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Meeting the Educational Needs of English Learners with Disabilities

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California State Department of Education
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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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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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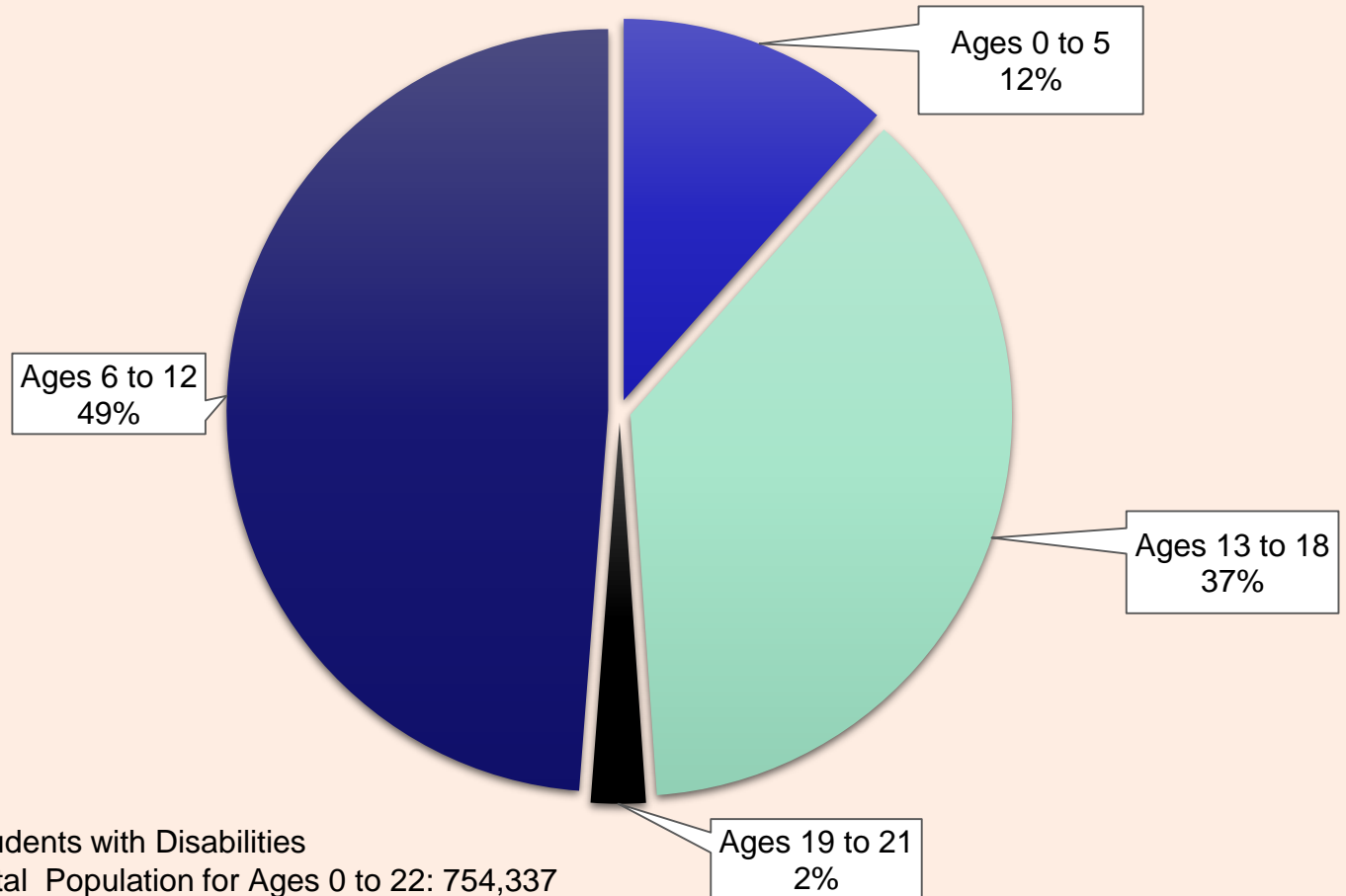


How many students with disabilities ages 0 to 22 are in California schools?



