



**Tom Torlakson**  
State Superintendent  
of Public Instruction

## Educating Students with Disabilities in California



**Moving the Needle:  
Improving Outcomes for  
Students with Autism  
in California**

**Kristin Wright, Director  
Special Education Division  
California Department of Education  
California Autism Professional Training and  
Information Network (CAPTAIN) Annual Summit  
January 23, 2018**

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### California's "Why" in the Education Code



"Each child is a unique person, with unique needs, and the purpose of the education system of this state is to enable each child to develop all of his or her own potential."

California Education Code, Section 33080,  
Purpose of the Educational System

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### Federal Backdrop: Individuals with Disabilities Education Act (IDEA)

- Protects the rights of children with disabilities
  - Ensuring students with disabilities have access to a free and appropriate public education (FAPE) in the least restrictive environment.
  - Ensuring schools must teach students with disabilities in a general education classroom whenever possible.
- Gives parents a voice in their child's education
  - Procedural Safeguards ensure parents specific rights and protections

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### Special Education Taskforce Recommendations

- The need for one unified, coherent system of education supporting all students
- The need for **all** educators to be prepared to work effectively with **all** students
- Statewide commitment to serve **all** students and recognize **all** students are general education students first

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### California Students with Individualized Education Programs by Primary Disability Category

Disability	Number of Students	Percentage
Specific Learning Disability (SLD)	293,231	38.87
Speech or Language Impairment (SLI)	160,024	21.21
Autism (AUT)	104,573	13.86
Other Health Impairment (OHI)	90,195	11.96
Intellectual Disability (ID)	43,978	5.83
Emotional Disturbance (ED)	24,560	3.26
Orthopedic Impairment (OI)	11,153	1.48
Hard of Hearing (HH)	10,528	1.4
Multiple Disability (MD)	6,887	0.91
Visual Impairment (VI)	3,565	0.47
Deafness (DEAF)	3,346	0.44
Traumatic Brain Injury (TBI)	1,689	0.22
Established Medical Disability (EMD)	497	0.07
Deaf Blindness (DB)	111	0.01

Students with Disabilities Total Population for Ages 0 to 22: 754,337  
Source: California Special Education Management Information System (CASEMIS) December 2016

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### Snapshot: Who are our students with disabilities (SWD) in California?

Of the more than 754,337 SWD ages 0 to 22

- Nearly half (49 percent) are between the ages of 6 to 12
- Boys comprise 68 percent
- English Learners comprise 29 percent
- Top 3 **primary** disability categories:
  - ✓ Specific Learning Disability (38.87 percent)
  - ✓ Speech and Language (21.21 percent)
  - ✓ Autism (13.86 percent) ←

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**California Department of Education  
Special Education Division  
Special Education Enrollment by Autism as  
Primary or Secondary Disability**

December 2010 Reporting Cycle: 69,022  
 December 2011 Reporting Cycle: 75,507  
 December 2012 Reporting Cycle: 82,855  
 December 2013 Reporting Cycle: 89,509  
 December 2014 Reporting Cycle: 96,036  
 December 2015 Reporting Cycle: 102,784

**NEW!** December 2016  
 110,486 Students  
 14.65 Percent of Total Special Education Population

Students with Disabilities  
 Total Population for Ages 0 to 22: 754,337  
 Source: CASEMIS December 2016

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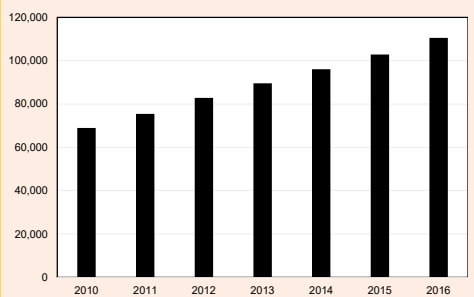
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**Prevalence of Autism Spectrum Disorder  
in California Schools**



Year	Number of Students
2010	69,022
2011	75,507
2012	82,855
2013	89,509
2014	96,036
2015	102,784
2016	110,486

Total Students with Autism as Primary or  
 Secondary Disability for Ages 0 to 22: 110,486  
 Source: CASEMIS December 2016

