



2026 REPORT

Disabled Student Programs and Services

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

February 20, 2026

Secretary of the Senate
Erika Contreras
State Capitol, Room 305
Sacramento, CA 95814

RE: 2026 Disabled Student Programs and Services Legislative Report

Dear Secretary Contreras,

Pursuant to California Education Code section 67312, the California Community Colleges Chancellor's Office is pleased to release the 2026 Disabled Student Programs and Services Legislative Report, covering academic years 2023–24 and 2024–25.

For any questions regarding this report, please contact Vice Chancellor Stacey Shears at sshears@cccco.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian, Chancellor

Enclosure: Report

CC:
Office of the Governor
Sue Parker, Chief Clerk of the Assembly
Office of Legislative Counsel

2026 DISABLED STUDENT PROGRAMS AND SERVICES LEGISLATIVE REPORT

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

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INTRODUCTION

Disabled Student Programs and Services (DSPS) assists students with disabilities, to ensure they have equal access to all educational programs and activities. DSPS provides personalized support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delays, brain injuries, visual impairments, health problems and hearing impairments. Among the array of services offered to students are priority registration, class scheduling assistance, specialized counseling and tutoring, mobility assistance, test proctoring, transcription services, and interpreter services for hearing impaired or deaf students.

DSPS supports the California Community Colleges' Vision 2030 Goals of promoting Equity in Success, Equity in Access, and Equity in Support. DSPS Programs promote equity in success by increasing the number of disabled students who complete a meaningful educational outcome and increase the number of disabled students who earn a living wage. DSPS provides equity in access and support by ensuring disabled students can equally participate in higher education by providing necessary services and accommodations related to their disability.

Pursuant to Education Code Section 67312, which states, “[T]he Board of Governors of the California Community Colleges shall submit a report to the Governor and the education policy committees of the Legislature describing its efforts to serve students with disabilities. These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students, including categorical funding of those programs,” this report includes a statewide review of 2023-2024 and 2024-2025 enrollment, retention, transition, and graduation rates of all community college students receiving services through DSPS.

DSPS FUNDING METHODOLOGY

The DSPS Funding Formula for Fiscal Year (FY) 2023-24 and FY 2024-25 utilizes a \$200,000 baseline amount for each college. 10% of the post-baseline funds were based upon college effort, while the other 90% of the post-baseline funds were distributed based on DSPS Student Headcount.

FY 2023-24 was the first year of the new DSPS Funding Formula. The implementation of the new funding formula utilizes a five-year implementation plan. In this implementation plan, there are protections and growth caps put in place that allows for gradual implementation of the new funding formula. In 2023-24, colleges were protected at 100% of their 2022-23 DSPS allocation amount. In 2024-25, colleges were protected at 90% of their 2022-23 DSPS allocation amount. These protections will gradually decrease until the final year of the implementation, when the funding formula will be fully implemented.

To view DSPS categorical funding for 2023-24, please go to page 107 of the [2023-24 California Community Colleges Compendium of Allocations and Resources](#).

To view DSPS categorical funding for 2024-25, please go to page 108 of the [2024-25 California Community Colleges Compendium of Allocations and Resources](#).

KEY FINDINGS

The key findings from the 2023-2024 and 2024-2025 academic years are as follows:

- DSPS students represented almost 6% of the total student population during the reporting period.
- DSPS student enrollment saw a 7% increase, from 119,516 students during 2023-24 to 127,916 students during 2024-25.
- DSPS students showed a 10% higher retention rate when compared to non-DSPS students.
- During these years, DSPS students had a slightly lower transfer rate than non-DSPS students.
- DSPS students received awards/certificates at a higher rate than non-DSPS students.

To view a campus by campus breakdown of enrollment data, please visit https://datamart.cccco.edu/Services/DSPS_Status.aspx.

For campus by campus data related to retention, transition, and completion, please visit https://datamart.cccco.edu/Outcomes/Course_Ret_Success_SP.aspx. For each category, select “Disabled Students Programs and Services” to view data specific to this program.