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California Students with Disabilities by Age

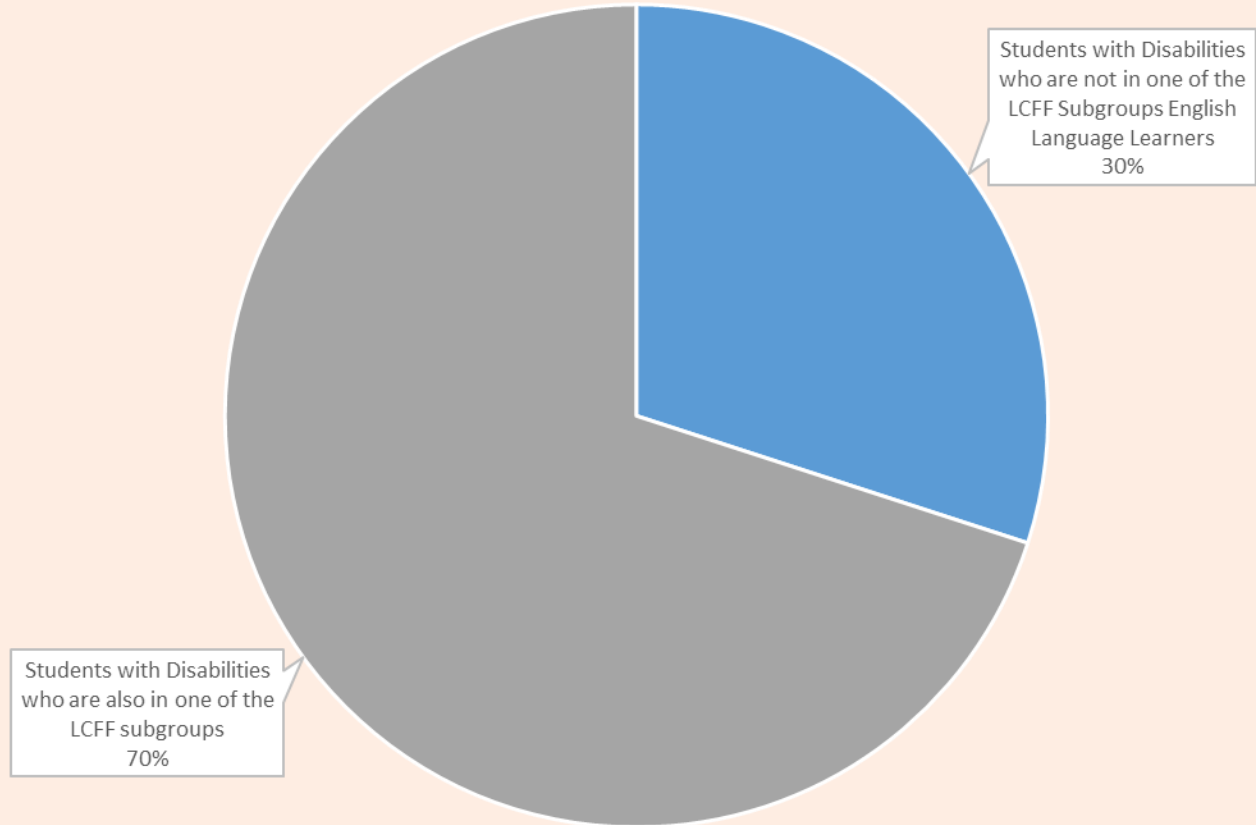


Students with Disabilities
Total Population for Ages 0 to 22: 754,337
Source: CASEMIS December 2016

