

California's Children and Youth with Disabilities

by Angela Asch, M.A.

Introduction

During the 2025–26 school year, 883,862 students with identified disabilities were enrolled in California public schools.¹ Local educational agencies (LEAs) are tasked with providing all students with high-quality, effective academic instruction that improves their educational progress. To meet these responsibilities, governance teams are charged with ensuring local policies and programs serve all students, including those with disabilities from birth through age 22. Background knowledge about students with disabilities supports informed conversations with LEA staff and effective decision-making.

This brief provides information about California's children with disabilities, including infants, toddlers, school-aged children, and young adults; their various disabling conditions; the sometimes complicated challenge of accurately assessing these conditions; and the implications of identifying a child as having a disability. With accurate information, board members can make the best decisions to ensure equity, transparency, and accountability in the education provided to all students.

KEY TAKEAWAYS

School board members make decisions that shape policies, allocate resources and establish priorities that directly affect California students with disabilities. This brief highlights what trustees need to know about special education in California and concludes with guiding questions to support board discussion and decision-making.

- ▶ The number of students identified for special education services has increased by about 11 percent over the past four years.
- ▶ California is attempting to address patterns of inequity in special education, termed “disproportionality,” which occurs when a specific race or ethnicity is overrepresented in one or more of four categories defined by the state.
- ▶ Early identification and services for infants and toddlers is proven to significantly lessen, and even resolve, initial concerns.

Acronyms and terms school board members need to know

Acronym or Term	Definition
FAPE	Free appropriate public education: A right guaranteed by the Individuals with Disabilities Education Act.
LRE	Least restrictive environment: Each child with a disability is to be provided opportunities to be educated with nondisabled peers and in a setting that promotes interaction with the general school population and classmates who are typically developing to the maximum extent appropriate to the needs of both. LRE is determined by the individualized education program team on an individual student basis.
IDEA	Individuals with Disabilities Education Act: The federal legislation, passed in 1975, that ensures that students with disabilities receive free appropriate public education. There are four parts to the law: Part A – General provisions, Part B – Assistance for education for all children with disabilities, Part C – Infants and toddlers with disabilities, and Part D – National activities to improve education of children with disabilities.

Acronym or Term	Definition
IFSP	Individualized Family Services Plan: A comprehensive written, legal document designed to outline early intervention services for children under three years of age who have intellectual and/or developmental disabilities.
SELPA	Special Education Local Plan Area: SELPAs facilitate high-quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed. Every LEA in California must be a member of a SELPA. Every SELPA is unique; some LEAs are large enough to be their own “stand-alone” SELPA. There are 136 SELPAs in California.
IEP	Individualized education program: A written educational plan for each student receiving special education services that includes instructional goals and objectives based upon the educational needs specified and developed by the IEP team.
Section 504 plan	Section 504 of the Rehabilitation Act: An anti-discrimination law that requires K-12 public schools to provide a FAPE to each student determined to have a “disability” as defined by Section 504. Under Section 504/Americans with Disabilities Act (ADA), the criteria for an individual to be found to have a disability is much broader: the student must have (1) a physical or mental impairment that (2) substantially limits (3) one or more major life activities of such individual. Thus, students who do not meet the strict criteria in IDEA may meet the broader definition of disability in Section 504/ADA.
Disproportionality	Disproportionality occurs when students are over- or under-identified for special education based on race, ethnicity, or by disability type.

Source: [Inclusive Schools Network](#), 2022

Who are students with disabilities?

Students with disabilities have learning and/or physical differences requiring minor to extensive supports. Schools deliver a vital service by providing all students the opportunity to meet challenging objectives. In fact, the federal IDEA requires LEAs to identify all students in their jurisdiction who have a disability and ensure the provision of “resources, adapted instruction, and specialized assistance to mitigate the effects of [their] disability.”² The application of IDEA varies from school-age children and young adults (ages 3 through 21, Part B of IDEA) and infants and toddlers (birth to age 3, Part C of IDEA). LEAs should note that they may evaluate students’ eligibility for special education services, but they do not diagnose students with disabilities. Diagnoses are made by doctors and clinicians.



