



Conejo Valley Unified School District

Special Education Study Presentation

Provided By:
School Services of California
March 2026

Presented by:
Special Education Department
October 2026

Study Purpose

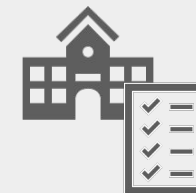
A GOAL FOR EVERY LEA

Creating effective, high-quality, and legally compliant special education programs is a goal for every local educational agency (LEA) in California



DISTRICT REQUESTED A PROGRAM REVIEW

The Conejo Valley Unified School District (District) requested a review of its Special Education Program (Program) to investigate how the Program can improve student outcomes, and ensure fiscal sustainability and operational effectiveness



2 Study Scope and Methodology

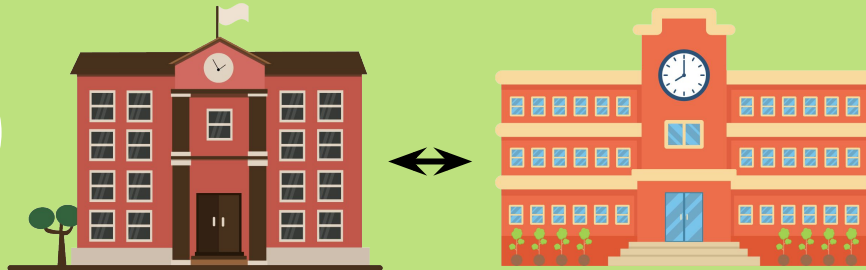
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District Data

Analysis of data related to the Program, including financial information, pupil counts and needs, class sizes, caseloads, and staffing

2



Comparative Data

Analysis of state-certified fiscal and special education data from LEAs of similar type and size to compare revenues, expenditures, staffing levels, and costs

3



Assets and Opportunities Input

Interviews with District staff, including leadership and principals, teachers, related services providers, and classified staff, with additional input from questionnaires

Special Education Program Strengths



The District expresses a strong commitment to enhancing core instructional practices and inclusive access for all students



District leadership has a shared vision for equity, student-centered outcomes, and ensuring the rightful presence of SWD in the LRE

