



CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Strategic Inclusion Plan for Students with Disabilities

FALL 2025 - SPRING 2028

Plan Summary

Conejo Valley Unified School District (CVUSD) is located in Ventura County, California, and serves a diverse student population from grades preschool through post-secondary. The District encompasses preschool programs, 16 elementary schools, one TK-8 school, four middle schools, three comprehensive high schools, one online-blended school (grades TK-12), one continuation high school, and one post-secondary program. CVUSD offers preschool, early child care, transitional kindergarten, academies with focused disciplines, international baccalaureate schools, a dual language immersion program, a homeschool program, an alternative learning school, independent study, and a post-secondary program serving students with disabilities through age 22.

- Speech only IEPs where a student only has speech and language services provided by a speech and language pathologist (SLP); the SLP is also the case manager
- A full day in the general education setting with Specialized Academic Instruction (SAI) supports through consultation/collaboration and accommodations only
- SAI supports through direct instruction in
 - Learning Centers for a targeted amount of minutes to work on IEP goals (elementary only); or
 - SAI classes at secondary school sites (SAI English or SAI Math classes where all students in the class have IEPs); or
 - Related Services (counseling services, speech, occupational therapy, adapted physical education, deaf and hard of hearing (D/HH) services, etc.)
- Some students require a [specialized program](#) to access the LRE
- Non-Public School (NPS) or County Program
 - CVUSD always considers exhausting all options within the District, but recognize that we have students who may require a separate school setting, and, if so, we consider this placement as part of our continuum of services
- Residential Treatment Center (RTC)
 - For students requiring 24/7 care to access their education, an RTC may be considered. CVUSD always considers exhausting all options within the District first, then the possibility of an NPS or County program, but recognize that we have students who may require a residential setting, and, if so, we consider this placement as part of our continuum of services. Qualifying for an RTC program requires an assessment
- Home/Hospital Instruction (HHI)
 - A student may require HHI. Placement on HHI requires a doctor's note that outlines the start date, end date, and the condition that precludes the student from school attendance

The Strategic Plan for Inclusion is closely aligned with CVUSD's Local Control and Accountability Plan (LCAP) and is designed to support Students with Disabilities (SWDs) with the following goals in mind:

- Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (LCAP Goal 1)
- Recruit, develop, and retain highly qualified, diverse, and effective staff. (LCAP Goal 2)
- Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities and also builds strong connections among families, community members, and CVUSD schools. (LCAP Goal 3)
- Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (LCAP Goal 4)

CVUSD is dedicated to meeting educational needs in the Least Restrictive Environment (LRE) for all eligible students, ages 3 through 22, with disabilities who are enrolled within the district. Approximately 14% of students in the district receive support from a wide variety of special education programs and/or services which are

uniquely designed to meet the individual needs of each student. The District is committed to providing high-quality services to all SWDs and promoting inclusive practices in all areas of education.

“Inclusive practices” means evidence-based approaches to education based on a proactive design of learning environments, social-emotional supports, and instruction to address learner variability and identified barriers. Inclusive practices include the structural, professional development, and leadership drivers that recognize and value the diversity of all students, and equip support staff, teachers, and administrators with the knowledge and resources to provide effective instruction to diverse learners. Inclusive practices ensure the active engagement and belonging of all students in their school community in every aspect of student life.

The Strategic Plan for Inclusion for SWDs (2023-24) was initially developed through on-going feedback provided by CVUSD staff and parents/guardians. Specifically, a presentation on inclusion and LRE was provided to the Special Education District Advisory Council (SEDAC) on May 10, 2023, and representative members from SEDAC met additionally to provide staff with recommendations for this plan, as well as counselors, teachers, administrators, and parents/guardians. The plan was revised in the 2024-2025 school year with a collaborative working group represented by parents/guardians, teachers, counselors, and site and district administrators.