Identifying disabilities in school-age children

Part B of IDEA governs how special education and related services are provided to students ages 3 through 21 who have one or more identified disabilities. To be eligible and receive special education and related services, the disability must adversely affect a child’s educational performance. California identifies the following disability categories, which mirror those identified under IDEA.³

- ▶ Specific learning disability (e.g., dyslexia)
- ▶ Speech or language impairment
- ▶ Autism
- ▶ Intellectual disability
- ▶ Emotional disturbance
- ▶ Orthopedic impairment
- ▶ Hearing impairment
- ▶ Visual impairment, including blindness
- ▶ Traumatic brain injury
- ▶ Other health impairment
- ▶ Deafness
- ▶ Deaf-blindness
- ▶ Multiple disabilities

The category “multiple disabilities” encompasses a combination of impairments affecting the child’s developmental and educational challenges that “cannot be accommodated in special education programs solely for one of the impairments.”⁴

During the 2025–26 school year, the disabilities of all California public school students identified for special education services were in the following categories:⁵

Table 1: California students with disabilities by category

Categories	# of Students
Autism	205,789
Specific learning disability	269,401
Speech or language impairment	181,529
Other health impairment	138,167
Intellectual disability	40,335
Emotional disturbance	20,175
Multiple disability	9,219
Hard of hearing	7,824
Orthopedic impairment	5,032
Hearing impairment	2,483
Visual impairment	2,249
Deaf blindness	83
Traumatic brain injury	1,265

The number of students identified for special education services has increased by 89,877 students since the 2022–23 school year, about an 11 percent increase over the past four years.⁶ Several factors may be at play for this increase in identification over time; some of these changes could be explained by the reclassification of students as physicians, families, and educators become more knowledgeable

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about specific disabilities, and may therefore be identified earlier. Early identification or identifying a specific disability may also shift students into different categories. For example, a student who in the past might have been classified as having a severe intellectual disability or emotional disturbance might now be classified as having autism.⁷ In addition, since the pandemic, the increase in special education services has been attributed to lost academic time, social isolation stunting social development, increased screen time among all children, and social media use among older youth.⁸

Services provided to students with disabilities

Given the diverse needs identified as part of students’ IEPs, California’s students receive a wide range of services. In 2023–24, there were 3,407,047 services provided to California’s students with disabilities, with many receiving multiple services.⁹ Table 2 provides a breakdown of the most common services. *Note that students may be receiving multiple services, so the percentage sum is over 100 percent.* *

Table 2: Services provided to California students with disabilities

Services	# of Students	%
Specialized Academic Instruction	975,223	34%
Language and Speech	673,874	23%
Vocational/Career	704,749	21%
Mental Health Services	275,023	8%
All Other Services	778,178	23%
Total	3,407,047	109%*

Source: [California Department of Education](#), CALPADS, Fall 2023



Challenges with identifying specific learning disabilities

Proper identification of students with a specific learning disability is critical for accessing the appropriate services to provide the opportunity to meet challenging objectives. A specific learning disability is “an umbrella term that points to weaknesses in such areas as reading, writing, spelling, math, and other kinds of skills” because the brain processes information in a different way.¹⁰ Researchers also note that the concept “focuses on the notion of a discrepancy between a child’s academic achievement and his or her apparent capacity to learn.”

Some of the categories of disability represent indisputable conditions and the path to providing services and supports is obvious. For example, a child who is blind or who has a profound stutter has an easily identifiable disability. The child who is blind may receive instruction in Braille and be provided books in Braille. The child with a stutter may receive speech therapy and possible counseling for maintaining their self-esteem.

Other categories of disability are not so clear. For example, IDEA defines “other health impairment” as “...having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment, that —

- ▶ Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- ▶ Adversely affects a child’s educational performance.”¹¹

Many of the conditions included in this definition are certainly indisputable (diabetes, epilepsy, leukemia, etc.), but it can be challenging to accurately identify other disabilities. For example, attention deficit hyperactivity disorder (ADHD) may be misdiagnosed. A second-grade boy who simply cannot sit still might be, in one teacher’s mind, a clear case of ADHD, while another teacher might interpret the behavior as typical and developmentally appropriate for his age and gender. Research highlights that boys are more often diagnosed with ADHD, but that does not mean that ADHD affects boys more than girls.¹² The Centers for Disease Control and Prevention’s (CDC)

report on ADHD notes that “[d]iagnostic criteria for ADHD include having symptoms of inattention and/or hyperactivity/impulsivity, functional impairment in multiple settings, and symptom onset by the age of 12 years.”¹³ The CDC report goes on to note that “[t]he prevalence of diagnosed ADHD varies by socio-demographic factors: it is more common in boys, children living in lower-income households, children with public health insurance, and children living in rural areas.”¹⁴

