

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

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Date: June 17, 2020

Board Item: Reopening Schools Plan for 2020-2021 School Year

OVERVIEW OF OBJECTIVES

Staff presents the plan for safely and successfully returning to school in fall of 2020. The District is committed to returning to the traditional school format prior to COVID-19 as soon as it is safe to do so. However, it is recognized that county and state guidelines regarding health and safety measures may not allow this to occur at the start of the 2020-2021 school year. Given the continued uncertainty of the COVID-19 pandemic, and in response to guidance from the local and state levels, Trustees are presented with options to reopen school that embrace the values of the community.

The Board Report addresses the following objectives: 1) history and background information regarding the COVID-19 pandemic and the State's response; 2) description of the District teams that have been assembled; 3) the outreach efforts to families, staff, and the community for feedback to inform the reopening school plan; 4) key components and options of the reopening plan in response to key community values; and 5) timelines for implementation.

Components of the Reopening Schools Plan

Staff presents the critical components of the Reopening Schools Plan:

- Proactive and responsive health and safety measures for students, families, and staff
- A renewed “commitment to excellence” in curriculum and instruction which provides options and flexibility to students and families, and differentiates support for all learners through strong educational programs and learning opportunities
- Strong emphasis and integration of mental health and emotional support, social emotional learning, and cultural diversity
- Traditional “on campus” learning model to the greatest extent possible, and access to online learning as needed, featuring academic rigor, consistency, and engaging educational experiences for all students

HISTORY

Coronavirus, or COVID-19, is a respiratory illness that was first identified in Wuhan, Hubei Province, China in 2019 caused by a novel (new) coronavirus. The first confirmed case of COVID-19 in the United States was announced on January 21, 2020. On March 4, 2020, Governor Newsom declared a “state of emergency” to help prepare for the spread of the virus.

School Closure and Distance Learning

On March 13, 2020, Trustees approved the closing of District schools and a transition to distance learning in response to the COVID-19 pandemic. On March 24, 2020, teachers officially began “distance learning” as an emergency, temporary measure to continue schooling during closure with the original intent of returning to campus by May 4, 2020. In response to the continued community transmission of COVID-19 and new guidance from the Governor, at the April 15, 2020, Board Meeting, Trustees approved the extension of distance learning until June 4, 2020.

While there have been many individual success stories of teachers effectively supporting their students during distance learning, it has been clear from feedback received that the distance learning experience for students and families has been inconsistent across the District. While a Memorandum of Understanding with CUEA provided clear expectations for certificated staff regarding delivery of instruction and services during distance learning, inconsistencies remained for a variety of reasons, including: teachers developing their own online curriculum by modifying the traditional curriculum for distance learning; administrators supervised and monitored teaching and learning across multiple online platforms and classroom configurations; and the lack of one system for messaging, reporting progress, scheduling, and sharing assignments for students and parents.

These factors, in addition to feedback from 24,911 responses to a District parent survey, have been carefully considered in developing a new plan that addresses these concerns and embraces community values by emphasizing rigor, consistency, flexibility, student engagement, and increased mental health and emotional support.

BACKGROUND INFORMATION

State Guidance: Stay at Home Order

Physical distancing efforts have slowed the rate of COVID-19 infections, and many experts are in agreement that a vaccine is required to effectively control the spread of the virus. Reopening prematurely by relaxing stay-at-home restrictions and resuming large public gatherings may result in the increase of positive cases and exposure. A premature return to full activity therefore may result in a second surge of infections and additional state and county “stay at home” orders. On June 5, 2020, California Department of Public Health (CDPH) released guidance to school districts, and on June 8, 2020, California Department of Education (CDE) announced its guidance in accordance to the parameters established by CDPH. As defined in these two documents, districts may now consider reopening but precautions must be followed for the safety of students, families, and staff.

Stages for Reopening

On April 28, 2020 Governor Newsom shared the California “Resilience Roadmap” which included four stages relaxing the “stay at home” order and allowing schools and workplaces to reopen. The four stages are as follows, with school programs and childcare to “open with modifications” during the latter part of Stage 2:

- **Stage 1: Safety and Preparedness** - making essential workforce environments as safe as possible
- **Stage 2: Lower Risk Workplaces** - creating opportunities for lower risk sectors to adapt and reopen, including modified school programs and childcare
- **Stage 3: Higher Risk Workplaces** - creating opportunities for higher risk sectors to adapt and reopen, including movie theaters, religious services, and personal and hospitality services
- **Stage 4: End of Stay Home Order** - return to expanded workforce in highest risk workplace, including concerts, conventions, and sports arenas

It will be safe for schools to return to traditional operations, as they were previously implemented prior to COVID-19 closure, in Stage 4. Stage 4 would include:

- The California “stay-at-home” order has been lifted
- The number of confirmed COVID-19 cases in the county has remained constant or declined for 28 consecutive days
- The directive to physically distance has been removed
- Limits on group gatherings have been lifted

California’s **six indicators for modifying the stay-at-home order**, and thereby achieving Stage 4 status, are as follows:

- The ability to monitor and protect our communities through testing, contact tracing, isolating, and supporting those who are positive or exposed;
- The ability to prevent infection in people who are at risk for more severe COVID-19;
- The ability of the hospital and health systems to handle surges;
- The ability to develop therapeutics to meet the demand;
- The ability for businesses, schools, and child care facilities to support physical distancing; and
- The ability to determine when to reinstitute certain measures, such as the stay-at-home orders, if necessary.

Two Teams Leading Development and Implementation of the Plan

Working with the superintendent, Dr. Greg Merwin, Associate Superintendent, Student Support Services, and Mr. Josh Hill, Assistant Superintendent, Secondary Schools, formed two teams of District leaders and employees to provide input and guidance for the Reopening Schools plan: the “Lead” Team and the “Logistics” Team. The teams began meeting in May 2020 and will continue to meet throughout the summer to ensure a successful opening to the school year.