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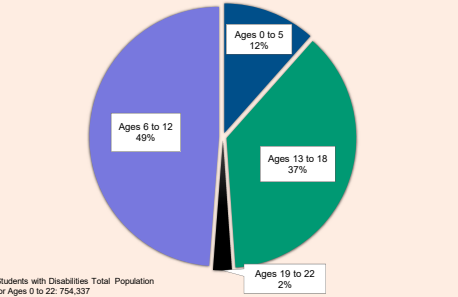
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**California Students with Disabilities  
by Age**



Age Group	Percentage
Ages 0 to 5	12%
Ages 6 to 12	40%
Ages 13 to 18	37%
Ages 19 to 22	2%

Students with Disabilities Total Population  
 for Ages 0 to 22: 754,337  
 Source: CASEMIS December 2016

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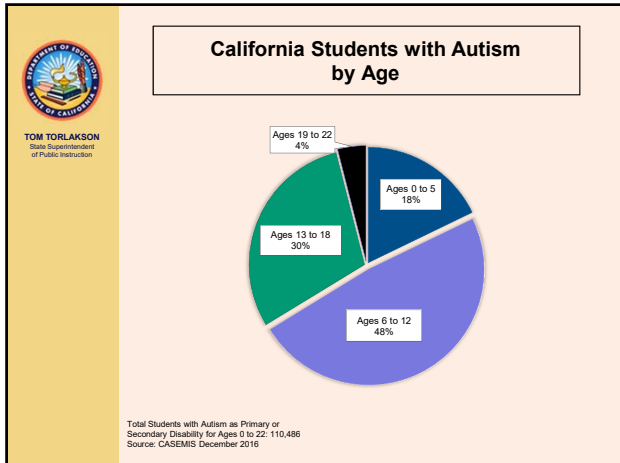
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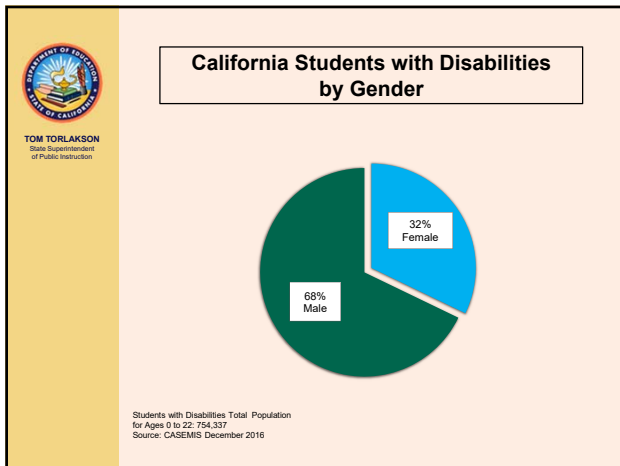
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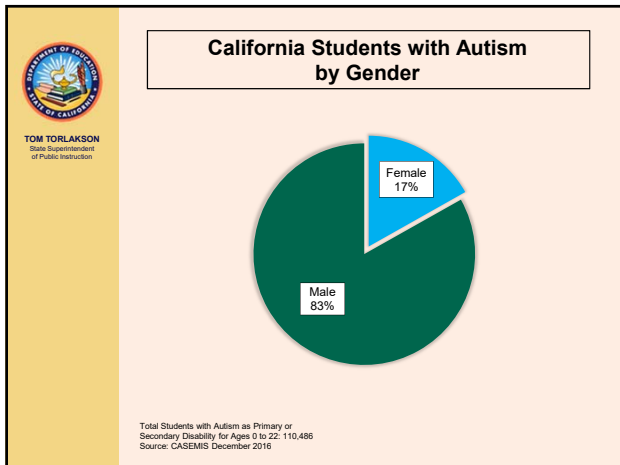
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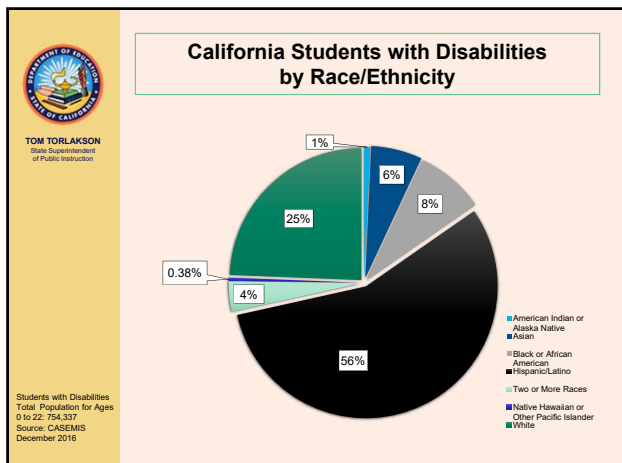
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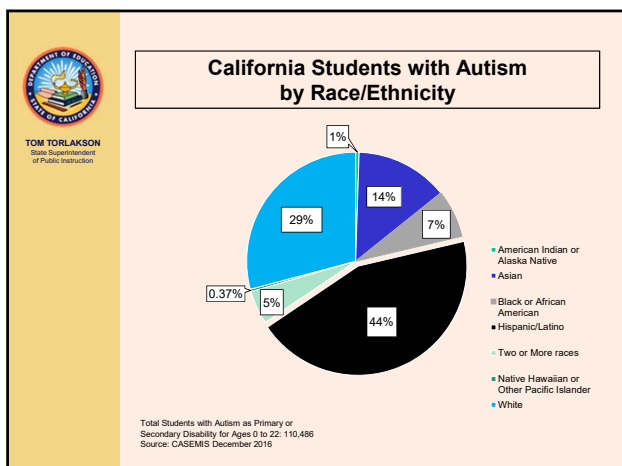
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**Services Offered to Students with Disabilities Ages 0 to 22**