ENROLLMENT

The student counts in Table 1 represent the total enrollment of DSPS students across our 115 California community colleges. Between 2023-2024 and 2024-2025, the number of DSPS students increased by about 7%. DSPS students remained at about 6% of the total California Community Colleges student population during this time. It's notable that between 2022-2023 and 2023-2024, there was a large increase in DSPS students of about 45%. In 2022-2023 there were 82,175 DSPS students.

Table 1. DSPS Student Counts for the Academic Years 2023-2024 and 2024-2025

	2023-2024		2024-2025		
	# of Students	% of CCC Population	# of Students	% of CCC Population	% Increase in DSPS Students
DSPS Students	119,516	5.67%	127,916	5.8%	7%

The data presented in Table 2 breaks down the number of students served by DSPS by disability category. The “Other Health Conditions and Disabilities” category is most commonly comprised of those with conditions related to chronic fatigue or pain. Some examples include, but are not limited to, cardiovascular disease, chronic obstructive pulmonary disease, asthma, cancer, HIV, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue, multiple chemical sensitivity, or severe allergies. Students from more rural colleges and marginalized communities are more likely to be categorized under this “Other Health Conditions and Disabilities” category due to lack of resources for disability assessments and diagnosis.

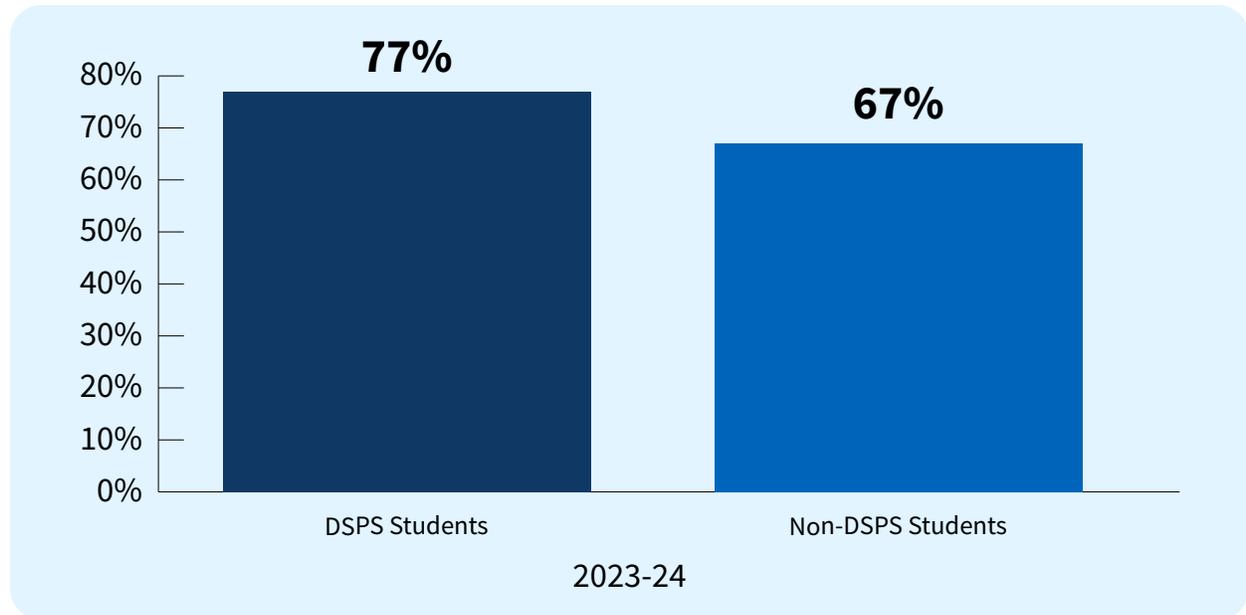
Table 2. Student Counts by DSPS Category

