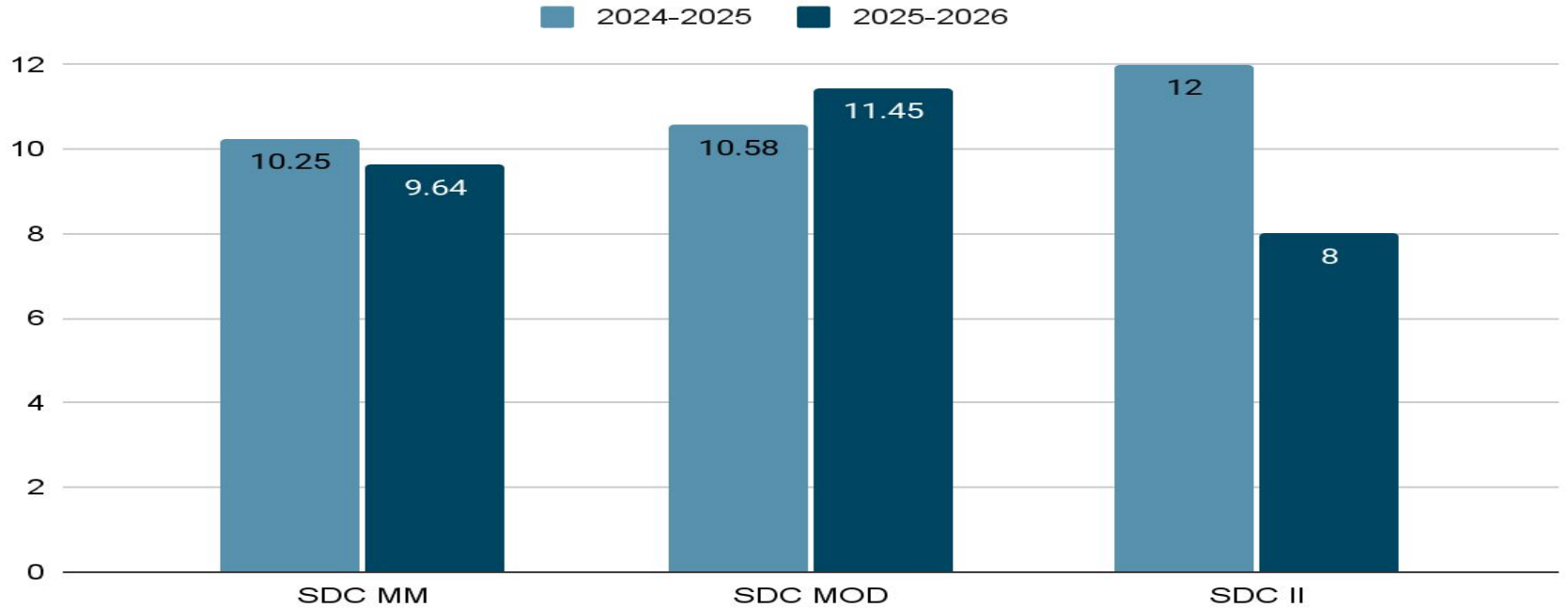
| | Curriculum | Instruction | Caseload/ Classroom Configurations |
|---|---|--|---|
| Resource Specialist Program | Grade-level/Standards based (w/accommodations) | General Education (1-2 periods of RSP support per day) | 28 students, Special Education teacher, 1 para (push in and pull out service provision) |
| Mild Support Needs (SDC MSN Mild) | Grade-level/Standards- based (w/accommodations and adaptations) | Whole class, small group requiring independent access | 12-15 students, Special Education teacher, 1-2 paras |
| Moderate Support Needs (SDC MSN Mod) | Modified Standards, Functional academics & life skills | Whole class, small group w/ assistance | 12-15 students, Special Education teacher, 2-3 paras, additional adult assistance as required |
| Extensive Support Needs (SDC ESN) | Life skills, Functional academics, & Language based w/explicit instruction | Small group & individual instruction | 10-12 students, Special Education teacher, 3-4 paras, additional adult assistance as required |
| Extensive Support Needs Intensive Instruction (SDC ESN II) | Focus on communication and self-regulation, Highly structured functional academics w/individualized instruction | Small group & individual instruction; visual and sensory supports and high rate of reinforcement | 8-10 students, Special Education teacher, 3-4 paras, additional adult assistance as required |
| Counseling Enriched (SDC CE) | Grade-level/Standards- based (w/accommodations and adaptations) Therapeutic supports integrated within program | Whole class, small group requiring independent access, individual instruction | 8-10 students, Special Education teacher, 1 para, mental health counselors, additional adult assistance as required |