Identifying English learners with disabilities

One significant challenge that professionals face when determining the possibility of a specific learning disability involves children whose first language is not English. This includes students who are not proficient in English, or English learners (ELs). While knowing more than one language has many cognitive benefits, ELs can take more time to begin speaking or reading English in comparison to their English-fluent peers.¹⁵ Disentangling a delay related to their EL status from a possible specific learning disability is complicated, and evidence suggests that information resulting from the complex process for determining a specific learning disability may not always be accurate for ELs. Research suggests that, in some cases, ELs are over-identified for special education, while other studies have found that they are under-identified.^{16,17} Educators should proceed with caution when considering these cases. A 2026 report from Stanford University researchers stated that “...persistent challenges in distinguishing language acquisition from learning disabilities in early grades (Samson & Lesaux, 2008), suggest[s] the need for careful examination of assessment protocols and decision-making processes.”¹⁸

Professional development opportunities and resources are available statewide. The [California Collaborative for Educational Excellence \(CCEE\)](#) provides resource leads and professional development across the state for educators of multilingual learners with disabilities. Select county offices of education may be funded to provide such support. “The Statewide System of Support (SSOS) is comprised of state-funded initiatives to provide coordinated, needs-based, and differentiated resources and support to LEAs. Through the legislative charge, [Ed Code Section 52073](#), Imperial County SELPA was selected to provide evidence-based best practices, resources and training to LEAs for students with disabilities who are also English learners.” The [Imperial County SELPA](#) offers, “statewide in-person and virtual training for teachers, teacher-leads/

coaches, support personnel, general and special education service providers, and administrators.” Dual-identified students are students who “are identified as English learners (multilingual learners) and meet eligibility for Special Education under one or more of the 13 distinct disabilities identified by IDEA. The Imperial County SELPA is committed to building the collective efficacy of general and special educators and their leaders, within every SELPA, to advance the achievement of English learners with Disabilities locally and across the state.”

Inclusive practices support all students

The strength of the instruction and the classroom climate are key components to ensuring that students feel engaged and supported. The U.S. Department of Education’s guidance, *Building and Sustaining Inclusive Educational Practices* states that “students with disabilities must be placed in general education classes to the maximum extent appropriate, consistent with the LRE requirements” and that “inclusive education provides high-quality teaching and learning environments, which are accessible, inclusive, flexible, support student development, and allow all students to be successful.”¹⁹ Inclusive practices are the foundation in creating a climate and culture of belonging for all students. Further, research on inclusive classrooms shows bidirectional benefits for all students: students *without* special needs learned to respect others, accept differences, and acknowledge different abilities, thereby creating opportunities for new friendships. They also learned skills to help others participate and learn, and benefited from the contributions of their peers with disabilities.²⁰ Skilled and highly qualified educators are key to making inclusive environments successful. More information about Education Specialist credentials and the different credential programs and specializations needed to teach students with disabilities is covered further by the [California Commission on Teacher Credentialing](#).

Emotional disability

Recent California legislation has placed a spotlight on the IDEA category of disability called “emotional disturbance,” now called “emotional disability” per [Assembly Bill 2173](#). This attention has been prompted by increased identification of behavioral and emotional disturbances in children and adolescents.²¹ Early childhood trauma is emerging as one likely reason for these challenges. Abuse of any kind (physical, sexual, or emotional), physical or emotional neglect, divorce, mental illness in a parent, family violence, substance abuse, or the incarceration of a family member can all contribute to toxic stress in a child’s life. Research shows a strong connection between these kinds of experiences, the number of experiences that occur, and a child’s ability to learn, regulate behavior, and get along with others. Studies indicate that six out of every 10 children in California have experienced at least one of these adverse childhood experiences (ACEs).²² When experienced before the age of 18 and without the support of a mental health professional, ACEs can change the way a child’s brain develops and disrupt learning, behavior, and lifetime health.²³



Disproportionality and students with disabilities

Disparities in identification

Inequity remains a challenge for students with disabilities and their families. Identifying students for special education services can be a controversial issue. Researchers continue to debate whether certain racial and ethnic groups are over- or under-identified for special education services. On one hand, most scholars have found that “children of color... are identified as students with disabilities at substantially higher rates than their peers.”²⁴ Other studies using different methodological approaches report that “among children who were otherwise similar in their academic achievement, poverty exposure, gender, and English language learner status, racial or ethnic minority children were consistently less likely than white children to be identified as having disabilities.”^{25,26,27}