Lead Team

The Lead Team includes District and site leaders, including representatives of all District departments, elementary and secondary schools, Capistrano Unified Education Association (CUEA), and California School Employees Association (CSEA). The Lead Team provides guidance and recommendations for the development of the main components of the plan. (Addendum #1)

Logistics Team

The second team, known as the Logistics Team, is a comprehensive group of technical experts who work closely with the Lead Team to address the key areas of the plan. The Logistics Team is made up of stakeholders and representatives of all departments, schools, CUEA, and CSEA. (Addendum #2)

CURRENT CONSIDERATIONS

The plan to reopen schools is built upon a set of core District values and has 4 foundational components: 1) health and safety for students, families, and staff; 2) curriculum and instruction; 3) mental health, emotional support, and cultural diversity; and 4) flexible and innovative program models.

Core Values

The District proudly serves the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, Esencia and Sendero/Rancho Mission Viejo, and Wagon Wheel. Each city and community has its own unique and diverse values and traditions which are celebrated and recognized. Within this diversity, a set of core beliefs and values across all communities is evident and universally valued. These values serve as the foundation of the District's Reopening Schools plan.

Student Values

The Reopening School core values are shared from a student's perspective and organized into two major themes: safety and connectedness and learning.

Safety and Connectedness

- All students want to feel safe.
- All students want to feel connected to their school.
- All students want to feel a sense of "returning to normal."
- All students benefit from mental health and social emotional support and an awareness and understanding of cultural diversity.
- All students benefit from social interaction with their peers and teachers.

- All students benefit from ongoing, timely communication with their teachers and schools.

Learning

- All students deserve a rigorous and engaging education that meets their unique learning needs in both an “on campus” and online format.
- All students benefit from on campus learning, but some students are more successful than other students working independently in an online educational setting.
- All students value extra-curricular activities and opportunities beyond core classes, including sports, clubs, fine arts, and school events.
- Students in the earliest grades and students with disabilities are more successful when receiving direct instruction and services in an on campus setting.
- Some students need differentiated, individualized services and support to be successful.
- Students value specialized programs that provide them with career opportunities and pathways.
- Students benefit from choice and flexible options for educational programs and schools to meet their unique needs.
- Students benefit from teachers and staff who are fully trained and prepared to meet their needs.
- Students who are unable to attend school on campus need a flexible curriculum so that they may continue to learn online and then successfully return to campus when able to do so.

Teacher and Staff Values

The core values of teachers and staff are also important and foundational in the key components of the Reopening Schools plan. While many of their values are similar to the student values listed above in safety and connectedness and learning, teachers and staff prioritize safe work conditions and being prepared to meet the diverse needs of their students. Staff surveyed teachers regarding their interests and feedback on Thursday, June 4, 2020, and the preliminary results reinforce these values. Staff will share a summary of the teacher survey results at the July 15, 2020, Board Meeting. Classified staff have expressed similar values during the Reopening Team meetings.

District Parent Survey Results

Beginning May 22, 2020 through May 29, 2020, the District distributed a survey to all parents seeking feedback, input and interests on both Distance Learning and Reopening. The District received 24,911 responses to the survey of which 52% were from elementary parents, 23% from middle school parents, and 25% high school parents. The survey had five questions regarding parents' experiences with distance learning and five questions on their interests for reopening next year; in addition, the survey had one comment field to provide a written response regarding opening schools.

In regards to distance learning feedback, if Agree and Somewhat Agree results were combined together, nearly 72% of parents shared that their school did an effective job of implementing distance learning. Parents at the elementary level were more satisfied by their experience than those at the secondary level. Where 50% of elementary Agreed that distance learning was effective by their school, only 37% of high school parents felt this way. At each level parents reported that there was a high level of interaction between the teacher and student. At elementary, middle and high, nearly 58% reported interaction took place a minimum of 3 days a week. High school parents also reported, at 43%, that teacher interaction was only 1 to 2 days a week. Teachers held office hours to support interaction although students were not required to attend and often did not. This data indicates additional support, training and expectations will need to be defined at the secondary level when looking to online learning for the 2020-2021 school year. Expectations for distance learning were Clear to Very Clear with an average of 67% of parents sharing this feedback and the amount of work was Just Right for nearly 61% of families. The data is being further examined by leaders and site principals to look at the differences in the amount of assigned work at each level. Kindergarten work most likely varied from fifth grade work and so on, so it will be important to have administrators and teachers understand this data by site and by level.

The survey also asked a variety of questions to gauge parent input regarding reopening in the fall and understanding interests on whether families prefer a virtual option in the fall compared to returning to school full time or in a hybrid model. Questions also addressed the need for childcare (if hybrid or virtual learning are the only options) and whether families would send children to school if social distancing measures must be in place. Nearly 88% of parent responses would have their child return in the fall under normal operations with nearly 12% preferring to attend an online school or home school instead. If schools were opened in a hybrid model, with students on campus 2 to 3 days a week and learning online the remaining days, nearly 86% would participate in the hybrid model and 14% would prefer to attend 100% online or at a homeschool option. Childcare was of interest to parents if a hybrid option was implemented, where 43% of elementary and 22% of middle school families suggested they would need child care for days students were not in school. Finally, in regards to social distancing measures, parents wanted recess, outdoor activities, lunch served somewhere other than in the classroom where the student is in all day, as well as sports and musical events. Nearly 59% of parent responses would still attend school if these were not available, where 41% of parents would not attend school without these activities. Comments also strongly supported the need for students to have normal and healthy interactions with peers. Parents shared that these options were critical for the social and emotional health and wellbeing of their children. In conclusion, 60% of parent responses indicated they would send their child to school with social distancing measures and facial coverings, whereas nearly 40% shared they would not send their child to school with these measures. Comments by many parents shared that they did not understand how an elementary child could wear a mask all day, many were concerned about the health of a child wearing a mask for extended periods, and that staff should wear masks. Many parents asked that if a teacher has to wear a mask that it be a clear mask to help reduce student anxiety and to help with learning.