	2023-2024	2024-2025
	Student Count	Student Count
Systemwide	119,516	127,916
Acquired Brain Injury	3,014	2,915
Attention Deficit Hyperactivity Disorder (ADHD)	14,394	16,952
Autism Spectrum	13,992	15,504
Blind and Low Vision	2,719	2,434
Deaf and Hard of Hearing (DHH)	3,314	3,347
Intellectual Disability (ID)	4,913	4,903
Learning Disability (LD)	27,629	29,555
Mental Health Disability	28,171	29,940
Other Health Conditions and Disabilities	15,739	16,287
Physical Disability	5,631	6,079

RETENTION

Retention rate, commonly also referred to as persistence, measures the percentage of students who enrolled in one term remain subsequently enrolled in the following term or following year. Persistence Rates for 2024-2025 were not yet available at the time of this report. DSPS student persistence rates are consistently about 10 percentage points higher than that of non-DSPS students.

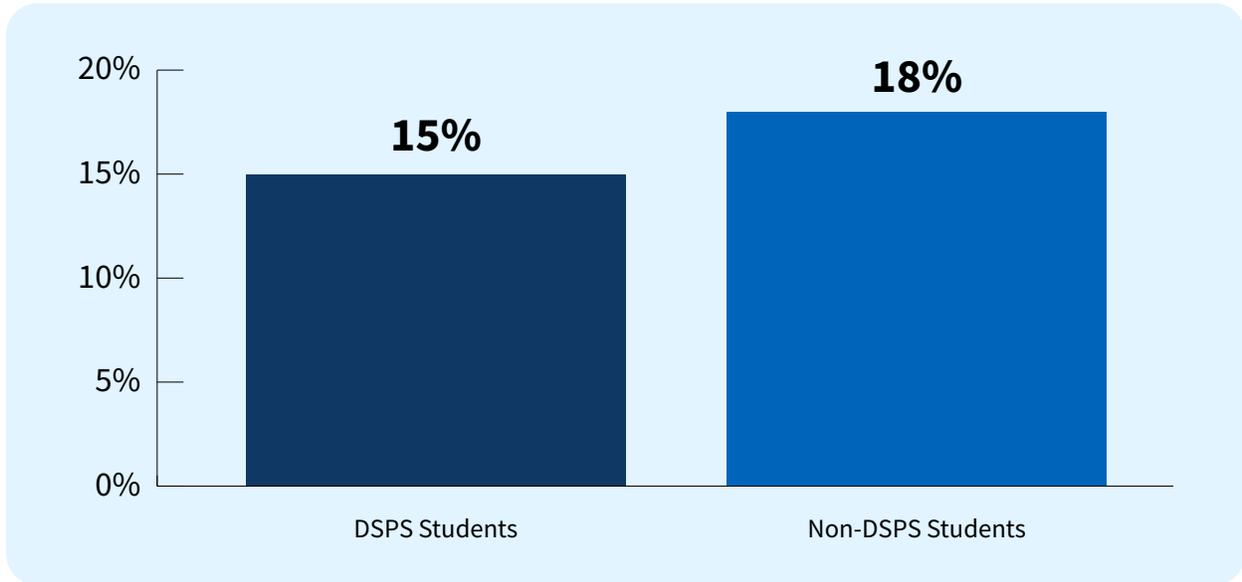
Persistence Rates



TRANSITION/TRANSFER

The transfer rates below show the percentage of students who transferred to a four-year college or university. This data includes students who enrolled at a California community college in 2021-2022 and transferred by 2024-2025. This data shows that non-DSPS students had slightly higher transfer rates than DSPS students during this time.