RSP Caseloads

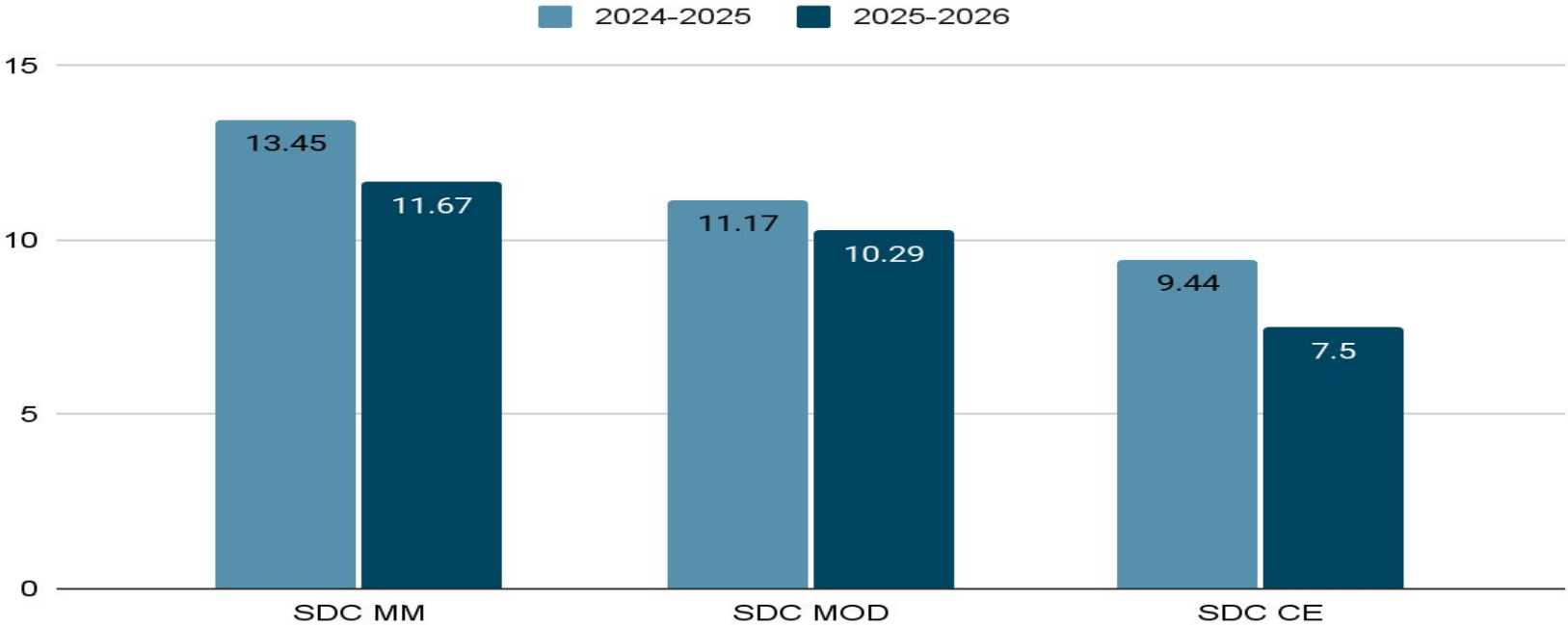
Education Code 56362(c): Not to exceed 28 students