Services Offered	Related Services	Percentage of Total Services
Specialized Academic Instruction	618,233	34.33
Language and speech	367,758	20.42
Vocational/Career	245,812	13.64
Mental Health Services	141,374	7.85
College Preparation	110,796	6.15
Occupational therapy	76,445	4.25
Other transition service	58,730	3.26
Adapted physical education	42,225	2.34
Services for Deaf Students	19,807	1.11
Intensive Individual Services	15,382	0.85
Special Services for Ages 0-2	14,494	0.8
Health and Nursing	13,717	0.76
Other special education/related service (must be in Local Plan)	11,797	0.66
Services for Visually Impaired	10,445	0.58
Physical therapy	10,616	0.59
Individual and small group instruction (ages 3-5 only)	7,957	0.44
Travel training	7,904	0.44
Specialized services for low incidence disabilities	6,495	0.36
Assistive technology services	6,412	0.36
Agency linkages	6,082	0.34
Specialized orthopedic services	4,224	0.23
Interpreter services	1,844	0.11
Recreation services	1,082	0.06
Residential treatment services	559	0.03
Day treatment services	365	0.02
Reader and Note Taking	136	0.007

Source: CASEMIS December 2016

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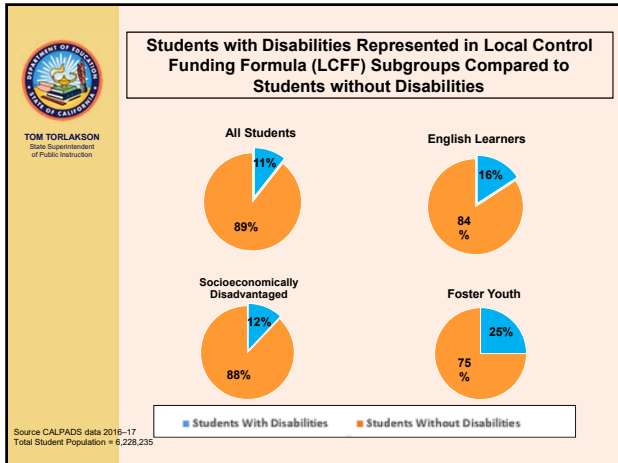
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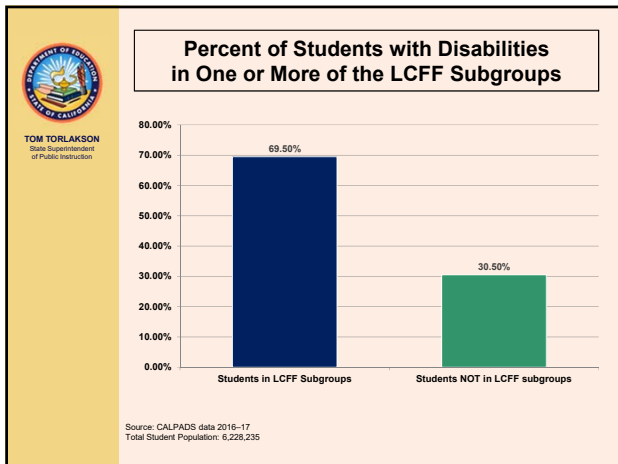
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**Local Control and Accountability Plan (LCAP): The Basics**