Students with disabilities are also part of the LCFF subgroups



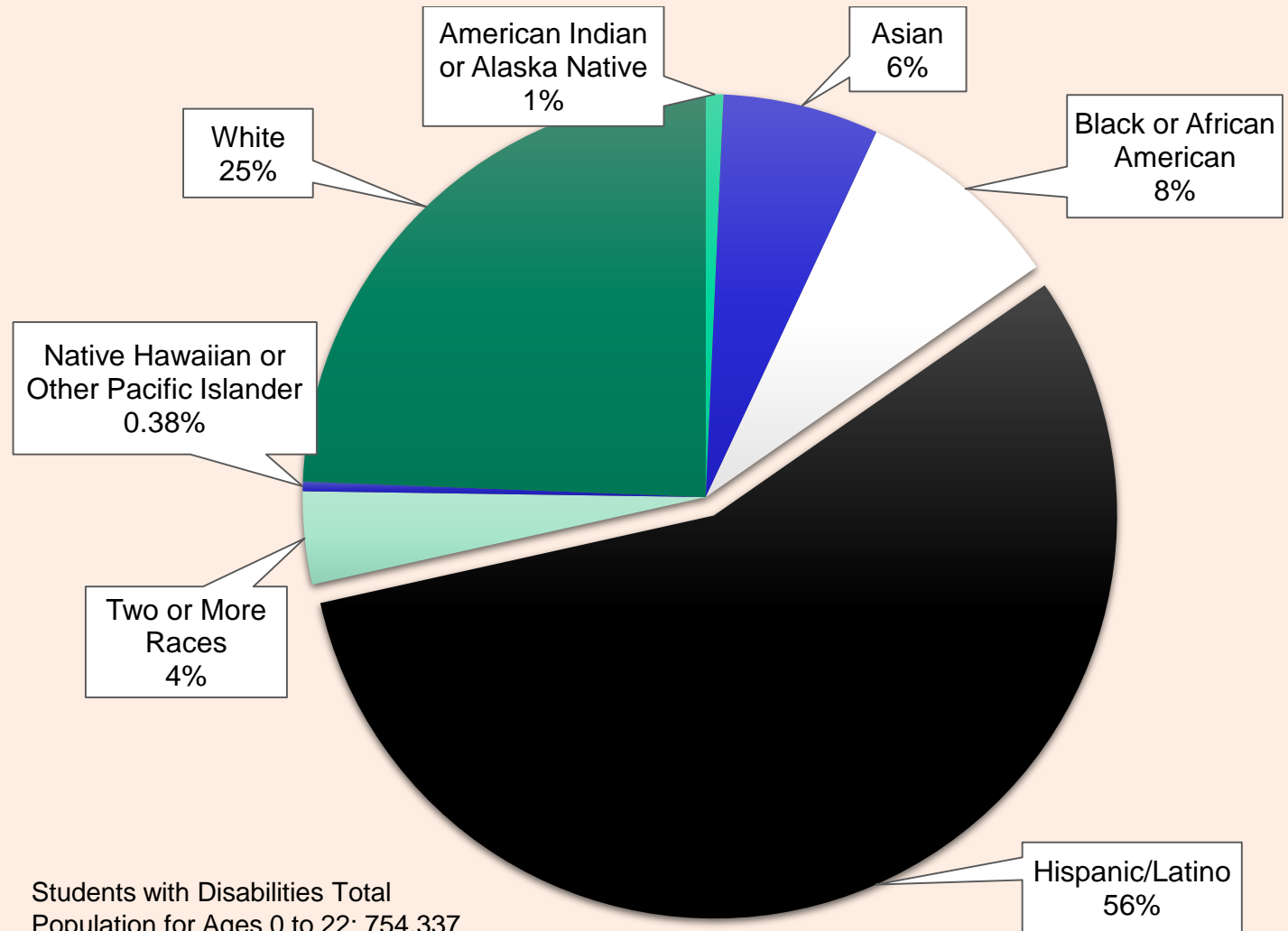
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California Students with Disabilities by Race/Ethnicity



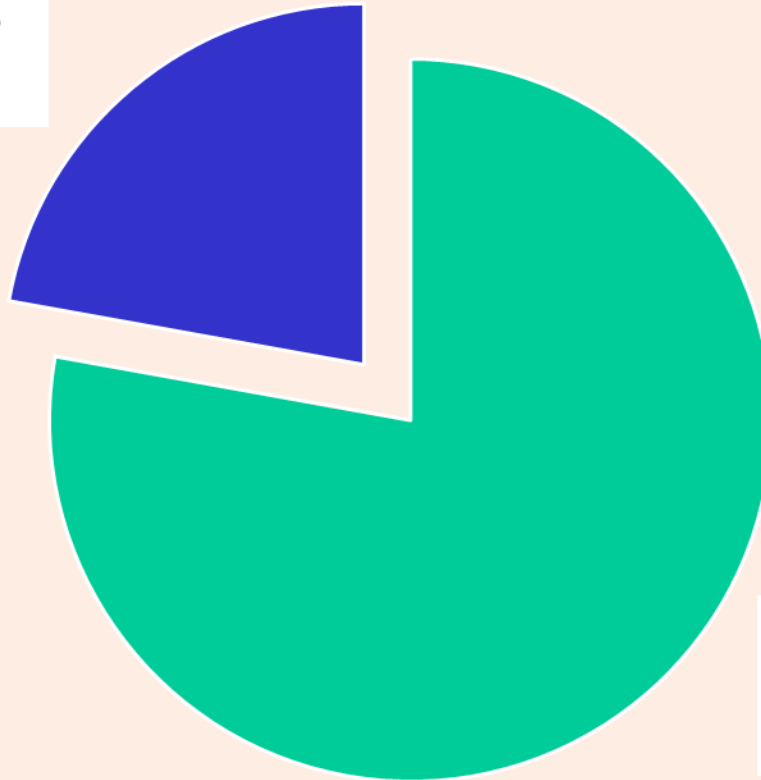
Students with Disabilities Total
Population for Ages 0 to 22: 754,337
Source: CASEMIS December 2016