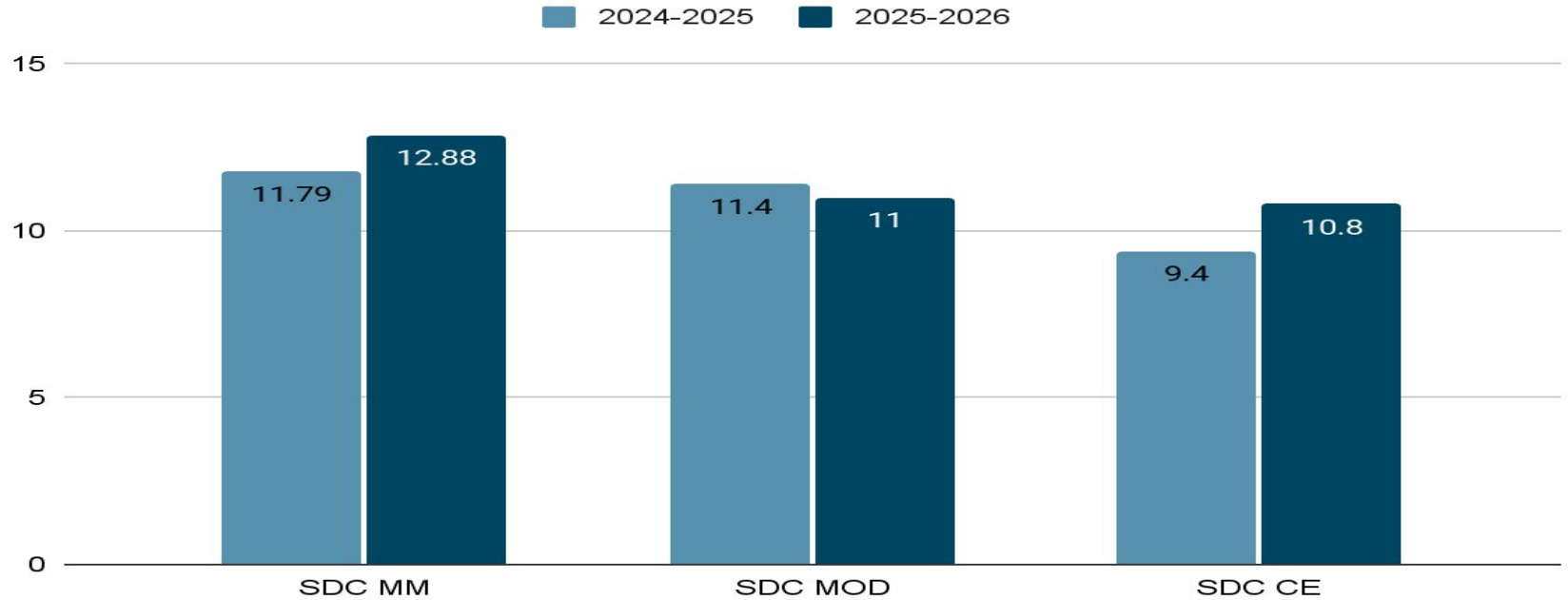
SDC Caseloads Elementary



SDC Caseload Middle School



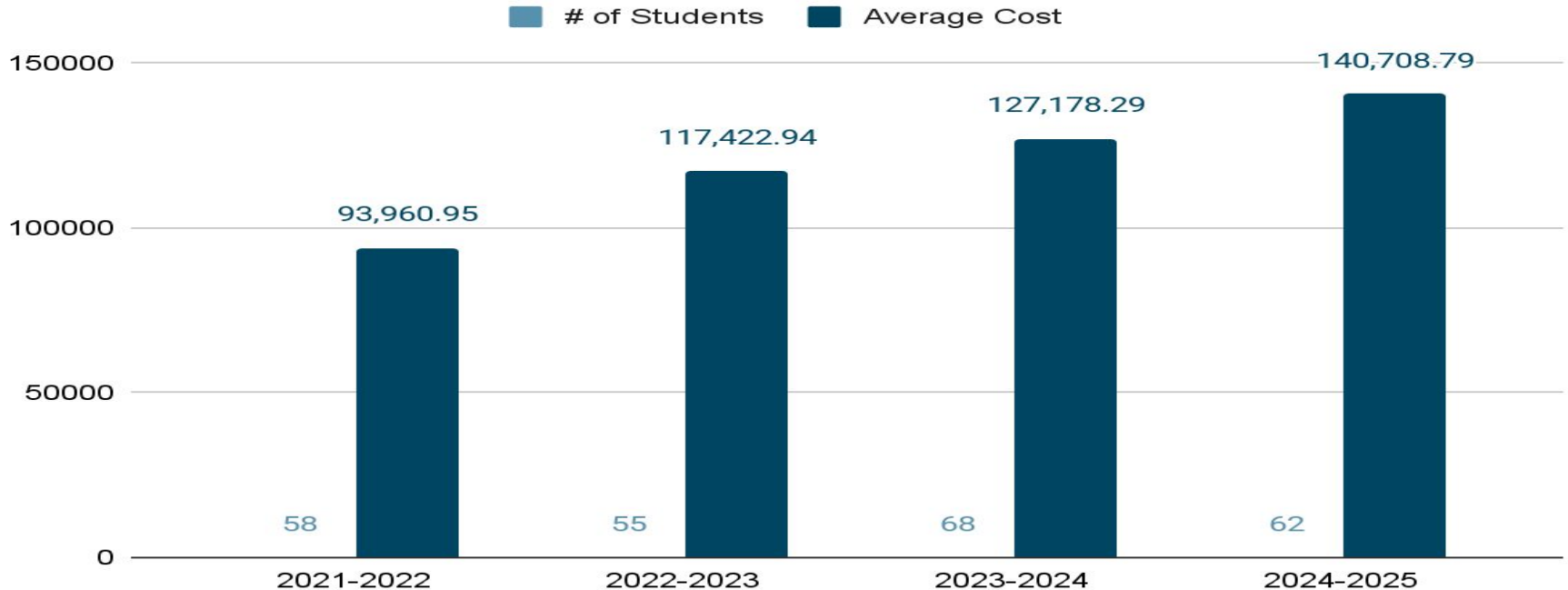
SDC Caseload High School



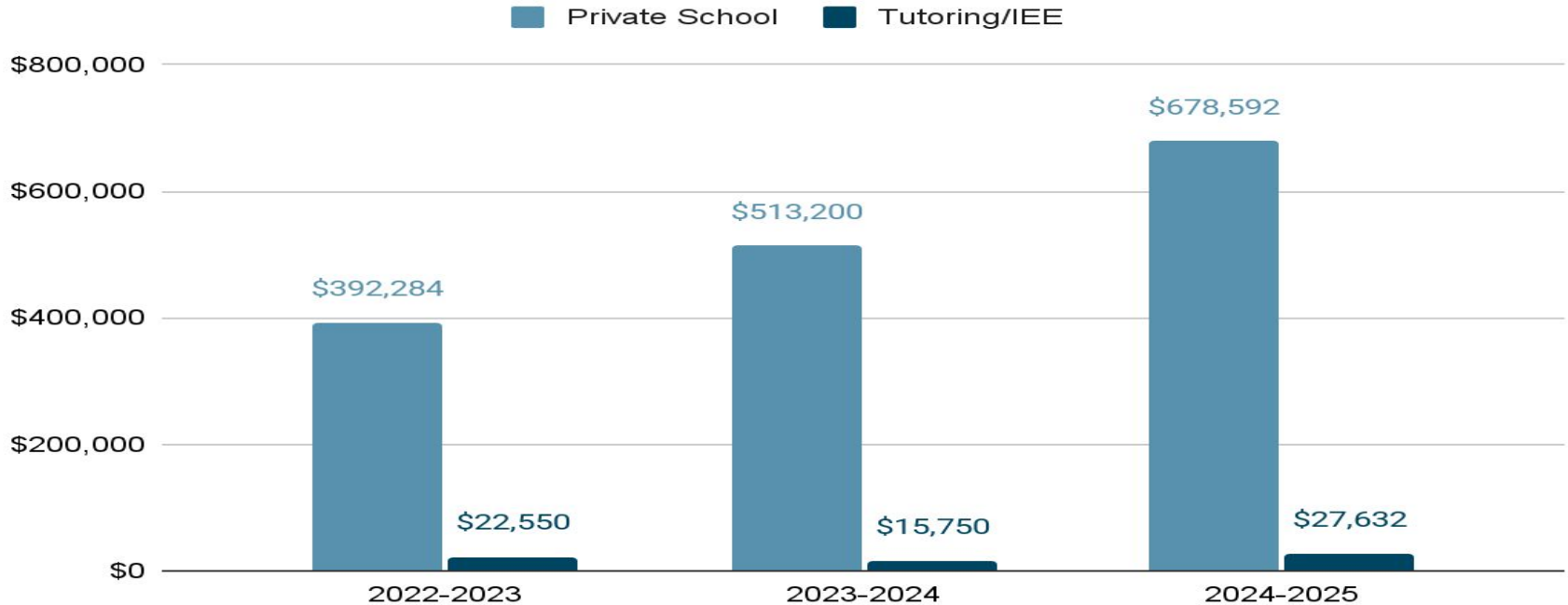
Non-Public Schools

- On a monthly basis, we receive a report with daily attendance and services for all of our students in an NPS. We make sure we are in budget and that our students are attending.
- Before a student is recommend for an NPS, we are making sure we have exhausted all possible placements in our current programs.
- If needed, we are increasing direct support providers so the student may remain within FUSD.