- A tool for local educational agencies (LEAs) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes
- Is designed to provide LEAs and communities with more local control and make it easier to respond to the needs of students
- Makes LEAs more accountable to provide the necessary programs and resources to create a level playing field for **all** students
- Supports parent access to the LEA's budget and planning process and allows parents to help determine local priorities and approach

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### LCAP: The Basics

The LCAP is measured according to eight priorities:

1. Implementation of the academic content and performance standards adopted by the State Board of Education
2. Parent involvement and participation
3. Teachers appropriately assigned and fully credentialed in the subject areas
4. Improving student achievement and outcomes along multiple measures
5. Supporting student engagement

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### LCAP: The Basics

The LCAP is measured according to eight priorities:

6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts

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### How Do We Advance the Needle?



- Understand how students with disabilities and autism spectrum disorder (ASD) are being represented within the LCAP so that implementation can be aligned with broader initiative(s)
- Know where you are aiming. What is the baseline data for students with ASD?
- Strategically conduct staff development and implement coaching of evidence-based practices to target those specific students and needs that can improve outcomes
- Weave training of ASD evidence-based practices into the broader initiative(s)

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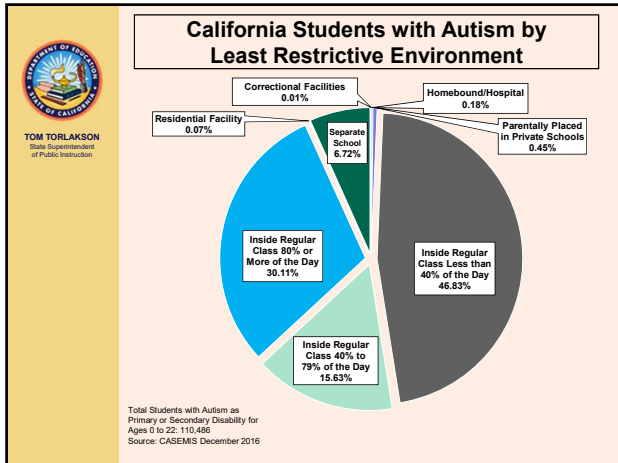
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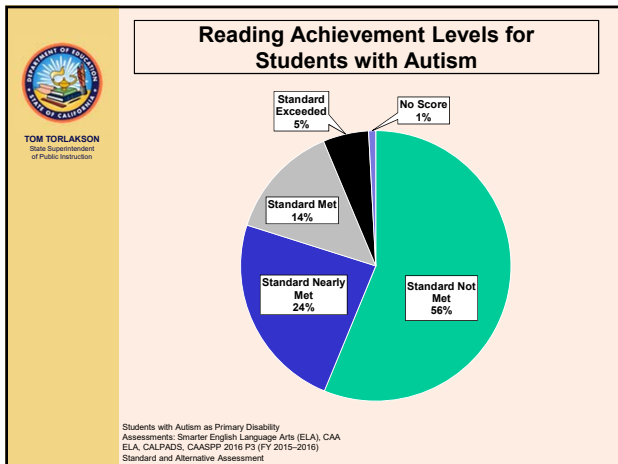
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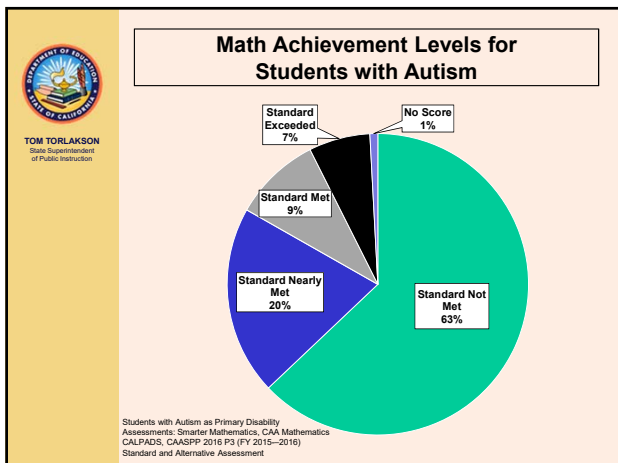
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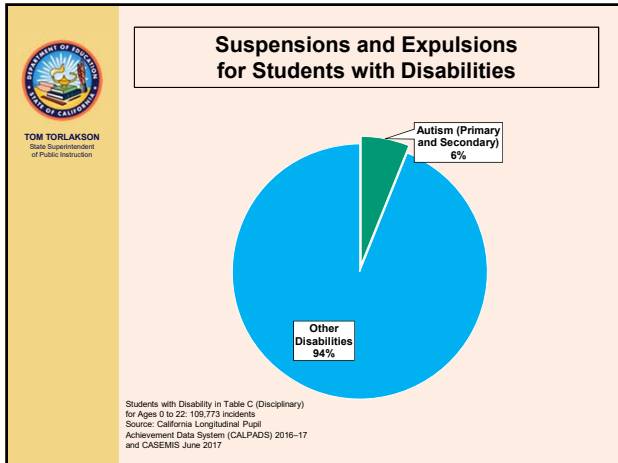