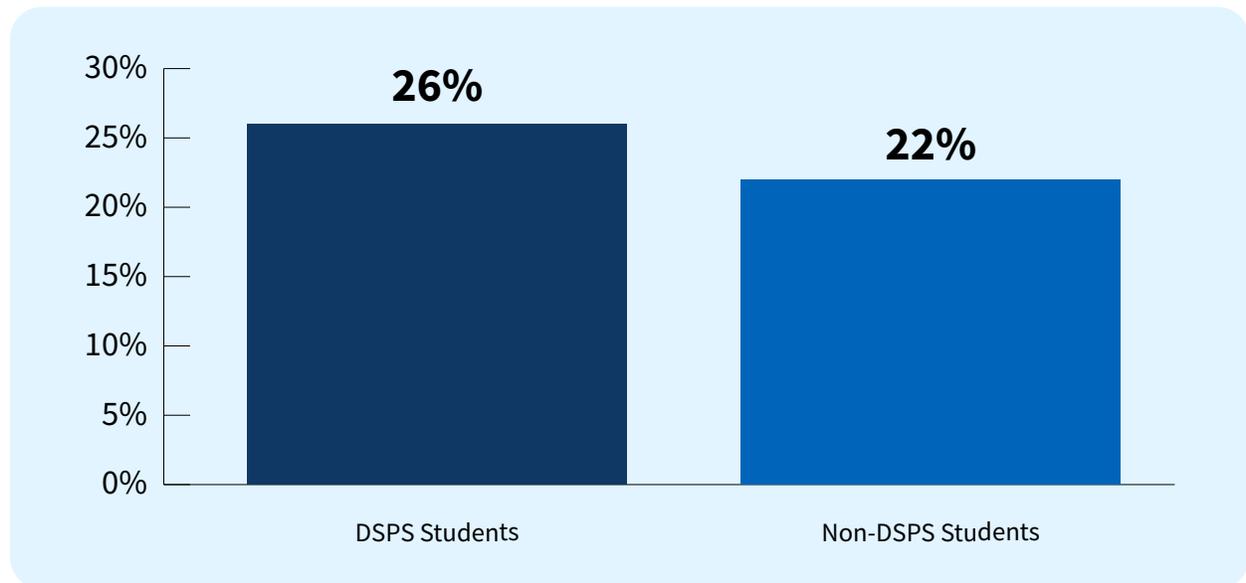
Transfer Rates



GRADUATION (DEGREES/CERTIFICATES EARNED)

The table below shows the number of DSPS students compared to non-DSPS students who earned a degree or certificate. This data includes students who enrolled at a California community college in 2021-2022 and graduated with an award, degree, or certificate by 2024-2025. DSPS students graduated at a higher rate than non-DSPS students during this period. Based on data collected from the Spring 2025 DSPS student perception survey, 82% of DSPS students agreed or strongly agreed that their academic accommodations and services helped them reach their educational goals. Disabled students who receive accommodations through the DSPS program can utilize these accommodations and services to meet their goals, which include earning degrees and certificates.