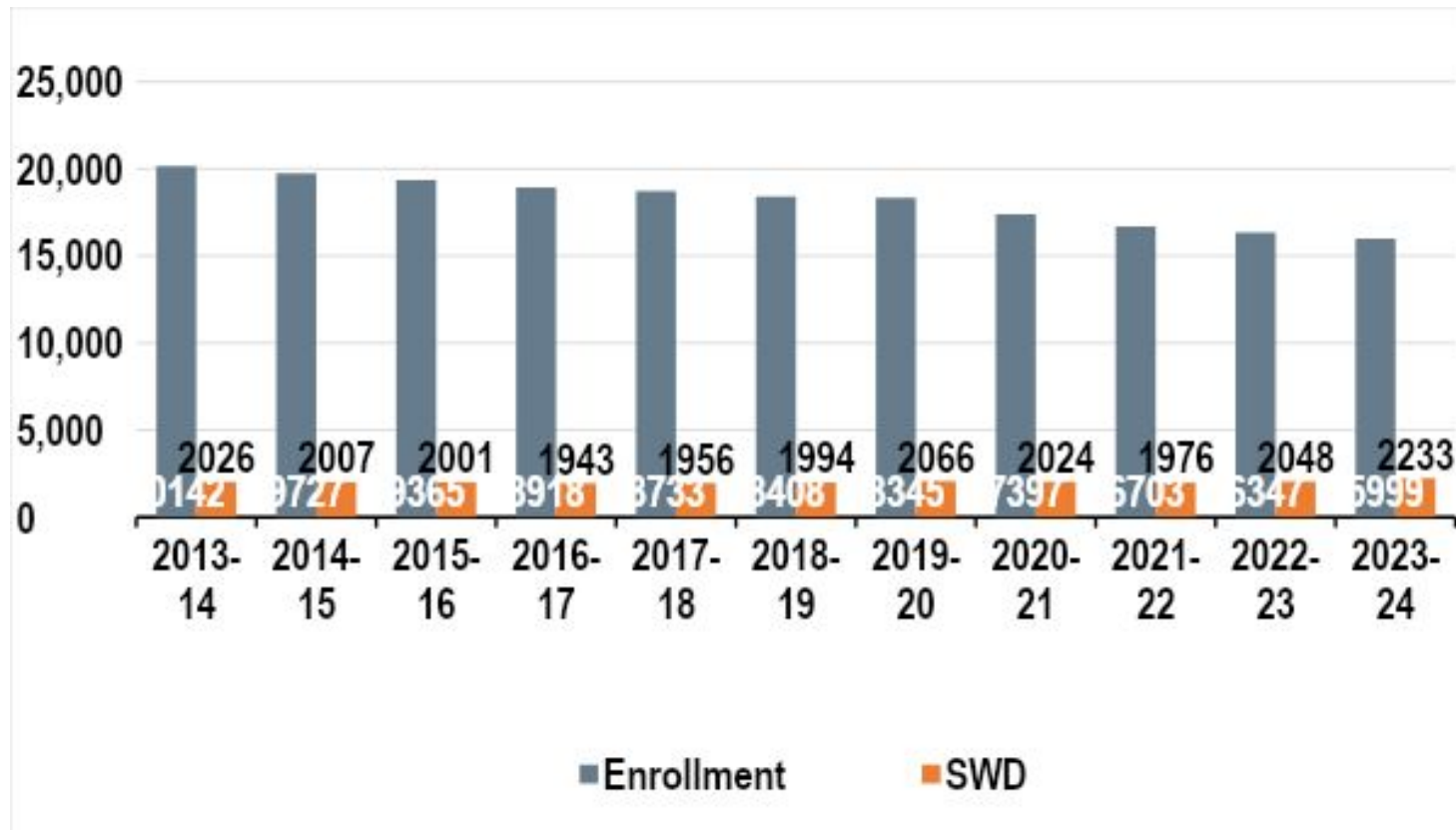


There is evidence of positive, collaborative, student-focused partnerships and a renewed sense of energy to engage in inclusive initiatives and implementation of building across the system



The early childhood integration efforts are promising, high-impact work worthy of continued investment and key leverage for strong future outcomes from putting inclusive transitions into practice

District Enrollment and Number of SWD

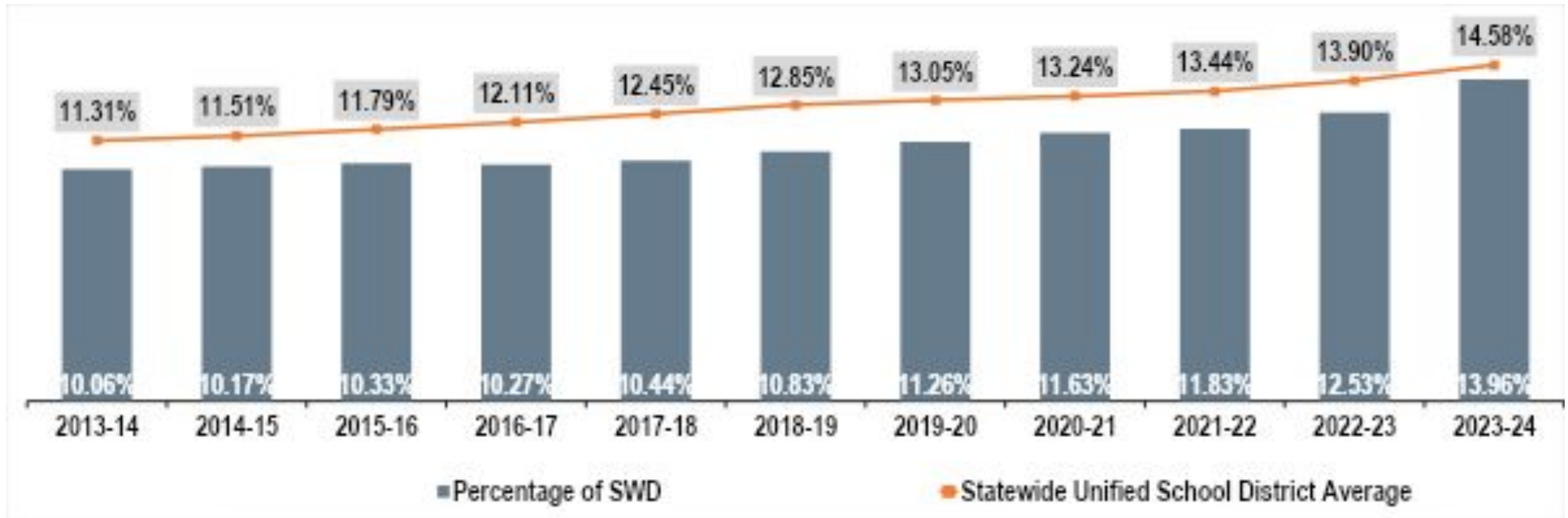


- The District has experienced a steady decline in enrollment since 2017-18
- Unlike the declines in the total District enrollment, the number of SWD remains stable and recently slightly increasing
- The number of SWD served impacts the services and revenues required to support the needs of identified students

Source: 2023-24 state-certified data

Special Education Percentage of Enrollment

- The percentage SWD continues to be below the statewide unified school district average
- Increasing numbers of referrals may lead to increasing demands on Program services