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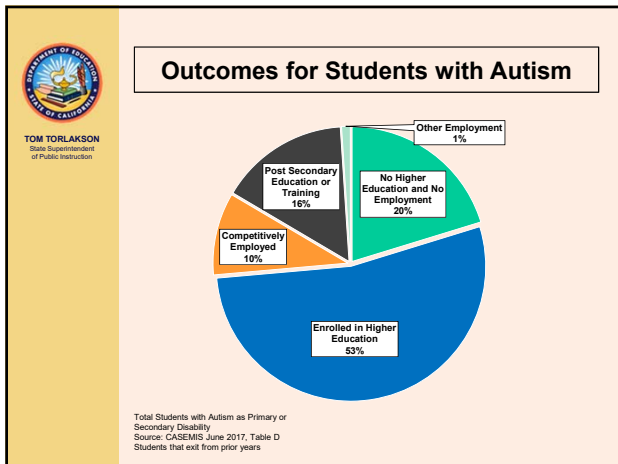
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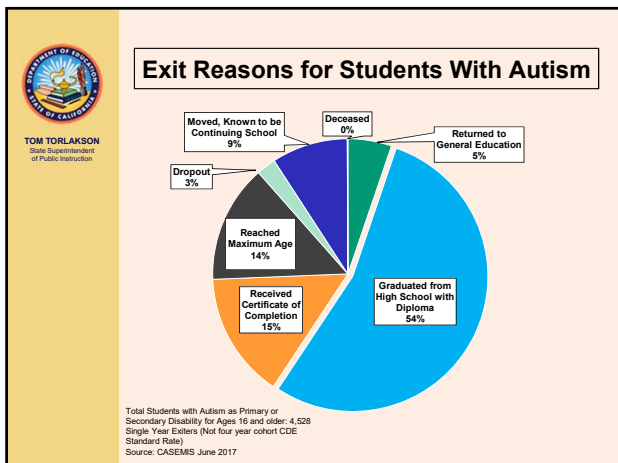
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## California's Ultimate Goal




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## What about Mapping to.....




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## Why Map to Work?

- Mapping to an employment goal establishes and supports the belief that each California student has potential and value
- Provides tangible skills and outcomes
- Encourages partnership and vision with multiple state and local agencies which collectively support individuals with disabilities throughout their lifespan

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## Changing the Culture

- A public education system culture **which promotes the belief everyone belongs** begins with:
  - Ensuring children and families begin their education experience in the most inclusive environment starting with preschool
  - Ensuring children can confidently communicate what they know, need, and want

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## Changing the Culture

- Supporting teachers, related service providers, and administrators in schools and local educational agencies (LEAs) in utilizing the principles of Universal Design for Learning through a Multi-Tiered System of Support Framework so all children may access their learning and achieve
- Developing person-centered plans that travel across system/age transitions

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## How Stakeholders Can Stay Informed About Special Education in California

- Tune in to meetings of the California Advisory Commission on Special Education  
<http://www.cde.ca.gov/sp/se/as/acse.asp>
- Subscribe to The EDge Newsletter  
<http://www.calstat.org/specialEdge.html>
- Tune in to bi-monthly State Board of Education meetings  
<http://www.cde.ca.gov/be/>

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