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English Learner Students with Disabilities

English Learner
Students with
Disabilities
214,896
28.49 %



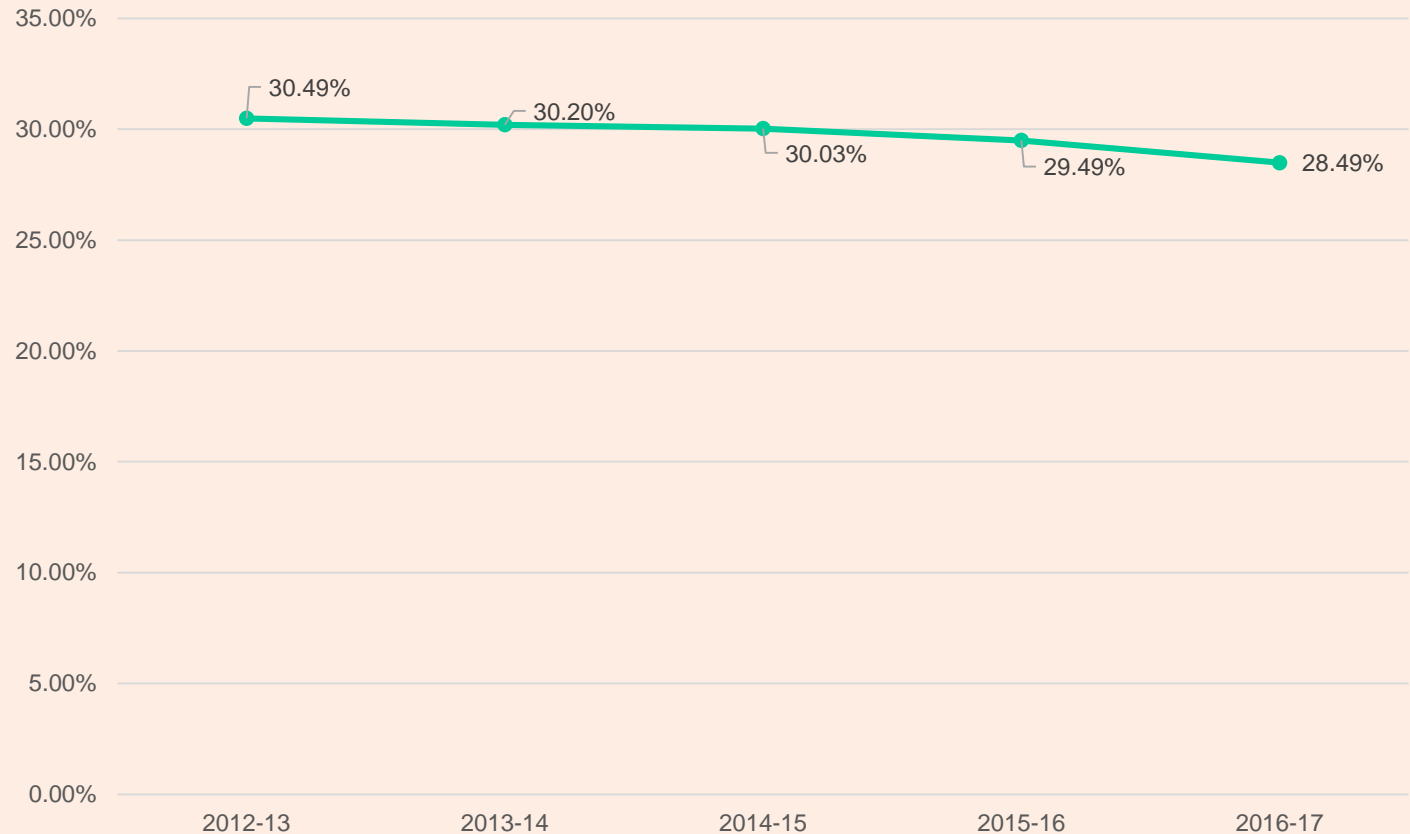
Total Students
with Disabilities
Ages 0 to 22
754,337