While the academic debate continues, California is attempting to address patterns of inequity, in part through a focus on what is termed “disproportionality.” The CDE defines disproportionality as “the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general; identification of a specific race or ethnicity in a specific disability category; discipline; and placement. Significant disproportionality is the identification of disproportionality for three consecutive years in the same indicator and category of disproportionality.”²⁸

IDEA requires states and LEAs to consistently gather data to track instances of these kinds of imbalances. LEAs found to be consistently and significantly disproportionate (as defined by the state) for three consecutive years must find the source of the imbalance and must also spend 15 percent of their IDEA money to address the problem.²⁹ For example, the LEA might use funds to provide professional development to staff, improve basic instruction, or introduce a schoolwide program of positive behavioral supports.³⁰

Discipline disparities

Disproportionate discipline refers to disciplinary patterns that are not applied equally. In the case of racial and ethnic disparities, research has shown that “African American students are referred to the [school] office for infractions that are more subjective in interpretation” than referrals for other students.³¹ African American males are three times more likely to be suspended or expelled than white students.³² Students with disabilities are also disciplined at higher rates than their non-disabled peers, and, among students with disabilities, the problem is compounded by racial and ethnic discipline gaps.^{33,34} According to a statewide report by the National Center for Youth Law, African American students with disabilities lost 59 days of instruction time compared to 21 days of lost instruction for white students with disabilities.³⁵ In response, the U.S. Department of Education issued a Dear Colleague letter with guidance to schools on providing the appropriate behavioral supports to ensure students have access to the “meaningful educational benefit” they are guaranteed under the law.³⁶

Personal and school contexts also influence how a child behaves, as well as how that behavior is perceived. Inappropriate behavior can be the result of students’ experience with a range of trauma and other stressors, from hunger or abuse to bullying or the illness of a family member. The official identification of emotional disturbance should not result from a few isolated incidents but requires that specifically identified behaviors are exhibited “over a long period of time and to a marked degree that adversely affects a child’s educational performance.”³⁷



Early intervention matters

Some children are born with a condition or developmental concern that is evident from birth, while others are assessed after a family member, physician, or other professional (such as a childcare provider) expresses a concern about the child’s development. The term *developmental delay* describes the difference between a child’s development compared to peers of the same age or to a typical developmental trajectory. It encompasses a broad range of conditions and behaviors that suggest below-average progress in one or more of the areas in which children develop.

Children develop more rapidly and learn more quickly during their first three years of life than at any time afterward. During this period, a developmental delay, such as undetected hearing loss can profoundly delay the child’s ability to communicate. Early and appropriate intervention, treatment, and support have been proven to significantly lessen the long-term effects of a developmental delay and sometimes can even resolve the initial concerns.³⁸ The goal of early intervention is to ensure that infants and toddlers with a developmental delay have the best possible chance to live full and meaningful lives; the earlier the intervention is started, the greater the likelihood of its positive impact on the child’s development.³⁹ Early intervention can include supports such as an IEP or a Section 504 plan. Both provide formal support for students with disabilities in TK-12 education but differ in what is provided. The American Academy of Pediatrics offers a [comparison chart](#) of the differences in these two supports.

Understanding identification and services for infants and toddlers

When a developmental delay is suspected in a child younger than 3, the LEA or Regional Center — a nonprofit that contracts with California’s Department of Developmental Services (DDS) — is contacted for an assessment, and a service coordinator is assigned to assist the parents through the assessment process.

If a developmental delay is confirmed, the infant or toddler and their family are eligible for early intervention services. The service coordinator, parents, and other appropriate professionals then work as a team to design an IFSP, which outlines the services and supports that the child and family will receive.⁴⁰ An IFSP typically includes early intervention specialists, service providers, service coordinators, and the child’s parents.

IFSPs remain in effect until the child turns 3 years old, the developmental concern is resolved, or the child transitions to preschool services (Part B of IDEA — special education services for ages 3-21). The agency responsible for serving the child (either the Regional Center or the LEA) arranges the provision of services such as speech therapy, occupational or physical therapy, or special instruction. According to Disability Rights California, when determining the agency responsible for providing services, “school districts are obligated to serve only children with low incidence disabilities. Districts are required to operate their programs for infants and toddlers up to their funded program capacity, which

is established annually by the California Department of Education (CDE) in consultation with the DDS and the Department of Finance.”⁴¹ County offices of education provide technical assistance to LEAs, may house programs and services for students with disabilities identified as moderate to severe, and may be a regional hub known as a SELPA.⁴²

Part C of IDEA, known as Early Start in California, requires an assessment of any child from birth until age 3 for whom there is a reasonable suspicion of developmental delay. To access Early Start services, parents can request an interdisciplinary assessment of their child when they have reasonable concerns. For any concern about developmental delay in an infant or toddler, parents should contact their doctor first, then a local Regional Center, LEA, or Family Resource Center.⁴³ The purpose of the assessment is to confirm or dismiss the suspicion of a developmental delay in one or more of the developmental domains (gross or fine motor, speech, language development, social or emotional, or self-help skills).