Many parents shared in their survey comments that a more consistent online learning experience must be provided for schedules and predictability of work, to reduce the number of online

platforms for clarity and ease of use, and to increase teacher and student live interactions. These results support the development of a reopening model that is responsive to what parents and students need. The data shows the importance of a single platform and clear expectations on teacher and student interactions. In preparing to reopen school in the 2020-2021 school year, the results of the survey will guide planning and support to improve online learning with the goal of delivering excellence in education and rigor in learning as well as ensure flexibility for families and a consistent experience for every student. An infographic summary of the survey results is included as Addendum #3.

#1: Health and Safety for Students, Families, and Staff

The first key component of the Reopening Schools Plan is addressing the health and safety of students, teachers and staff at school with measures defined by the California Department of Public Health and Orange County Health Care Agency guidelines. **The priority of the District is to reopen schools in a traditional format as soon as conditions and guidelines allow.** In order to prepare for a traditional opening, or an opening that requires both on campus and online learning, the District must plan for a curriculum-based academic year and for the appropriate educational and emotional support for all students while maintaining a safe and healthy learning environment on campus and online.

School Modifications Required Until Stage 4

As described in recent CDPH guidance, schools are permitted to re-open as part of Stage 2. Prior to a complete lifting of the “stay at home” order in Stage 4, school operations will need to be modified. Conditions may not improve quickly enough to achieve Stage 4 and allow schools to resume normal (pre-pandemic) operations prior to the start of the 2020-2021 school year. **However, if conditions improved prior to the start of the school year, August 18, 2020, the District’s plan would prioritize a return to normal operations.** Conversely, if conditions worsened and the state returned to Stage 1, the Reopening Schools Plan would allow all schools to effectively transition to 100% online learning.

Given the uncertainty of COVID-19 and the fluidity of continued modifications and restrictions, the plan includes **safety and health measures** with the flexibility to adjust and revise those measures as defined by the California Department of Public Health and in consultation with the Orange County Health Care Agency (OCHCA). These measures will observe the most recent guidance from state and county health officials, and measures will be adjusted when the county criteria indicate a Stage 4 recovery.

As defined in the CDPH “COVID-19 Industry Guidance: Schools and School-based Programs” that was released on June 5, 2020, **all Reopening Plan safety and health measures will align with current CDPH and OCHCA guidelines. As a public entity, the District is required to meet a standard of care for its students, and CDPH and OCHCA guidance provides such a standard.** The safety and health practices that will be followed in the District’s Reopening Schools Plan are described in detail in the CDPH document. Those practices and procedures include:

Encouraging Physical Distancing, Limiting Gatherings, and Minimizing Contact

- Physical Distancing on Campus
- Limited Gatherings and Groupings
- Staggered Starting and Ending Times
- Encouraged Use of Outdoor Space
- Minimized Movement and Limited Contact

Proactive Measures and Appropriate Responses for Illness and COVID-19 Cases

- Education Campaign to Encourage Students and Families to Stay Home When Ill and to Practice Appropriate Hygiene and “Etiquette”
- Screening for Fever and Symptoms
- Health Room for COVID-19 Symptoms
- Plan for Potential of School Closure(s)
- Communication Plan
- Options for Staff Members who are At-Risk of Health Complications

Personal Protective Equipment (PPE), Cleaning, and Sanitization

- Facial Coverings and Face Shields (which will be determined by the most current guidance by the CDPH and OCHCA)
- Disposable Masks and Gloves
- Hand-washing Stations and Scheduled Hand-washing Breaks
- Daily Cleaning and Sanitizing

Meals, Transportation, Extracurricular Activities, Events, and Sports

- **Meals:** Meals will be available to students each day they attend school. Students will be allowed to eat their meals outside while maintaining social distancing requirements if restrictions allow. Otherwise, students will eat their lunches in assigned classrooms or in the cafeteria if distancing measures can be safely achieved. Students in a learning model that combines on campus and online learning who do not attend school on the “online learning” days may order meals, in advance, for pickup at various locations.
- **Transportation:** Transportation will be provided to students based on IEP services that are mandated. Physical distancing restrictions will be enforced as per the most recent guidance of CDPH and OCHCA. Other transportation services may be limited or suspended until social distancing restrictions are lifted in order to accommodate the increased number of busses and routes given restrictions regarding the number of riders. Staff is completing an analysis.
- **Activities, Camps, Sports, and Field Trips:** All extracurricular and co-curricular activities will comply with restrictions and state and county guidelines that are in place at the time. If the State has not achieved Stage 4 and restrictions do not allow for large gatherings, events may be cancelled or postponed. If restrictions allow for certain events such as sports contests without audiences, those events will be scheduled. Following the National Federation of State High School Associations guidelines as well as county and state health and safety guidelines, the school summer Conditioning “Phase 1” camps will tentatively begin on July 6th with appropriate measures to ensure student health and safety. High School administration, in connection with Athletic Directors, coaches, health professionals, and District staff, will share further details and plans for Pilot Conditioning

“Phase 1” in the coming weeks. Sports will be considered on an individual basis and activities that comply with physical distancing, such as golf and cross country, tennis or track, may be reinstated sooner than other sports that require physical contact, such as football and basketball. Staff will also work collaboratively with California Interscholastic Federation (CIF) with scheduling and health and safety accommodations.

#2: Curriculum and Instruction

The second key component of the Reopening Schools Plan is curriculum and instruction. In response to the core values, the centerpiece of the plan is a robust, consistent, and engaging curriculum that aligns with the District’s core values and can be successfully delivered both in a traditional school setting and online. In addition to the curriculum, component #2 prioritizes proactive assessment and academic intervention for students.