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



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Percent of Students with Disabilities* who are also English Language Learners

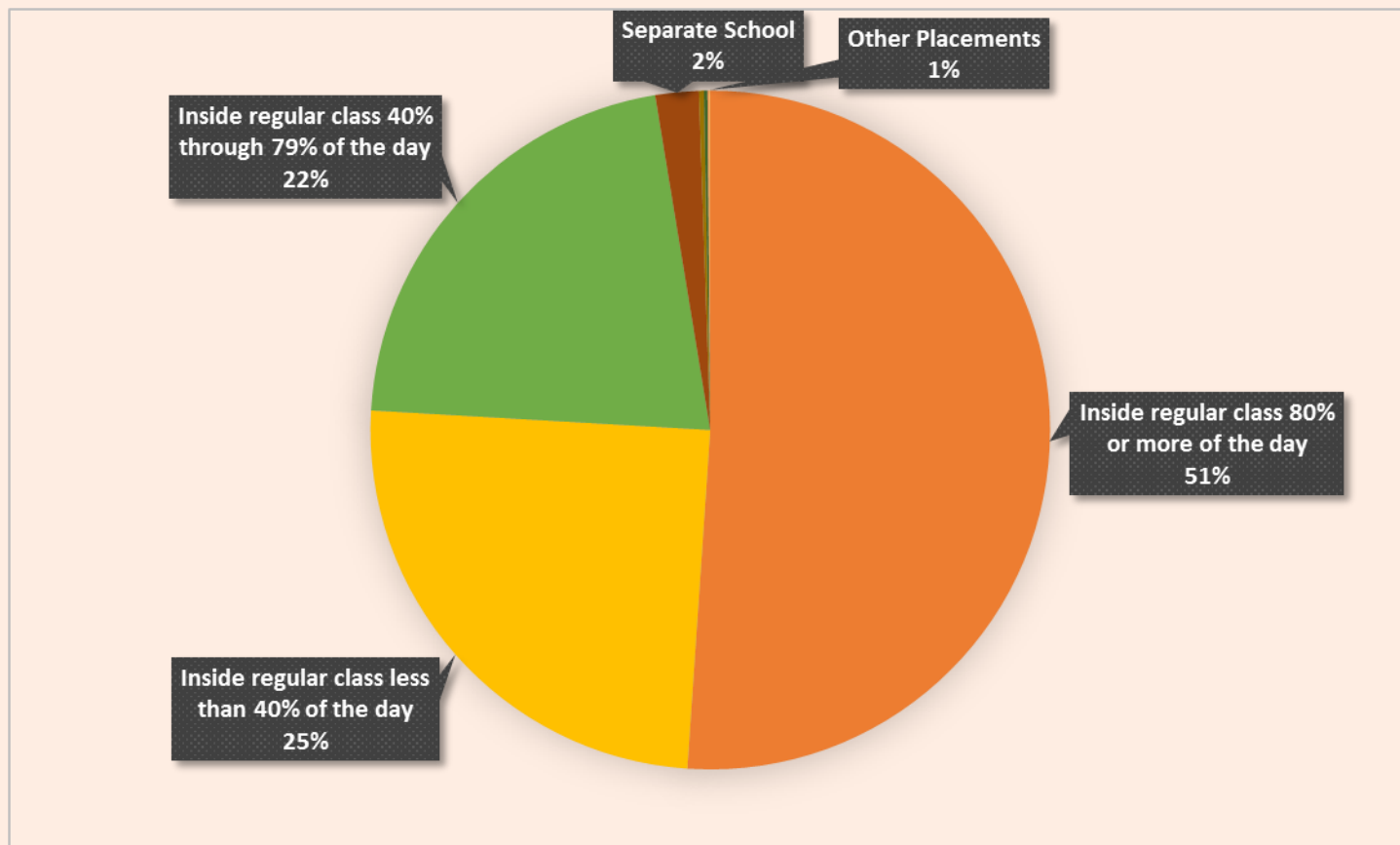