California has a robust network of 47 Early Start Family Resource Centers, operated by DDS and CDE. The centers connect parents of children with developmental delays and provide them with support, information, and referral services.⁴⁴ Part C of IDEA requires each state to make Early Start services available free to every eligible family, regardless of income. A family receives services to help parents and other family members learn how to best support their child and his or her development considering the delay. The services are designed with family routines in mind rather than clinical therapies. For example, a family might receive instructions on how to manage a piece of equipment to better position a child who lacks adequate physical muscle tone or guidance on how to play with a child with a neurological disability. These early intervention services are guided by family-centered approaches within the child’s natural environment — either the child’s home or childcare setting.^{45,46}

Conclusion

Children and youth with disabilities represent a highly diverse group of individuals with an equally diverse set of needs, abilities, and educational requirements. While determining the appropriate services for these students is not always easy, it is essential for educators and school leaders to make the best effort possible to provide a challenging academic program with the necessary supports and services to ensure access, participation, and academic achievement.

Understanding the various disabilities of students in California public schools along with the challenges of identification are critical for board members to understand to ensure that all students get the supports they need to achieve their potential. By identifying students with disabilities early and providing the needed supports, education professionals can have a profound impact on school climate, culture, and achievement. Board members can support this mission by ensuring that their LEA has a coherent system to identify and support students, families, and staff with the skills to assess, engage, and educate students with disabilities.

SELPAS AND REGIONAL CENTERS

To assist California LEAs, special education funding and some services are administered through consortia known as Special Education Local Plan Areas (SELPAs). In some instances, an individual district may be a SELPA.

SELPAs coordinate services for students with disabilities. In many cases, they also provide special education services. While SELPAs are often organized in regions, they are not the same thing as Regional Centers (see below). Typically, SELPAs work with school districts and county offices of education to ensure that all children and youth with disabilities within their local areas receive whatever special education-related services and supports they need from birth through age 22. SELPAs also coordinate the state and federal funds earmarked to provide those services and supports.

Regional Centers are private, nonprofit organizations that provide or coordinate services and supports for individuals with developmental disabilities across their lifespans. The state’s 21 centers provide some case management and contract out for other limited services, in addition to contracting with the California Department of Developmental Services. Their services are generally therapeutic and less education-focused compared to SELPAs.

Regional Centers and a network of about 47 Early Start Family Resource Centers — which connect families of young children with other parents, specialists, referral services, information, and support — are spread throughout the state to help individuals and their family members find and access services. For more information, see www.dds.ca.gov/rc/information-about-regional-centers.

Guiding questions for governance teams

Governance teams can support their schools and better serve students identified for special education services by discussing the following guiding questions:

- ▶ **How many students are identified as having a disability in our LEA?**
 - » What are the types of disabilities for which they are identified?
- ▶ **How are students with disabilities distributed throughout our schools or programs?**
 - » Do some schools in our LEA have higher concentrations of students with disabilities?
 - » If so, is this due to the strategic coordination of resources or are other issues at play, such as differences in how the staff approach the Student Study Team or IEP process? (An SST is a multi-disciplinary team that considers, plans, and assess general education interventions and supports for students experiencing academic, speech/language, and or social-emotional/behavioral difficulties.)
- ▶ **What are the procedures for identifying students with disabilities in our LEA?**
 - » Are staff trained to identify and understand the various disabilities?
- ▶ **In the assessment process, how are our staff considering the possible impact of other factors, such as school environment, English learner status, and typical versus atypical cognitive, emotional, and physical development, etc.?**
- ▶ **Are certain student groups in our LEA being disproportionately represented in special education rosters or in restrictive classrooms, such as resource specialist classes and special day classes?**
- ▶ **What are our suspension and expulsion rates for students with disabilities?**
 - » How does this rate compare to other student groups?
- ▶ **What does our LEA's data show about the academic performance and engagement of students with disabilities in our LEA?**
 - » How does this data compare to other student groups in our LEA?
- ▶ **How are families of students with disabilities — and the educators who serve them — included in the development of our Local Control and Accountability Plan (LCAP)?**

Board Policies and Administrative Regulations

CSBA GAMUT Policy and Policy *Plus* subscribers have access to the most up-to-date CSBA sample policy language. The following are sample board policies (BP), administrative regulations (AR), and exhibits (E) that have been developed for LEAs to use as starting points for adopting policies to address students with disabilities.