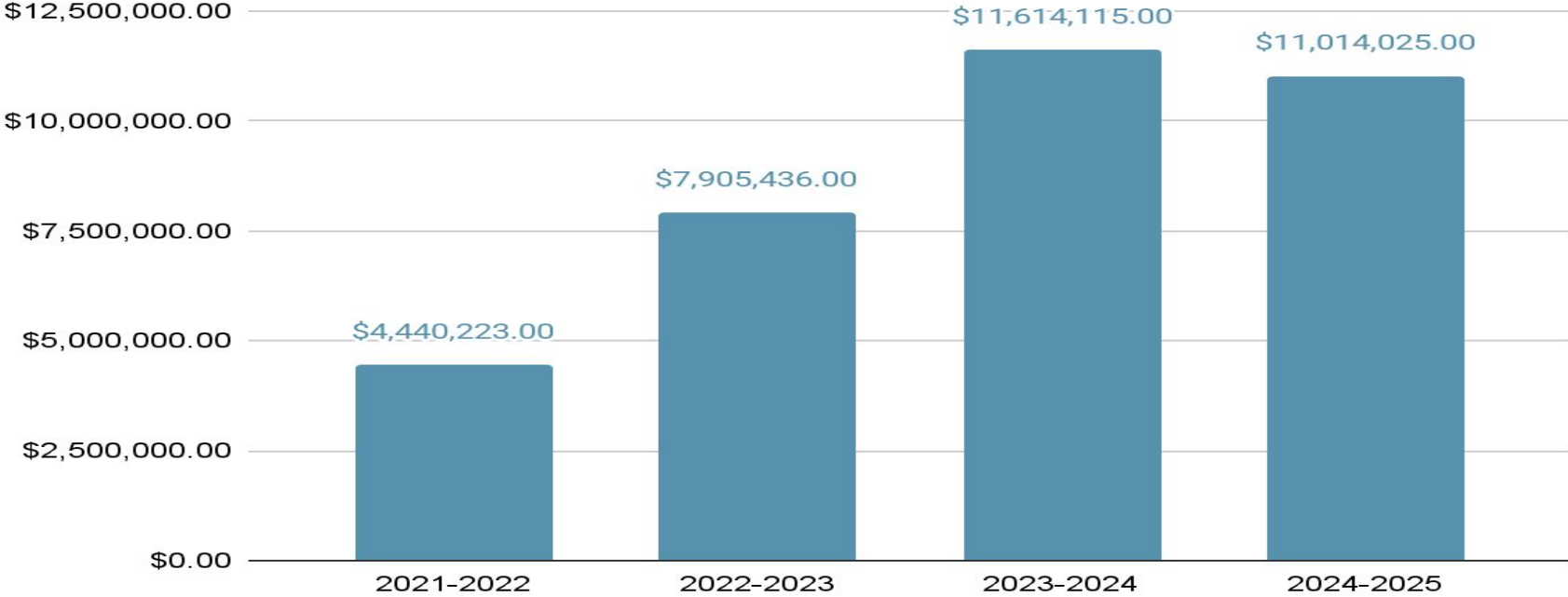
Non-Public Schools Enrollment and Expenditures



Private School and Expenditures



NPA Expenditures



Transportation

- Since May 2024, we track all of our student transportation expenses to Function 3600 so we can receive 60% reimbursement.
- Since 2025 ESY we have increased the student load ratio to improve cost, we have seen a positive result as of now.
- We are working closely with the Human Resources Department to strengthen recruitment efforts. The extensive hours needed for a school bus certification and recertification makes it difficult to keep pace with attrition.
- We have explored routing models to increase the number of students per route which has been effective, but this also has increased the ride times for some students.

Next Steps

- Continue to look at the structure of the Department to maximize efficiency.
- How to provide more coverage in the summer months.
- Continue to monitor contracted positions to possibly convert to FUSD positions.
- Continue to have regular meetings with Business, HR and Position Control.
- Provide training for all site Administrators.
- Monitor compliance on a monthly basis.
- Cultivate relationships with F.A.C.E. and credential programs for more effective recruitment.