As schools reopen in August, if the State has not achieved Stage 4 and distancing and gathering restrictions still apply, the District may be required to implement a learning model where students will engage in a combination of on campus learning and online learning. Even if Stage 4 is achieved prior to the start of the school year, some students will still require an online curriculum due to health and safety concerns. Therefore, it is critical that the District provides a consistent, flexible, and engaging curriculum and learning experience for students that includes daily, integrated social emotional learning and mental health support. The employment of a flexible approach featuring both online and on campus learning will reflect the most effective way to address these objectives as outlined below.

The Rationale for Comprehensive Online Curriculum

While effective in individual instances, distance learning was inconsistent and difficult for parents to navigate, and this feedback was reinforced by many respondents in the District survey. In preparation for returning to school in August, staff strongly recommends a shift to a comprehensive online curriculum that has been vetted, used consistently with success, and delivers the District core values of rigor, engagement, consistency, and flexibility. The following are the expectations for the District’s online curriculum in the Reopening Schools Plan:

- **Consistency:** All teachers throughout the District would be using the same core curriculum and teachers at each grade level or course would have a consistent curricular foundation and learning platform. Teachers would no longer have to pick and choose what they teach based on their comfort or proficiency with online instruction. This would provide equitable access to a rigorous curriculum for all students.
- **Clarity:** Objectives, learning targets, activities, and assessments would be clearly defined and communicated for all students for each lesson and instructional segment at the outset. Teachers, parents, and students can easily access this information for the entire year at any time. This will help families and students plan their time more effectively instead of relying on weekly updates from teachers that might be better defined by one teacher over another.
- **Flexibility:** An online curriculum will enable District schools to alter the time students are on campus without causing a disruption to the learning environment. In an online

setting, while physical time on campus provides opportunities for face to face interaction with teachers, peers, and instructional materials, on campus learning is not required to meet the objectives of the curriculum. All of the learning can take place at home if necessary and teacher meetings can continue through virtual platforms such as Google Meets and Zoom. If a school or schools were required to close for a period of time due to a positive case of COVID-19, students and teachers would transition quickly and effectively to 100% online learning.

- **Rigor:** The online curriculum must be rigorous, standards aligned, and offer Advanced Placement courses, honors courses, and be University of California a-g approved.
- **Immediate Feedback:** An online curriculum would increase feedback to students where most of the work that students complete is automatically graded and the results of their assignments and assessments are immediately displayed. This provides students with feedback on the work they are doing and prevents them from having to wait for a teacher to grade everything. However, teachers will still need to grade assignments and assessments that reflect higher levels of Depth of Knowledge that cannot easily be graded by computer and provide feedback to students.
- **Automated Grading:** Automated grading for many of the assignments in the online curriculum and singular online platform would allow teachers to focus instead on those activities and assessments that measure student learning of concepts and skills that reflect higher levels of learning, such as written assignments and document based questions.
- **Pre-recorded Instruction:** Many of the lessons and activities in the online curriculum would include pre-recorded segments that provide the direct instruction necessary to understand and access the content in each course. This ensures that students are taught the material they need to learn as opposed to depending on their parents or their classroom teachers for this. This allows teachers to focus on monitoring and assessing student work, and supporting those students who are struggling.
- **Monitoring Tools:** A singular online platform enables teachers and parents to monitor students as they engage in their learning, including easily accessed assignments and current grades. Parents and teachers would also be able to monitor how much time students have been active in each lesson and how far along they are in completing the lessons. This can ensure student accountability for their time on task and effort.
- **Options for Students and Families who are Considered “At Risk” for Health Complications:** The use of an online curriculum provides options to students to continue benefiting from the curriculum while staying at home. Whether a student is considered at risk due to health complications related to COVID-19, or a student’s family member is considered at-risk, the option to receive 100% online curriculum is available in the Reopening Schools Plan. It is recognized by the medical community that COVID-19 disproportionately affects people 65 and older and people of all ages with underlying chronic health conditions. In response, the plan provides a 100% online curriculum option for students who are considered “at-risk” and for students whose family members are considered at-risk.

Options for Online Curriculum

The Lead Team and the Logistics Team have been reviewing options for an online curriculum that effectively meets these expectations. With the core values of rigor, engagement, consistency,

and flexibility as guidance, the teams have considered different approaches to an online curriculum for both elementary (K-5) and secondary (6-12) that will provide a quality educational experience for all students, including those who require additional support to be successful. It must be noted that every curriculum has strengths as well as areas that are underdeveloped and may need to be supplemented. This is true for all current curriculum used in school districts across the state prior to distance learning, where teachers must at times provide additional lessons and strategies to complement the state approved curriculum to meet the unique needs of their students:

- **Preschool and Transitional Kindergarten:** The current curriculum for preschool and transitional kindergarten is the “Big Day” curriculum, and it is available online. Teachers would prepare for the possible contingencies of needing to move to online instruction should a school (or schools) need to close. A 100% online curriculum will not be offered as a separate option but only in case of closure.
- **Elementary (K-5) and Secondary (6-12):** For elementary grades K-5, two options are being considered: 1) purchasing Florida Virtual (FLVS) online curriculum as the “core” or main curriculum and then supplement FLVS with District curriculum for specialized programs, including Mandarin Immersion and Spanish Two-Way Immersion; or 2) District staff and teachers develop a District online curriculum using Canvas Learning Management System (LMS) as the singular online platform. In secondary grades (6-12), the two options are the same: 1) purchase an online curriculum, either Florida Virtual or Apex, as the core curriculum and supplement with District built curriculum for specialized classes and electives; or 2) District staff and teachers develop a District online curriculum using Canvas Learning Management System as the singular online platform.
- **Florida Virtual, Apex, and Canvas:** Florida Virtual (FLVS) online curriculum has been in use for grades 9-12 in the District’s Cal Prep Academy for 5 years. The FLVS elementary and middle school modules are new, however, and are being released by FLVS in July 2020. Apex is another online curriculum option being considered. Apex is a competitor of FLVS and provides similar content and resources. The District has utilized Apex Learning for the past 15 years for credit recovery and summer school. On Monday, June 8, 2020, Reopening Team members and District teachers and administrators were invited to attend online demonstrations of both FLVS and Canvas LMS for both the elementary and secondary levels and were provided the opportunity to give feedback through an online form. The Lead Team will continue discussions regarding the online curriculum options and how they address the Reopening Plan core values. Staff will make a recommendation to Trustees at the June 24, 2020, Board Meeting.