Reflection: Successes

CVUSD is proud of the progress made in promoting equity and inclusion. The District has implemented a variety of programs and initiatives to support the academic and social-emotional needs of all students, including, but not limited to, the following:

Highlights
Increase from 18 co-taught courses in 2020 to 63 co-taught courses in 2024 across CVUSD secondary sites
Consistent trainings in co-teaching and scheduled meetings to review LRE with site staff and administrators
Creation of a co-teaching handbook for teachers and administrators
Annual increases in percentage of SWDs accessing 80% or more of their day in the general education setting; a rise from 46.1% in the 19-20 school year to 53.7% in the 23-24 school year
Consistently meeting state targets in least restrictive environment for the percentage of SWDs served inside the general education classroom for 40% of the day or less and for the percentage of SWDs served in separate schools
Implementation of Universal Design for Learning (UDL)
Community engagement with parent representatives from school sites at the Special Education District Advisory Committee (SEDAC)
Unified Sports, Young Athletes, and Sparkles programs
Development of a Diversity, Equity, Inclusion, and Belonging (DEIB) Plan
Provided anti-bias educator training for certificated and classified staff from the Anti-Defamation League, funded through a grant from the California Department of Education
MTSS tiered intervention trainings
Ongoing collaborative meetings with site and district administrators to monitor, analyze, and plan next steps to increase inclusion
Restorative Practices training where staff learn to address actions in response to bullying, harassment, and intimidation with a restorative rather than punitive mindset for all students
RISE with the Rams leadership and community building program designed to harness the unifying power of sports and build relationships, leadership, understanding, acceptance, and cultural competency
CABE/UDL training in which staff was provided strategies for designing access, promoting equity and increasing achievement for Multilingual Learners
Staffing of a Paraprofessional Supervisor supporting recruitment, targeted paraprofessional trainings, and collaboration with school sites for student support
Increased opportunities at job sites, community based instruction, and on-campus transition learning for the adult students in the Conejo Oaks Academy post-secondary program
Addition of classes at Aspen and Banyan, as well as the movement of three Be Me Preschool classes to Sycamore Canyon School, in order to increase inclusion opportunities for SWDs

These efforts have led to local performance indicators that are higher than the state indicators as well as progress toward LCAP goals. The District plans to maintain and build upon these successes by continuing to prioritize equity and inclusion in all aspects of education in CVUSD.

Reflection: Identified Need

Based on the California Dashboard, CVUSD has identified the need to address learning variability for SWDs as well as to increase access to peers in the general education setting throughout the school day. To address these areas of need, the District plans to implement targeted interventions, use research-based curriculum with fidelity, and continue developing inclusion models while fostering a mindset centered on student access and belonging. Additionally, the District will focus on targeted professional development for staff to better support diverse learners and ensure that all students have access to high-quality education.

Engaging Educational Partners/LCAP Alignment

The CVUSD Strategic Plan for Inclusion for SWDs incorporates input received from a variety of educational partners including parents/guardians, teachers, staff, and community groups and aligns with the Local Control and Accountability Plan (LCAP).

The 2024-25 LCAP reflects the input and feedback from educational partners, with a focus on promoting equity and inclusion in all areas of education. The LCAP includes goals to address the needs of SWDs. The District also plans to implement interventions to address areas of low performance and performance gaps for SWDs, such as increasing attendance supports and providing additional resources to support student behavior and social-emotional learning. Finally, the LCAP prioritizes professional development for teachers and staff to ensure that all students have access to high-quality education and support.

Priority Areas

This CVUSD Strategic Plan for Inclusion for SWDs is designed to define the structures specifically in place for SWDs in order to support access to standards-aligned content, high-quality learning environments, and individualized supports in the least restrictive environment. The Plan is organized around four priorities that compose the foundation of an effective program for SWDs. Each priority has a central goal that is aligned to CVUSD's LCAP, and contains action items/steps to ensure goals are implemented. The Plan is intended to be a broad outline of overall special education programs and work in conjunction with CVUSD's DEIB Plan and LCAP plan. The following are the four priorities:



Priority 1: Least Restrictive Environment

CVUSD will increase the percentage of students receiving 80% or more of their education in the general education setting in order to make progress toward the state target on performance indicator 5a. California's state performance target indicator in area 5a is 70% by 2025.

LCAP Alignment

Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes.

Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services.