*Includes children 0-5



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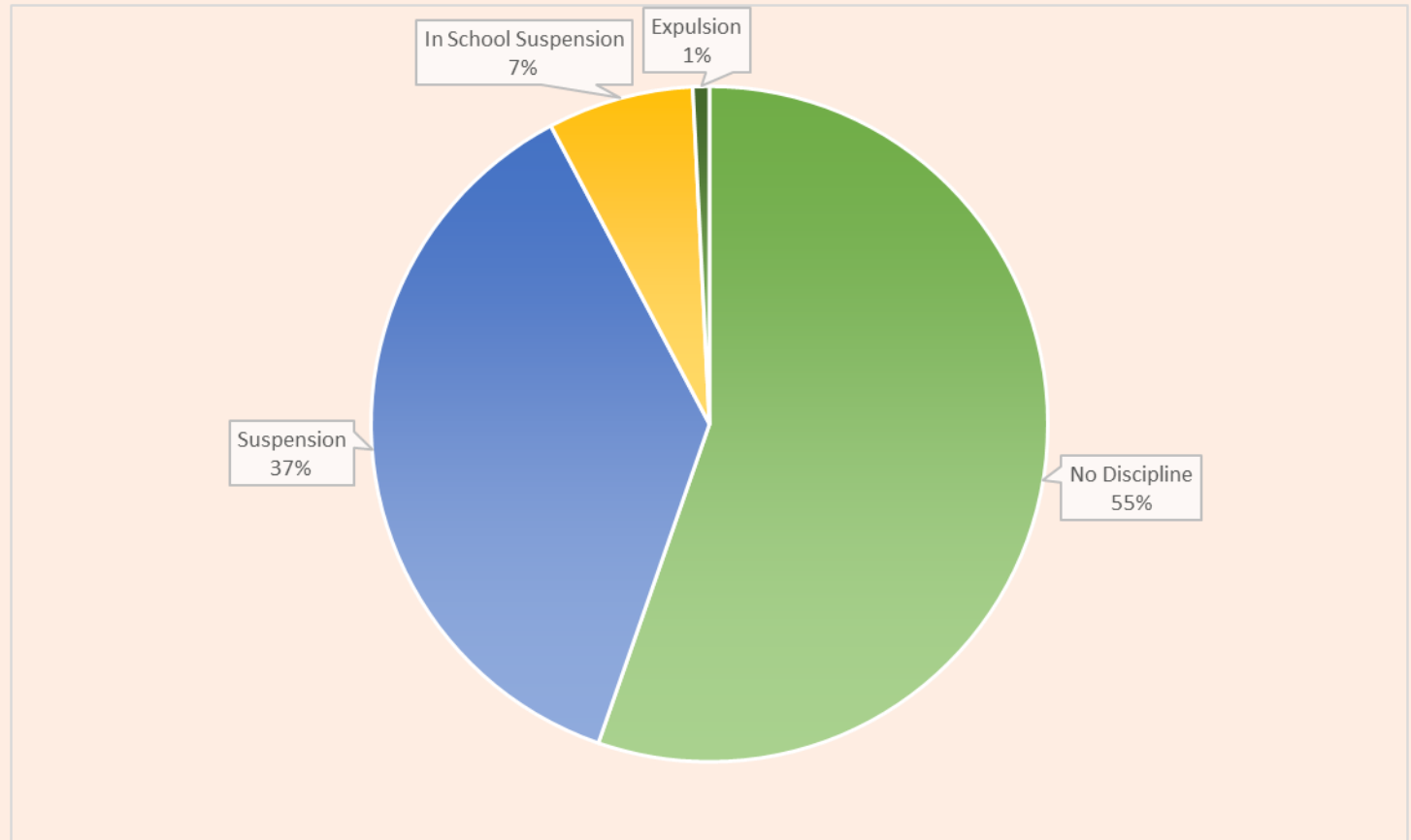
Percent of Students with Disabilities who are also English Language Learners by Placement