Increased Demand for Online Instruction and Staffing

Staff anticipate an increase in the number of students who will request to enroll in independent study. Based upon the results from the District survey, staff expect an increase of 10%-20% of families requesting 100% online curriculum program for the 2020-2021 school year. This increase in demand will lead both an increase in teachers who are assigned to work for Capistrano Home and Virtual School, Cal Prep Academy, and Fresh Start, and the training of teachers at every school site to offer a full-time online learning program for their students who

request this option. The latter option would be necessary if the number of requests at each site was able to accommodate a full time teacher. This would be more than 30 students at an elementary site and 120 students at a secondary site.

Waiver Required from California Department of Education

Prior to the 2019-2020 school year, the only way for school districts to offer distance learning was through independent study which has many rules and constraints such as requiring physical signatures from student, teacher and parent along with a monthly sample of work product kept for each student and which therefore cannot be used with large numbers of students. Earlier this year Governor Newsom passed Executive Order N 26-20 in part to address the rules governing distance learning. The order states that ‘The LEA is not prohibited from offering distance learning or independent study to impacted students. To the extent any State or local law might have been interpreted to the contrary, that law is waived’ [emphasis added].

The Senate and Assembly have recently reached agreement on the 2020-2021 State Budget which includes the provision for an average daily attendance (ADA) hold harmless for school districts in the 2020–2021 school year and requiring distance learning in the event of school closures. Although the Governor will need to sign the budget, staff expects that this provision will be included.

Fundamentals, Core Content Areas, Student Assessments, and Intervention

In addition to an online curriculum that addresses the District’s core values, the Reopening Schools Plan emphasizes the need for: **a renewed focus on the fundamentals of literacy and numeracy in the primary and elementary grades; core content areas in the secondary grades; and assessing students to determine areas of need, and proactive academic intervention.** Therefore, the plan will support schools to do the following:

- **Focus on Fundamentals of Literacy, Numeracy, and Core Content Areas:** To ensure that all students have a strong foundation in math and reading, a renewed focus on fundamentals will focus on instruction that prioritizes literacy and numeracy in kindergarten through fifth grade. Master scheduling in middle and high schools will emphasize the core content areas of math, language arts, science, and social science while continuing to offer engaging electives that provide career pathways with a focus on opportunities and services for juniors and seniors.
- **Prioritized Services for Juniors and Seniors:** As part of the Reopening Schools Plan, Staff is continuing work to fully develop prioritized services for juniors and seniors to prepare them for postsecondary options. More information regarding these services will be shared at the July 15, 2020, Board Meeting.
- **Student Assessments to Identify Potential Deficits and Provide Interventions:** Staff will work closely with site programs to ensure that teachers develop assessment strategies to ascertain the content area and skill proficiency of students when they return to school in the fall. Diagnostic assessments will be given to students to identify current strengths, weaknesses, knowledge, and skills prior to instruction. Results will provide an important snapshot of information to help individualize instruction. To the greatest extent possible,

District benchmark testing including i-Ready, DIBELS, English Language Arts Common Interim Assessments, History Social Science Document Based Question assessments will be completed earlier in the school year to provide additional data to help staff understand each student's specific learning needs as early as possible to provide needed support.

- **Academic Interventions:** Due to closures and the loss of instructional time students experienced, plans for the upcoming school year will emphasize the priority standards (standards that are essential for students to master) that teachers in their Professional Learning Communities (PLC) have identified, and to focus their assessment and intervention efforts on those areas. Sites will continue to develop systematic approaches to support students with targeted intervention and extension activities based on assessment data. Staff have scheduled release days to provide time for teachers to develop these systems. Teachers will continue to be required to support students' individual needs within their own classroom setting and sites will use traditional supports that are provided at sites, including tutoring and established tutorial time that is part of the instructional day. Additionally, if restrictions permit, students who need additional support will be provided increased time on campus for in person support. At elementary schools, in both online and on campus learning, teachers will still be required to provide small group intervention for students not meeting standards and students who need instruction in English Language Development.
- **Support Special Education Assessments:** Additional support will be provided to school psychologists, speech and language pathologists, and education specialists so that they are able to provide assessments to students whose assessments were paused during closure. Individualized Education Plan meetings will be scheduled early in the school year with families to review assessment data and ensure that goals and services are appropriate to accommodate changing student learning needs.
- **Make-up Services and Intervention for Students with IEPs:** IEP teams will meet to review new assessment data and determine if their student experienced regression, or loss of learning and lack of progress on goals, during distance learning. Staff is developing make-up service and intervention options to be provided face to face, both during and after the school day, to the greatest extent possible as per physical distancing and gathering restrictions. With many special education services being delivered one on one or in small groups, distancing and gathering restrictions are not as limiting as they are for general education classrooms; however, some students with more significant disabilities may not be able to attend "on campus" learning due to health concerns.
- **Initial and Ongoing Training for Teachers and Staff in Online Curriculum and Instructional Delivery:** A new curriculum requires approximately 4-6 hours of training for teachers through online modules. In addition to initial training to learn about the new curriculum, further training would also be provided by District staff to show how the online curriculum can be supplemented with current curriculum, how the new curriculum can be augmented with face to face instruction, and continued reinforcement of best practices for online delivery. To support teachers' competency with online teaching strategies, staff developed a series of 4 professional learning modules based on the National Standards for Quality Online Learning. The modules are Organizing Content, Instructor-Learner Interaction, Learner-Learner Interaction, Assessing Learning. All

modules will be available to teachers during summer Professional Learning Academy and in the fall.