Action Steps	Description
Decrease Specialized Academic Instruction (SAI) courses across secondary settings	<p>Increase co-taught classes</p> <p>Provide push-in/pull-out model of support in classes where this model is conducive to student support</p> <p>Research and explore a restructuring of SAI class periods such as an SAI class period for targeted goal work and/or for strategically addressing IEP goals rather than full class periods for each academic area</p>
Provide coaching and guidance to principals on Least Restrictive Environment (LRE)	<p>Collaborate with principals to monitor the progress towards the goal of increasing the percentage of students in the general education setting</p> <p>Review the effectiveness of implemented strategies and interventions, and make necessary adjustments to ensure ongoing improvement and attainment of the minimum CA state target of 70%</p>
Present to staff on Least Restrictive Environment (LRE)	<p>Provide an annual update to each school's staff on the school and District's LRE data; as a component of the presentation, ongoing efforts to increase inclusion throughout the school and District will be reviewed</p>
Implement and improve Universal Design for Learning (UDL)	<p>Collaborate with educators to implement UDL principles, providing multiple means of representation, engagement, action, and expression to meet diverse learning needs</p>
Maintain Inclusion Specialist-Teacher on Special Assignment (TOSA)	<p>Maintain Inclusion TOSA to support teachers/sites with improving overall inclusive opportunities through coaching on co-teaching and instructional strategies</p>
Ensure each SPSA includes action items for LRE	<p>Continue to ensure that SPSAs include how each site is addressing inclusion and have each school site locally report out its LRE data through the SPSA</p>
Implement data tracking and monitoring	<p>Collect data regularly on student inclusion rates, educational outcomes (grades, standardized assessments, attendance, qualitative feedback), and the effectiveness of interventions. Analyze the data to identify areas of improvement and make data-informed decisions</p>

Priority 2: Inclusive Practices

CVUSD will increase meaningful student involvement by creating inclusive and empowering educational environments that foster active engagement and success.

LCAP Alignment

Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes.

Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services.

Action Steps	Description
Provide ongoing professional learning	Offer regular professional learning sessions and workshops for teachers, support staff, and administrators to enhance their understanding of inclusive education practices and strategies. Focus on topics such as differentiated instruction, neuro affirming practices, tiered supports in the classroom, use of inclusive language, assistive technologies, the presumption of competence as a foundational concept for SWDs, and Universal Design for Learning (UDL)
Focus on Universal Design for Learning (UDL) as first instruction	Continue to implement UDL as the District's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression
Foster a culture of acceptance and respect through schoolwide programs	<p>Expand involvement of students and staff in Unified Sports by collaborating with site staff to advertise, promote, encourage, and remove any barriers to participation in Unified Sports as an athlete and/or as a "fan in the stands"</p> <p>Implement school-wide programs and activities that promote acceptance, empowerment, and respect towards SWDs. This includes awareness campaigns, intentional planning, and implementation of activities and events that are designed to include neurodivergent student groups</p> <p>Use the Disability Celebrations toolkit for year round inclusive activities and for spotlighting Inclusive Schools Week (December), Disability History Month (March), and Unity Day (October)</p>
Promote student involvement in decision-making	<p>Actively involve SWDs in decision-making processes related to their educations by including students in leadership classes (WEB, ASB, ASG, student government, etc.) and on councils or committees (SSC, SDAC) where they can voice their opinions, provide feedback, and contribute to the development of inclusive policies and practices</p> <p>Encourage student participation in IEP meetings</p>
<p>Increase inclusion opportunities for preschool students/increase the percentage of indicator 6a</p> <p>6a measures the percentage of students with disabilities ages 3 through 5 attending a regular early childhood program and receiving the</p>	Monitor the three Be Me Preschool classes at Sycamore Canyon School and the participation of preschool with TK students during circle time, recess/lunch, and free play on the elementary campus. Students continue to have access to elementary opportunities like assemblies, specialist teachers, libraries, cafeteria services, and campus activities