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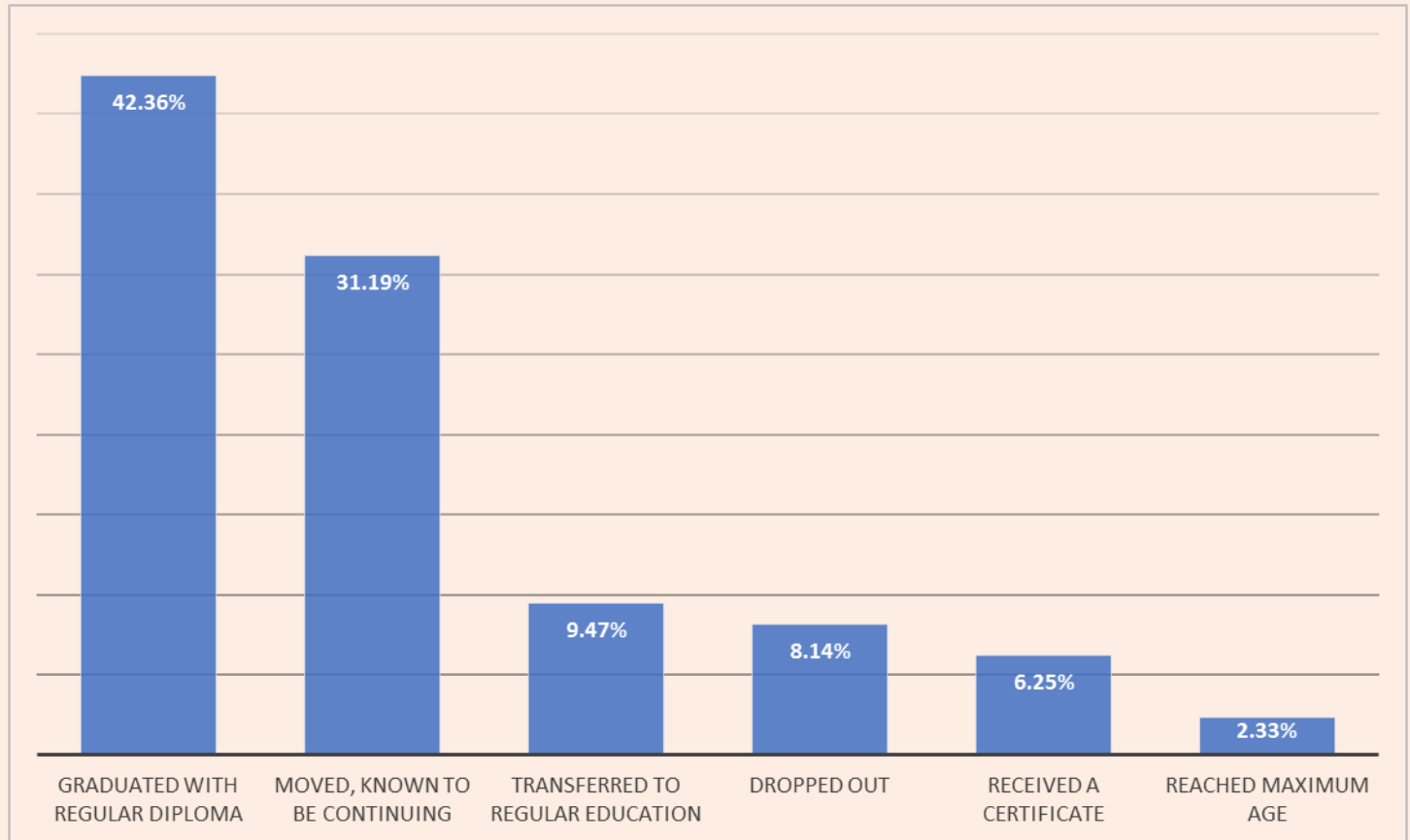
Percent of Discipline Types for Students with Disabilities who are also English Language Learners





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Percent of Students with Disabilities who are also English Language Learners by Federal Exit Category