- **Secondary Registration Procedures:** Staff have currently planned for registration to take place in late July and early August. Students would be provided with appointment times where they would arrive and work through registration either in person or in vehicles depending on restrictions that are in place at the time.

#3 Mental Health and Emotional Support, Social Emotional Learning, and Cultural Diversity

The third key component of the Reopening Schools Plan is the strong emphasis and integration of mental health and emotional support, and the prioritization of cultural diversity, for students, staff, and families.

Governor Newsom declared a statewide “stay at home order” on March 19, 2020, and the self-isolation of families since that date has impacted the mental health and social emotional needs of students, their families, and staff. Prolonged physical distancing, the economic crisis, uncertainty surrounding the COVID-19 pandemic, and other national events involving protests against racial discrimination and acts of violence, will leave many students and staff with mental health issues and feelings of anxiety and depression, and it is critical that their needs are met. These impacts will be widespread and will require additional expertise in mental health, with increased trauma and sensitivity training for all staff, students and parents.

The plan provides training prior to the beginning of the school year for site administrators, District managers, and teachers to develop new social emotional learning techniques and cultural awareness that can be integrated throughout the school day and in every subject. This plan will complement the lessons and support that are already being implemented by school counselors.

District’s Social Emotional Learning Guiding Coalition

Formed in the fall of 2019, the Social Emotional Learning Guiding Coalition is a committee of certificated staff, classified staff, and District and site level management. Co-facilitated by Principals Jeff Jones and Dr. Manoj Mahindrakar, the committee met throughout the 2019-2020 school year to define objectives, develop common understanding regarding current District practices, identify areas of need, and to develop a multi-year plan to enhance social emotional learning and emotional support for students and staff. The Coalition surveyed school and District staff and administration in the spring of 2020 to determine current strengths and practices with social emotional learning and will survey staff and administrators again when they return in August of 2020 to make additional recommendations for future training. The findings of the spring 2020 survey, and the recommendations of the committee, have provided strong guidance to the Reopening School Plan:

- **Mental Health Support for Students and Staff:** All staff will be trained on how to identify students struggling with trauma and refer them to mental health professionals for additional support. All District administrators will be trained in social emotional learning and emotional support strategies that will be used to support both their staff and students. The training will include an overview of the social emotional competencies that align

with the curriculum and work of the school counselors, and an initial focus on self-awareness techniques.

- **Training for Staff and Parents regarding Social Emotional Support and Learning Strategies:** In addition to training for administrators, teachers will learn strategies to integrate social emotional support, such as opportunities for student reflection and meditation, into their instructional day. Counselors will continue to provide Second Step lessons both online and face to face, depending upon the educational program format, and counselors will continue to provide ongoing virtual and face to face “hangouts” with students to help students feel connected and supported. Staff will also expand on other current practices that counselors, teachers, and staff are using with success to help students feel connected. Finally, parent webinars will continue to be offered throughout the year that support families with how to talk to their children about COVID-19, anxieties, and other topics.

District’s Cultural Proficiency Task Force and Cultural Diversity

The Reopening Schools Plan also prioritizes an increased awareness of the value and importance of cultural diversity of the District. A Cultural Proficiency Task Force was established in the fall of 2020 to begin work that will be foundation to the plan:

- **Cultural Proficiency Task Force:** In the fall of 2019, the Cultural Proficiency Task Force was formed to develop a three-year plan. The 44 member Cultural Proficiency Task Force’s mission is to facilitate systemic change that increases learning outcomes for all students and ensure an inclusive environment where students, staff and the community value diversity. The Cultural Proficiency Task Force focused on gaining a deeper understanding of the elements of cultural competence, barriers to cultural proficiency, and the guiding principles of cultural proficiency. This plan to promote inclusivity and cultural diversity will be included in the Reopening Schools Plan.

#4: Flexible and Innovative Program Models

The fourth and final component of the Reopening Schools Plan is flexible and innovative program models so that a “world class” education that embraces core values is provided through different delivery models, from a traditional on campus format to 100% online. The Reopening Schools Plan includes options for flexibility and innovation so that the District can provide families with different options for their child, from 100% online, to a combination of online and on campus learning, to a full-time option for elementary students. **Program format flexibility, one of the District core values, is important because it would allow the District to adjust to a traditional learning model (listed below as Option #1) as soon as Stage 4 is achieved and the County guidelines are adjusted.**

Adhering to the District’s core values and state and county guidance as parameters, three models have been developed. **It should be noted that the first option is to return to traditional, pre-Covid-19 learning on campus, and this option will be implemented as soon as state and county guidance indicate that it is safe to consider a full return to campus.**

Three Program Options

Staff have studied various models and, based upon important feedback from the Reopening Teams, parents, and the District survey results, three main options have emerged. This section of the Board Report will describe each option, provide visual models, indicate the assumptions of each model, demonstrate alignment with the District's core values, and consider the costs and impacts of each. At the end of the section, all options with their alignment to core values will be compared.

The three program options are as follows:

- **Option #1: Traditional Format with Minimal Restrictions when Stage 4 is Achieved**
- **Option #2: 100% Online Learning (K-12)**
- **Option #3:**
 - **100% On Campus Learning (K-5) with “Flipped Classroom” Format**
 - 50% with teacher and option of 50% “Extended Learning” with staff
 - **50% on Campus Learning (6-12) with “Flipped Classroom” Format**
 - 50% with teacher and 50% online independent study

Option #1: Traditional Format with Minimal Restrictions when Stage 4 is Achieved (K-12)

This option is described as the “traditional format” of five full days per week for all grades when distancing and gathering restrictions are revised to allow normal class sizes. This option successfully addresses all of the District's core values and would be implemented as soon as the State announces “Stage 4” reopening has been achieved and the County guidelines revise gathering and distancing restrictions. Option #2 (100% Online Learning) would still be available for students and their families.