<p>majority of special education and related services in the regular early childhood program.</p>	<p>The District will continue to analyze the preschool inclusive opportunities and LRE percentage to make informed decisions about the remaining Be Me classes. Currently, CVUSD is at 33.3%, the state target for 25-26 school year is 49%</p>
<p>Increase co-teaching and inclusion across all elementary sites with specialized programs</p>	<p>Research and explore a restructuring of elementary programs to expand co-teaching and inclusion models across elementary settings by building off of best practices currently employed at elementary school sites</p> <p>Meet regularly with elementary principals with specialized programs to provide, review, and discuss actions to increase the percentage of time in the general education setting for SWDs</p> <p>Any actions undertaken for elementary specialized programs will be evaluated through the lens of Least Restrictive Environment</p>
<p>Expand the Circle of Friends program at elementary sites</p>	<p>Expand Circle of Friends to be on multiple school sites where school teams (teachers, SLPs, etc.) facilitate inclusive clubs. Students engage in a variety of social and friendship building activities during lunch at least once a week. This program specifically supports inclusive and genuine friendships while developing social skills, leadership, and self-advocacy</p>
<p>Engage in the review and obtainment of evidence based instructional materials</p>	<p>Continue to include general education and special education teachers in the curriculum review process with an ongoing focus on accessibility</p> <p>Engage in ongoing review of current instructional materials used in SAI classes</p>
<p>Support access to extracurricular activities, schoolwide events, peer programs, and planning for space and belonging in general education classrooms</p>	<p>Ensure that general education class compositions and staffing ratios for students in grades TK-12 include space and belonging for students in specialized programs</p> <p>Ensure that all students in specialized programs are a part of general education classes. Site administrators collaborate with teachers to provide SWD's access to clubs, sports, schoolwide rallies and assemblies, specialists (music, visual and performing arts, STEAM, etc.), leadership courses, clubs (ASG, ASB, WEB), elective courses, and CTE courses</p>
<p>Intentional involvement of opportunities for SWDs for College and Career Nights</p>	<p>Expand planning the College and Career presentations provided to students and families to include highlights of programs for SWDs including, but not limited to CVUSD's post-secondary program, Moorpark ACCESS program, CSUN programs, and various other post-secondary programs to assist with transition from high school to college/career</p>
<p>Expand community based instruction and work experience opportunities</p>	<p>Work with local community organizations and businesses to create opportunities in the community for students aged 16-22 in specialized programs to practice transition and vocational skills</p>

Priority 3: Professional Learning

CVUSD will provide professional development in strategies to support SWDs in the least restrictive environment to all teachers, administrators, and support staff.

LCAP Alignment

Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff.

Action Steps	Description
Provide UDL and inclusion training	<p>Ongoing professional learning offerings for teachers, administrators, and paraeducators on UDL and inclusion via communications about VCOE availed PL on these topics, at principal's meetings, staff meetings, etc.</p> <p>Professional learning will include a focus on classroom design, lesson design, staff training on inclusive language, training on implementation of tiered supports in the classroom, neuro affirming practices, etc.</p>
Provide training for co-teaching	<p>Ongoing professional learning for special education and general education teachers on building a co-teaching relationship that ensures meaningful and inclusive lesson design and implementation</p> <p>Provide guidance to administrators on the selection of teachers, scheduling of co-teaching classes, and on the evaluation and monitoring of co-teaching classes, and provide technical support on tracking courses in QConnect and on IEPs</p>
Review and update Co-Teaching Handbook for teachers and administrators	<p>Provide the Co-Teaching Handbook as a practical guide to define co-teaching and the models of co-teaching as well as administrator procedures for scheduling and class make-up</p>
Provide a menu of professional learning topics	<p>Create a calendar for principals to invite special education and instructional leadership to sites to present during monthly staff meetings on topics such as instructional strategies, tiered supports, implementing the IEP, UDL, behavioral strategies, etc.</p>
Provide professional learning for support staff	<p>Provide opportunities for professional learning on best practices to support SWDs for all district staff, including support staff such as paraprofessionals, clerical staff, custodians, and campus safety assistants</p>
Communicate and promote professional learning opportunities	<p>Actively advertise and encourage staff to attend additional professional learning opportunities through the Ventura County SELPA and other reputable organizations that support PL for inclusivity of all learners</p>
Provide ongoing support and coaching	<p>Recognize that teachers and support staff may require ongoing support and coaching to implement the strategies learned during professional development</p> <p>Offer mentoring programs, coaching sessions, or peer support groups to provide additional guidance and reinforcement of effective practices</p>

Priority 4: Communication

CVUSD will maintain a transparent, consistent, and comprehensive system of communication to facilitate trusting and collaborative relationships among all stakeholders.

LCAP Alignment

Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities and also builds strong connections among families, community members, and CVUSD schools.