Source: 2023-24 state-certified data



**Organizational
Structure and
Effectiveness**



**Special Education
Revenues and
Expenditure**



**Special Education
Cost Drivers**



**Comparative Analysis
of Special Education
Staffing**



- **Dedicated, Student-Centered Staff:** Our team is deeply committed to equity and supports the social, emotional, and behavioral well-being of students with disabilities.
- **Shared Vision Across the District:** There is strong alignment between the Special Education Program and District initiatives: delivering high-quality instruction, using effective learning materials, and holding high expectations for all students.
- **Need for Clearer Communication:** To better support our staff, areas for focus and growth are in communication, including developing needed policy and establishing procedures and guidance to ensure Program staff are provided support.

- **Ensure Adequate Staffing:** Ensure the Program has sufficient personnel to provide support for instructional, compliance, and case management activities.
- **Provide Ongoing Training:** Continue professional development opportunities and alignment of behavioral and MTSS services.
- **Standardize Expectations:** Reinforce, communicate, and consistently implement policies and procedures.
- **Streamline Paraeducator Oversight:** Clarify and reassign responsibilities related to paraprofessional coverage and supervision to reduce site- and Program-level operational burden and allow leaders and staff to focus on improving instructional practice.



- **Data Limitations:** School Services concluded that CVUSD's accounting and management-code structure followed best-practices and did not capture all Program expenditures, limiting the reliability of direct spending comparisons.
- **Department Coordination Needed:** Managing classified staff positions requires better teamwork and shared oversight between our Business, Human Resources, and Special Education teams.

- **Track Staffing Roles Together:** Establish clear, shared tracking across departments to reflect accurate staffing and staff assignments.
- **Standardize Budget Planning:** Build a clear, collaborative budget monitoring process aligned to the budget process followed by other departments, programs, and sites.
- **Align Staff Duties with Student Goals:** Review job roles and funding in Special Education to ensure every dollar and staff assignment directly aligns with student needs and goals.



- OUTCOMES
- **Multi-tiered Systems of Support:** MTSS must be systematically defined and practices need to be implemented with fidelity in the general education setting
 - The implementation of curriculum and pre-referral interventions is not effective in keeping referrals to special education low
 - **Consistency:** Use of evidence-based materials and strategies (e.g. MTSS and SST) is inconsistent and site differences in influence the number of special education referrals experienced
 - **Behavior:** Behavioral needs across general and special education are impacting Program staff and increasing referral rates

- RECOMMENDATIONS
- Implement and monitor a District-wide MTSS with fidelity
 - Consistently implement the MTSS and SST processes and monitor the results for Tier 1 and Tier 2 interventions
 - Expand the capacity of classified support staff to provide instructional and behavioral support
 - Continue investment in early childhood education continuum and transition into school-age services in the LRE



- **Special Education Department administrative and support staff:** There seems to be ineffective systemic support to meet the administrative, coaching, consultation, and training needs of the paraeducator program staff and the District-wide support that is expected.
- **Related services staff:** The District employs comparable full-time equivalent relative to the comparative group average.
- **Recruitment and Retention:** Updating job classifications, improving salary and benefits, therefore enhancing recruitment and retention strategies.

RECOMMENDATIONS

- Evaluate and identify appropriate personnel to support the Program.
- Ensure calibration of Department staffing documents, position control, and reporting documentation such as the Personnel Data Report.
- Continue investing in onboarding, training, and capacity-building for classified staff.

Summary of Special Education Program Review

The District must evaluate the MTSS implementation, and ensure the interventions, instructional practices, and curriculum are implemented with fidelity to meet the needs of students, especially struggling learners and SWD

Numerous actions already underway will support the fiscal sustainability and student outcomes desired, and future monitoring of data will provide evidence of impact



The Program has a strong leadership team and a dedicated staff supporting a Program committed to continuous improvement and growth, including alignment with instructional practices identified in the LCAP

Continuous improvement efforts, as well as increased capacity-building, should have a positive impact on the Program and the students served

The demonstrated impact of the early childhood education program transitions is a clear example of the power of the culture of inclusion and its return on investment value

CVUSD Moving Forward

Combined with our work through CIM, we are evaluating our MTSS processes and creating a plan to ensure interventions, instructional practices, and curriculum are implemented with fidelity to meet the needs of all students.

Focus on collaboration between Special Education, Fiscal, and Human Resources to increase collaboration, improve procedures and use resources in a highly efficient manner.



Focus on building capacity, efficiency and outreach within our department (ex. Coordinators, Inclusion TOSA).

Created Lead Para positions to build capacity and provide support to district paraeducators.

Continuing to increase inclusion opportunities at the preschool level- expansion of inclusion program through itinerant model.



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Thank you!