Option #2: 100% Online Learning (K-12)

This option would be available for students at all grade levels. Families may opt for 100 percent online learning with no “on campus” time. This option would support students with compromised immune systems or when family members are at risk of health complications; and for students who have tested positive for COVID-19 or are quarantined due to exposure. The 100 percent online learning model would also be used if a school were closed due to COVID-19 cases. Option #2 would be available for all special education programs and related services. It would not be available for preschool and transitional kindergarten.

Option #3:

- **100% On Campus Learning (K-5) with “Flipped Classroom” Format**
 - 50% with teacher and option of 50% “Extended Learning” with staff
- **50% on Campus Learning (6-12) with “Flipped Classroom” Format**
 - 50% with teacher and 50% online independent study

Option #3 provides students in elementary grades K-5 with a 5 day per week, full day program at their home school campus. This is accomplished by adopting an “AM/PM” model where the teacher meets with half of the class in the morning and the other half of the class in the afternoon. The students who are not with the teacher are being supervised by a staff member.

Extended learning staff would include classified staff, such as paraeducators, and certificated staff, such as teachers, assistant principals, or school counselors. The staff member would work under the direction of the teacher and would provide structured learning time that reinforces the teacher's direct instruction. This supervision time where the students are not with their teacher is described as "extended learning" where the staff member provides structured independent study, skill reinforcement, and assistance with homework. Extended learning would also include other activities such as structured P.E., music, and art, similar to a middle school "wheel" of elective choices. Families who want to limit campus time but want their teacher to provide direct instruction on campus could select a "half day" option where their child works independently at home and does not attend the "extended learning" portion of the day on campus.

In Option #3, **preschool students** would attend school every day and follow a traditional half day AM/PM model with a classroom teacher. **Transitional kindergarten students** would also attend school five days per week in an AM/PM model led by a classroom teacher. For both preschool and transitional kindergarten, the AM and PM sessions would be separate and would not include overlapping of the sessions in order to maintain small groups of students and maintain distancing. Extended learning will not be provided to preschool and transitional kindergarten students.

Grades 6-12 attend their home school campus 50% of the week and work independently in an online setting for the other 50%. They attend classes at their school of residence on Monday/Wednesday or Tuesday/Thursday and every other Friday. A full day program is not available for grades 6-12.

- **Childcare for K-5 Families in Option #3:** In the survey that was sent to District families on May 22, 2020, 47% of the families who identified as having children in elementary schools during the 2020-2021 school year shared that they would have a need for childcare. Having students in school daily provides students the maximum educational benefit possible in addition to enabling families to know that their students are being safely supervised during the time that they are in school. Many families rely on childcare due to work schedules, and this will continue to be provided to families by District partners such as the YMCA. In addition, elementary schools will provide supervised independent study, described as "extended learning," for families who are unable to access childcare. This will take place at the student's school of residence.
- **Flipped Classroom:** A flipped classroom is an instructional strategy and a type of learning focused on student engagement and active learning, giving the instructor a better opportunity to deal with mixed levels, student difficulties, and differentiated learning preferences during in-class time. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students work independently to access new content or skills or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor. In the traditional model of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback. In contrast, the flipped classroom intentionally shifts instruction to a

learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom, during extended learning or online independent study. In-class lessons in a “flipped classroom” model may include activity learning or more traditional homework problems, among other practices, to engage students in the content.

- **Special Education Programs:** All special education programs and related services would be available both on campus and online in Option #3.
- **Extended Learning:** “Extended learning” describes structured independent study provided by District classified and certificated staff at the students’ school of residence. Under the direction of the teacher, the Extended Learning staff member would provide students with activities to reinforce skills learned from the previous day; assistance with homework; structured play; and “elective wheel” options such as art, music, and PE.

Table #1 demonstrates the Option #3 model for grades K-5, where students attend 5 days per week with their teacher during either the morning or afternoon session. (Addendum #4) The other half of the school day is “extended learning” time with a staff member who supervises the students, and reinforces the teacher’s instruction, when they are not with their teacher. Option #3 provides families with the choice for either a full day or a half day but with the clear understanding that the school would select AM or PM in order to maintain flexibility with scheduling. Option #3 would only be possible if physical distancing requirements allowed 15-18 per classroom with each class being divided in half. Option #3 effectively aligns with many of the core values as shown in Table 2. (Addendum #5)

Option #3: Middle School and High School - 50% On Campus/50% Online

At the middle school and high school levels, Option #3 provides 50% of learning to occur on campus at grade 6-12 students’ home school and 50% independent learning in an online setting.

Table 3 demonstrates the 50 percent on campus model, where students attend 2 ½ days per week on campus with the remainder of their time online. The 50 percent model would only be possible if physical distancing requirements were adjusted to allow for 15-18 students per classroom with each class being divided in half. The 50 percent model is divided into six periods and follows the traditional block schedule at the high school. Four days per week permit block periods while the fifth can be used as a quick check in with each teacher where students attend every other week. The fifth day could also be used strictly for intervention if necessary creating a 40 percent model where only students who need additional support would attend on Fridays. Please note that all times are approximate and may vary. (Addendum #6)

Staggered Schedules and Block Days

If restrictions that are in place continue to limit large gatherings, it may be necessary to stagger arrival times for students, particularly at schools with higher enrollment. This would reduce the likelihood of students congregating when they arrive and depart from campus, as well as when they take breaks or get lunch. Students would be assigned to one of four schedules (green, red,

yellow, or teal) likely based on their grade level or last name and would attend class with other students on their schedule. The following two models provide examples of how a block day and a traditional day would work using a staggered schedule.