Degrees/Certificates Earned



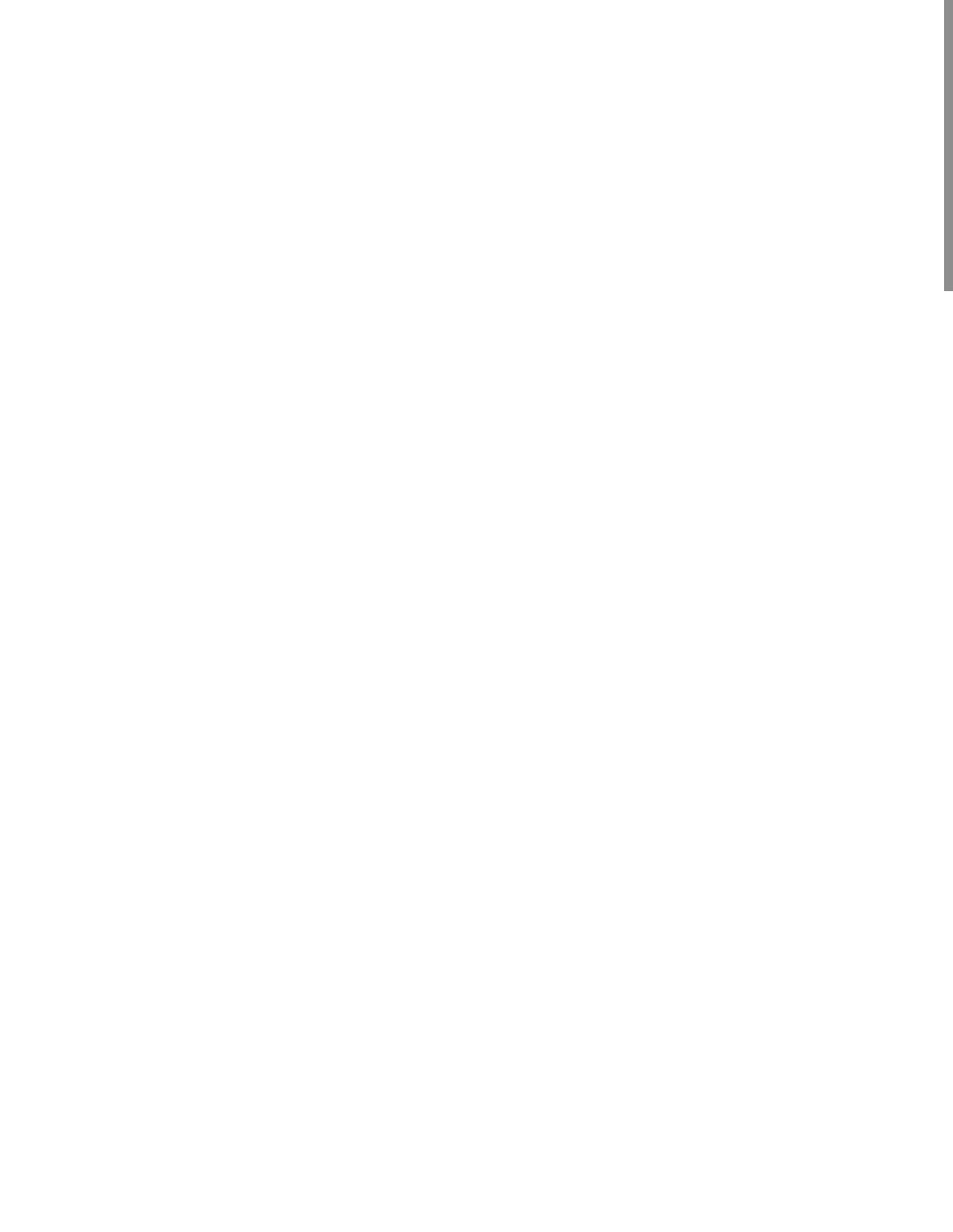
PROGRAM EVALUATION SURVEY

As part of DSPS program evaluation, each college conducted a DSPS student and an all-staff (DSPS and non-DSPS) survey to determine perceptions of DSPS program effectiveness. Full results from this survey were submitted to the Chancellor's Office in May 2025. 5,859 DSPS students and 1,786 faculty/staff completed the survey.

Over 80% of students replied that they understood their rights and responsibilities as students with a disability. 82% of students agreed or strongly agreed that their academic accommodations and services help them reach their educational goals. 80% of students stated they felt welcomed and valued as a member of their campus community. About 73% of DSPS students feel that their instructors understand disability related resources and procedures. A majority of DSPS students felt that timeliness in receiving their accommodations and having a clear understanding of their pathway toward their academic goals was most important to them. Over 56% of students stated that DSPS counseling services most helped them meet their educational goals.

Additionally, majority of the staff respondents (DSPS and non-DSPS) considered themselves as a collaborative partner in the provision of access and disability accommodations for the students they serve. About 46% of faculty and staff reported engaging in professional learning activities related to disabilities at least once a semester. 43% percent of staff respondents stated they were very comfortable with implementing student access and accommodation needs in the classroom or learning/service environment.

The survey also highlighted key opportunities to further strengthen DSPS student outcomes. Specifically, 20% of the students who responded to the survey have struggled with not having enough financial aid due to being enrolled in less than 12 credits. Close to 45% of staff were only somewhat comfortable with addressing student access and accommodation needs, with almost 12% of staff saying they weren't comfortable at all.