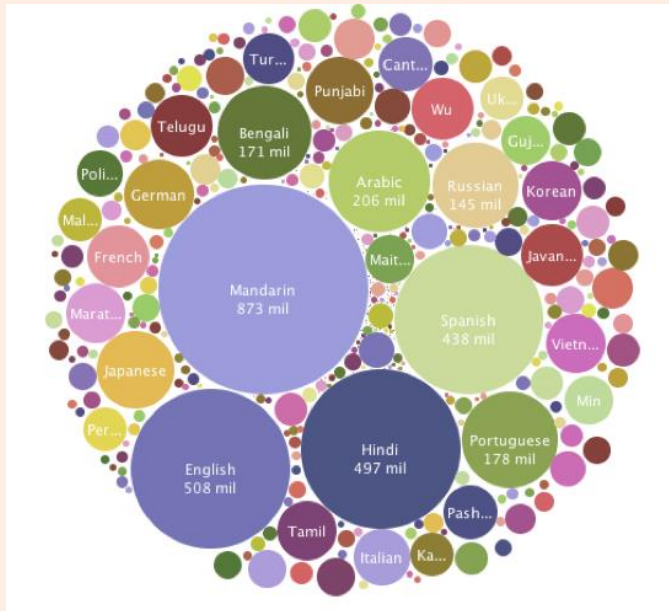




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Languages

- 214,896 English learners (ELs) with Individualized Education Programs
- Over 200 different languages are represented including:



- Spanish (88 percent)
- Vietnamese
- Tagalog
- Cantonese
- Arabic
- Mandarin
- Hmong



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Overview of Assembly Bill 2785

- ✓ Authored by Assembly Member O' Donnell
- ✓ Signed by the Governor on September 24, 2016
- ✓ Chapter 579 Statutes of 2016
- ✓ Added Section 56305 to California's *Education Code*
- ✓ Requires that the CDE develop a guidance manual
- ✓ Amended by AB 99 effective June 27, 2017



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California Education Code (EC) 56305

EC 56305(a) states “On or before January 1, 2019, the department shall develop a manual providing guidance to local educational agencies....”





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Education Code 56305(a)

Purpose of the Manual

To provide guidance, for voluntary use, on the following topics:

1. **Qualifying** English learners (ELs) as students with Individualized Education Plans (IEPs)
2. **Classifying** individuals with IEPs as ELs
3. **Supporting** students who are both ELs and students with IEPs
4. **Determining** when such dually identified students should be either removed from classification as EL or exited from special education



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Education Code 56305(b): The Goal of the Manual



To provide guidance, for voluntary use by **local educational agencies, charter schools, and the state special schools**, on evidence-based and promising practices for the identification, assessment, support, and reclassification of these pupils and



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Education Code 56305(b): The Goal of the Manual

To promote a **collaborative approach** among **general education teachers, special education teachers, school administrators, paraprofessionals, other involved personnel, and parents** in determining the most appropriate academic placements and services for these pupils.





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Education Code 56305(c): Manual Development

In developing the manual, the CDE is to:

1. Review resources from:

- Federal government
- Other states
- LEAs
- Special education administrators
- Other organizations

2. Establish and consult with a stakeholder group comprised of “**experts and practitioners**” in English language education and/or special education.



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Additional Requirements

- 56305(f) The manual shall be written for ease of use by educators. The department is encouraged to incorporate features such as flowcharts, checklists, sample forms, and case examples
- 56305(g) The department shall post the manual on its Internet Web site and on its professional development Internet Web site



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English Learner/Special Education Work Group

Consults with the California Department of Education (CDE) in the development of a manual to provide guidance to local educational agencies (LEAs) and charter schools in regarding English learners (ELs) who may or may not be students with individualized education plans (IEPs) as stipulated in California *Education Code (EC)* § 56305.



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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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Next Steps

- Stakeholder group will meet three more times in the next six months in order to provide feedback on the materials they are provided with.
- The Professional Development Plan is required by statute to be completed by July of 2018.
- The guidance manual is required by statute to be completed by January of 2019.



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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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Big Picture Outcomes: 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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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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Staying Informed Locally

1. Get involved in your local Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC) for Special Education. Each SELPA is required to have a CAC
2. Get to know your local California Family Empowerment Center (state funded) and Parent Training and Information Center (federally funded)



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Leadership Belief is Key to Systems Change

"Hope, optimism, and self-belief among teachers are the vital wellsprings of successful learning and positive educational change . . . It is individuals who must hope, but it is institutions that create the climate and conditions which make people feel more hopeful or less so."

Michael Fullan, 1998



Questions?

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