Action Steps	Description
<p>Maintain SEDAC and promote participation and representation from all sites</p>	<p>Host regular meetings where members of SEDAC can openly discuss concerns, ask questions, and provide feedback. These meetings will also provide information items from various community stakeholders as well as CVUSD staff on District initiatives</p> <p>Community partners who are not formal members of SEDAC can also access regular communications through the District website</p>
<p>Distribute and promote awareness of the Disability Celebrations Toolkit</p>	<p>Clear and timely communications to site staff for use of the Disability Celebrations Toolkit for utilization throughout the year as well as during specific events such as Inclusive Schools Week (December), Disability History Month (March), and Unity Day (October)</p> <p>Encourage use of the Toolkit for other monthly celebrations demonstrating historic events and figures with intersectionality (i.e. Black History Month, Mental Health Awareness Month, Pride Month, etc.)</p> <p>Clear posting of the Toolkit on the District's website as well as communication to administrators regarding resources for Inclusive Schools Week (December), Disability History Month (March), and Unity Day (October)</p>
<p>Facilitate meaningful participation in IEPs</p>	<p>Collect feedback from students, families, educators, and IEP team members to assess meaningful participation in IEPs of students, staff, and parent(s)/guardian(s). Ensure that the full continuum of services is clearly reviewed in IEPs as well as academic pathways (i.e. non-diploma vs. diploma track vs. alternate diploma track)</p>
<p>Enhance the IEP development process by actively involving students with IEPs across all gradespans in their own educational planning</p>	<p>Provide training and/or resources to educators, special education staff, and IEP team members including parent(s)/guardian(s) and students on student-centered IEP development strategies that prioritize student input and participation by ensuring that students have a voice in discussing their goals, accommodations, and progress and through age-appropriate materials to support students' understanding of their IEPs</p>
<p>Offer training sessions to staff members on effective communication techniques, active listening, and conflict resolution</p>	<p>Support IEP teams through training (i.e. training on Alternative Dispute Resolution, Facilitated IEP implementation, etc.) to understand the importance of transparent and consistent communication to maintain a cohesive approach to IEP development and implementation</p>

<p>Communicate year round inclusive activities</p>	<p>Clear and timely communications to site staff and community members on year round inclusive activities such as Unified Sports activities, Inclusive Schools Week (December), Disability History Month (March), and Unity Day (October)</p>
<p>Communicate about and provide parent/guardian trainings</p>	<p>Clear communication about available VCOE trainings for parent(s)/guardian(s).</p> <p>CVUSD provided parent trainings to include three per year including topics such as, but not limited to, understanding the continuum of services, interpreting your student's IEP, special education resource fair, and transition information evenings (including College and Career Night)</p>
<p>Enhance digital communication channels</p>	<p>Regularly update CVUSD's special education web page with relevant information and use digital platforms to facilitate communication with community members regarding events relevant to special education (parent information evenings, Extended School Year (ESY), inclusion events, transition fairs, parent trainings, etc.)</p>
<p>Provide inclusive elementary grade level communications and yearbooks</p>	<p>Create systems in elementary schools so that grade level, class level, and room parent communications encompass all students in the grade level, including students in specialized programs, ensuring all families receive consistent and timely communications regarding events, performances, field trips, dress up days, PTA events, class parties, and 5th grade culmination</p>
<p>Inclusive lens for communications on school wide events</p>	<p>Intentionally including communication directed toward all learners in communications regarding state-testing, schoolwide events, etc., to ensure access and understanding of events, both academic and socially, occurring on school sites</p>

Analysis

The effectiveness of the implemented strategies and interventions for the 2023 -2024 Strategic Plan for Inclusion for SWDs was collected through surveys, feedback sessions, and data analysis including:

- Student and Teacher surveys on the effectiveness of co-taught classes
- Input at SEDAC on outcomes for each goal area
- Data analysis of number of co-taught sections and LRE percentages
- Data analysis of number of Professional Development and type of PD provided as well as feedback surveys from PD
- School Climate surveys
- Review of Attendance Data for SWDs

This information guided the current adjustments and improvements to The Strategic Plan for Inclusion, aimed at continually enhancing meaningful student involvement and fostering empowering educational environments and belonging for SWDs.