BP/AR 0430 – Comprehensive Local Plan for Special Education

BP 3541.2 – Transportation for Students with Disabilities

BP/AR 5020 – Parents Rights and Responsibilities

BP/AR 5141.21 – Administering Medication and Monitoring Health Conditions

BP/AR 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)

BP/AR 6159 – Individualized Education Program

BP/AR 6159.1 – Procedurals Safeguards and Complaints for Special Education

BP/AR 6159.3 — Appointment of Surrogate Parents for Special Education Students

AR 6159.4 – Behavioral Interventions for Special Education Students

BP/AR 6164.4 – Identification and Evaluation of Individuals for Special Education

BP/AR 6164.6 – Identification and Education Under Section 504

Resources

Key organizations and agencies

U.S. Department of Education Individuals with Disabilities Education Act (IDEA)

The U.S. Department of Education's IDEA website brings together IDEA information and resources from the department and its grantees. <http://idea.ed.gov>

California Department of Education Special Education Division

Information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and non-academic skills. <http://www.cde.ca.gov/sp/se/>

California Department of Developmental Services Regional Centers Directory

Dedicated to providing services and supports for Californians with intellectual and developmental disabilities and their families to live the life of their choosing in their communities. www.dds.ca.gov/

California Collaborative for Educational Excellence

In partnership with the CDE, the CCEE facilitates the work of the Special Education Resource Leads, which work collaboratively within the Statewide System of Support to improve outcomes for students with disabilities. The Special Education Resource Leads work as capacity builders, connectors, and facilitators to ensure an integrated educational system in California meets the needs of all learners, including students with disabilities. <http://ccee-ca.org/special-education-resource-leads/>

Selected Special Education Resource Leads, County Offices of Education (2023–28):

- ▶ [System Improvement Lead \(SIL\), El Dorado County SELPA, Riverside SELPA](#)
- ▶ [Embrace Abilities Los Angeles County Office of Education](#)
- ▶ [The California Collaborative for Impactful Pathways \(CCIP\) Santa Clara County Office of Education](#)
- ▶ [High-Quality IEP Lead, San Diego County](#)
- ▶ [Pathways to Partnership \(Alternative Dispute Resolution ADR\) Resource Lead, Ventura County](#)
- ▶ [Open Access: Universal Design for Learning \(UDL\) Resource Lead, Placer County](#)
- ▶ [Multilingual Students with Exceptional Needs \(MUSE\), Imperial County](#)

San Diego County Office of Education: Equity, Disproportionality, and Design (ED&D)

ED&D provides services that include customizable professional development training, coaching opportunities, and technical assistance in content areas to support LEAs in learning recovery and with Local Control and Accountability Plans. <https://equityanddesign.com/>

Disability Rights Education & Defense Fund

A national civil rights law and policy center directed by individuals with disabilities and families who have children with disabilities. <https://dredf.org/>

Early intervention

Why Early Intervention Programs Benefit Kids with Developmental Delays

Information about early intervention programs from the Child Development Institute. <https://cdikids.org/>

California Early Start

Resource page by the California Early Intervention Technical Assistance Network. www.dds.ca.gov/services/early-start/

Early Intervention

ZERO TO THREE offers early childhood trainings and resources to address the most critical issues impacting babies and toddlers. www.zerotothree.org/

Identifying students

RTI-Based SLD [Specific Learning Disability] Identification Toolkit: Considerations for English Language Learners Toolkit by the National Center for Learning Disabilities.

<https://multibriefs.com/briefs/case/RTIHandoutD3.pdf>

The State Performance Plan Technical Assistance Project (SPP-TAP)

The SPP-TAP is funded to help California LEAs address performance and compliance issues related to disproportionality in student identification and placements. It provides technical assistance consisting of training, coaching, information dissemination, and referrals of best practices. Services include Technical Assistance Facilitators; webinars, facilitating a community of practice, and providing workshops and symposia. <http://spptap.org>

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Endnotes

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