

Strategic Inclusion Plan for Students with Disabilities

Preschool to Post-Secondary

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CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Agenda

**01 Overview of the Strategic Plan
for Inclusion**

02 Data Collection/Feedback

03 Revamp and Review

Where we are now and what's next

Inclusive Education

CVUSD defines this as 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 Why

Based on the California Dashboard, State Performance Plan Indicators (SPPI), and other local data, CVUSD identified the need to address learning variability for Students with Disabilities (SWDs) as well as to increase access to inclusive environments throughout the school day.

To address these areas of need, the District developed the Strategic Plan for Inclusion for SWDs in the 2022–2023 school year.

The plan was designed to implement targeted interventions, use research-based curriculum with fidelity, and to build on and develop inclusion models throughout CVUSD.

A central tenant of the plan included fostering a mindset centered on student access and belonging.

Strategic Plan for Inclusion

Overview

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)

Strategic Plan for Inclusion

Overview



Strategic Plan for Inclusion

Successes

- Increase from 18 co-taught courses in 2020 to 63 co-taught courses in 2024
- Over 35 professional development trainings in the 2024-2025 school year to date related to inclusive practices
- Monthly meetings with principals hosted by the Instructional Directors and Special Education Directors to review inclusive practices and LRE data
- Annual increases in percentage of SWDs accessing 80% or more of their day in the general education setting
 - Currently CVUSD is at 58.5%
- 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 (1% in separate school or residential setting)

Strategic Plan for Inclusion

Successes

- Creation of Co-Teaching handbook for administrators and teachers
- Unified Sports, Young Athletes, and Sparkles programs
- 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
- Increased opportunities at job sites, community based instruction, and on-campus transition learning for the adult students in the Conejo Oaks Academy (COA) post-secondary program as well the addition of Unified Sports program at COA
- 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

Strategic Plan for Inclusion

Successes



Data Collection/ Feedback



01

Student Surveys

02

Attendance Data

03

Teacher Surveys

04

PD Input

05

Parent/
Guardian Feedback

06

Student Achievement

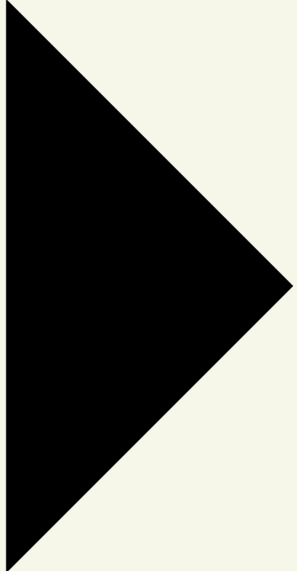
What Students Are Saying About Co-Teaching



- The teachers presented themselves as equal partners in regard to classroom management and responses to student questions:
 - Always True or Often True: 92%
 - I enjoyed having two teachers in my class this year:
 - True and Somewhat True: 83%
- “It’s easier to get help from teachers”
“I get more individualized attention”
“I feel more supported and engaged”
“Their different teaching styles compliment different styles of learning. I like it!”

***Based on survey data taken on May 30, 2024 from students in secondary co-taught classes**

What Teachers Are Saying About Co-Teaching

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- “Attendance has improved”
 - “Noticeable increased student engagement and motivation”
 - “A growth in writing skills and willingness to take risks”
 - “More students passing classes as co-teaching partnerships strengthen and grow”
 - “A safer and more supportive learning environment”
 - “Thank you for including a co-teaching handbook and outlines for PD! I love co-teaching!”
 - “There needs to be intention with building co-taught classes, it is getting better, but we still need to make sure there is collaboration between admin, teachers, and counselors.”



More Data

- Attendance for SWDs has increased 3.1% since implementing more inclusive practices
- Indicator 5a has increased almost 5% since implementing the plan
- Co-Taught classes have increased from 18 courses upon inception to 63 courses in secondary in the 2024-2025 school year
- Approximately 40 trainings on inclusive practices provided by CVUSD or by the Ventura County SELPA
- Students with disabilities in a co-taught Math class at a middle school have raised their scores on benchmark assessments
 - Performing commensurate with peers
- D and F percentage has lowered for students in co-taught classes across Middle Schools
- At Aspen elementary school with co-taught in grades TK-2nd grade, students with disabilities are showing a higher percentage of approaching or meeting benchmark standards on report cards

Where we need to improve

Philosophical Shifts

Prioritize teacher
collaboration and
planning

Continue to build on
mindset and
presumption of
competence

Continuity in programming

Need to coordinate
co-taught offerings
across grade spans

Increase inclusive
opportunities in
lower gradespans

Scheduling

Monitor co-taught
class sizes

Balance student
needs and provide
heterogenous,
intentional groupings
in co-taught classes

Equitable Access to GE

Ensure UDL
strategies are being
implemented

Ensure necessary
support is provided
to SWD's in the GE
environment

Adjustments and Next Steps



Preschool Inclusion



Outside Auditor Study



A Revamped Plan

What's New?

Plan Summary

Updated to match more recent metrics

Updated to match CVUSD offerings and continuum of services

Successes

Updated metrics

Updated new, successful initiatives

Priority Areas

Updated metrics

Updated initiatives and practices

Data Analytics

Added a section to review how the plan is updated and will be monitored



QUESTIONS?