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De Anza College

Photo at right:
Imperial Valley College

Back cover photo:
San Joaquin Delta College



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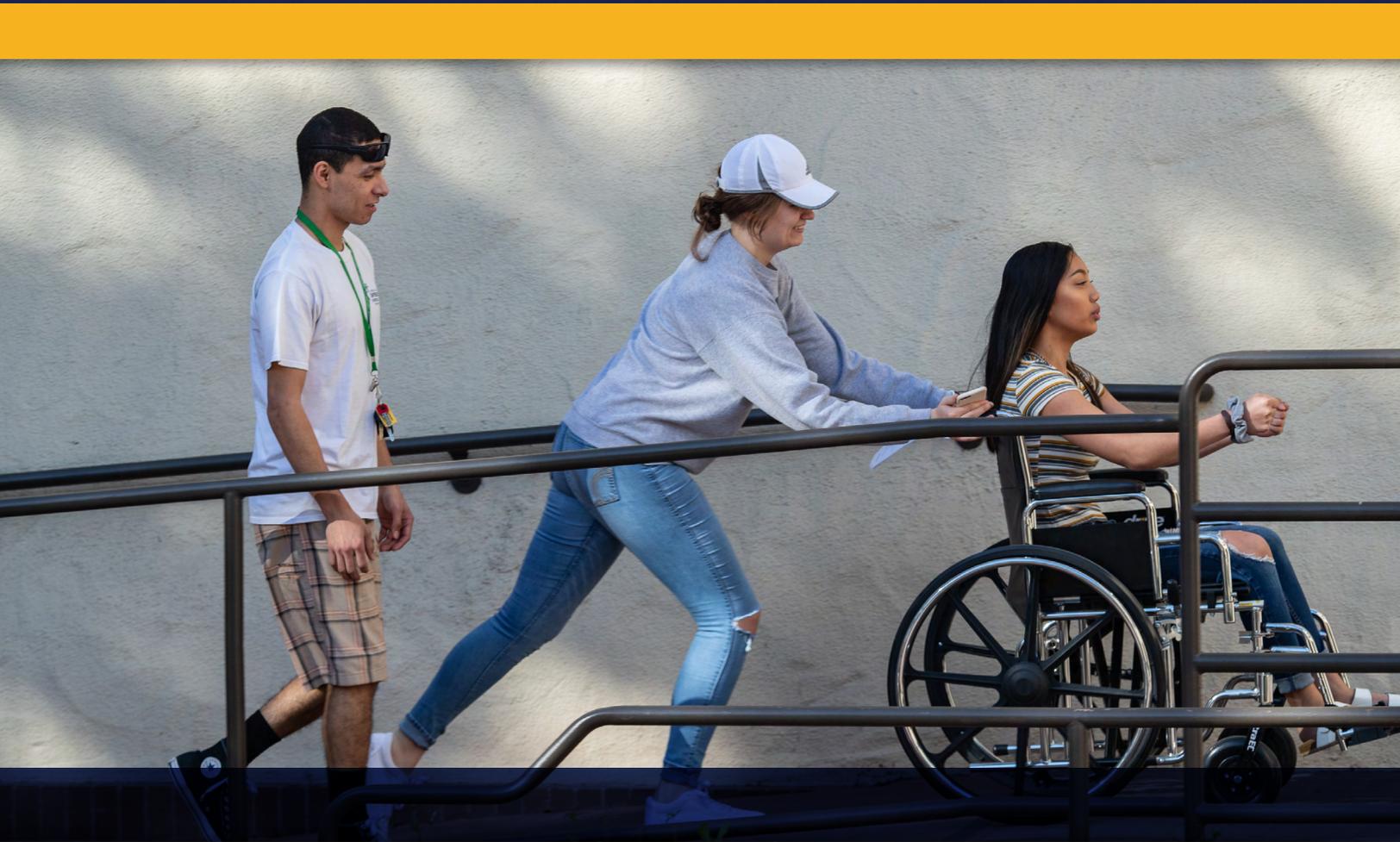
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