Table 4: Block Day

Table 4 illustrates how a staggered approach would work on a block day where students attended 2 to 3 classes for 1 hour and 50 minutes each. (Addendum #7)

Table 5: Traditional Day

Table 5 shows how a staggered approach would work on a traditional day where students attend 4 to 6 classes for 55 minutes each. (Addendum #8)

Table 6: Values and Option #3 for Grades 6-12

Table 6 demonstrates the values that are aligned with Option #3 for the secondary students. There is a sense of connectedness with their home school and half of the school week occurs on campus. However, it should be noted that some courses may not be available at the high school level. (Addendum #9)

Table 7: Important Factors for Option #3

Table 7 provides a list of important factors in options #3, including the flexibility to return to a traditional format, childcare, and time spent on campus. (Addendum #10)

Assumptions

Option 3 was built on a series of assumptions. These assumptions were based on survey data, feedback from stakeholder groups, and official guidance and recommendations from the California Department of Public Health. Survey data indicated that between 13 percent and 17 percent of District families would elect to have their children participate in a 100 percent online option. It also revealed that 43 percent of families would need childcare if school did not resume in a manner that ensured students were on campus for a full day option each day. Community input and feedback helped shape the District assumptions about the importance of opening school in a manner that ensures student safety, and that helps students return to their school of residence and with school staff with whom they are familiar. Input further led to assumptions about maintaining strong academic programming in high schools and the need to find ways to increase social-emotional support for all students. Staff have confirmed that adequate facility space is currently available, or can be temporarily added, to ensure schools provide appropriate learning environments based upon the projections from the survey results. However, further analysis is being completed at schools with greater enrollment regarding campus space if the parent registration for extended learning exceeds the 43% from the initial survey. Staff also have calculated that they will be able to reassign current staff, including teachers, paraeducators, and other positions to support District objectives related to the three options described above. Finally, these plans are based on information currently published by the CDPH and are aligned to those

guidelines and recommendations which could change as the District proceeds through the summer.

Staffing Implications and Financial Cost

Option 3 includes reassignment of several staff to meet the need for Extended Learning options in elementary school settings. As referenced above, teachers, paraeducators, and other staff would be temporarily reassigned to provide activities and support for students who participate in the full day option on elementary school campuses. This could involve fitness, art, music, mindfulness, and small group counseling activities to help the youngest and most vulnerable students have access to increased support. Depending on the number of students who participate, hundreds of staff could be required to support this program. Additional costs for temporary classroom modifications and temporary outdoor shade structures may be necessary to ensure adequate learning space, particularly on campuses with higher enrollment. Further analysis is being completed to fully understand the capacity of the larger schools and results will be shared at the July 15, 2020, Board Meeting.

Comparison of Options and Alignment with Core Values

The options included in the Reopening Schools Plan respond to the core values of the District's communities. However, due to limitations of facility space and resources, each option effectively addresses some but not all of the core values of safety, connectedness, and learning. Table 8 shares each option with the values that it successfully addresses and the values that are unable to be considered. (Addendum #11)

TIMELINE AND NEXT STEPS

The Reopening Schools Plan includes important benchmarks and timelines between June 17, 2020, and August 18, 2020, the first day of the 2020-2021 school year. Following direction from Trustees regarding program options, staff will communicate with families via email and request a commitment to their preferred program option as "early registration." Staff will then collect the registration data and begin planning for appropriate staffing, campus scheduling, and arrangement of resources and materials. At the July 15, 2020, Board Meeting, staff will recommend to Trustees the approval of the Reopening Schools Plan based upon the most current health and safety guidelines from California Department of Public Health and Orange County Health Care Agency. The community and staff will receive weekly updates from Communications via email, social media, and the Reopening School website for updates regarding any changes to County health and safety guidelines leading up to August 18, 2020.

Communication

Ongoing, timely, and informative messaging is a core value and critical to the success of the Reopening Schools Plan. In order to provide the District's community and staff with effective communication, the following will be provided and are described in the timeline:

- **Reopening Website:** Staff will work to create a webpage dedicated to information regarding reopening schools, including health & safety guidelines, how school will be structured by grade level, and additional information or links as necessary.
- **Reopening Weekly Message:** Communications is currently sending 1-2 communications a week to families while planning to send additional communication as needed to ensure families are connected to the District reopening process and can access information from the District directly. As the Reopening Website is launched, all weekly communication will be linked for ease of access.
- **Reopening Guide for Families and Staff:** Staff will develop a reopening handbook for families to easily access information including current health & safety guidelines, how schools will operate, social and emotional resources, and additional information or links as necessary.
- **“Early Registration” Form for Fall 2020 K-12 Educational Program Options:** Every District family will receive an “early registration” request to indicate their interest in program options, including 100% online (K-12), half day (K-5 only), and 5 days per week full day. Forms will be emailed to families by June 22, 2020 and will be due July 5, 2020.
- **Confirmation with K-12 Families regarding Program Registration:** District staff will contact every District family between July 20, 2020 - July 31, 2020 to confirm their registration for program option and provide updated County health and safety guidelines. Parents will be notified that they cannot change their program option until an “interim program change” date, approximately 6-8 weeks after the trimester (K-5) or semester (6-12) start. The exact deadline is being determined by staff and will be clearly defined for families.

Table 9 provides information regarding timelines and deliverables for an effective reopening of school:

Table 9: Timeline, Important Dates, and Actions

Timeline and Important Dates	Actions
June 15, 2020 June 16, 2020	* District employee forum regarding Reopening * Community forum regarding Reopening
June 17, 2020	* Reopening Plan as discussion item
June 19, 2020	* Principals submit Reopening Initial Planning guide checklists
June 22, 2020 - July 5, 2020	* District messaging re Reopening update to families and staff * “Early registration” forms provided to families

July 6, 2020 - July 10, 2020	<ul style="list-style-type: none"> * Forms reviewed by staff * Staffing in response to intent forms continues * Review of County health requirements * District messaging re Reopening update to families and staff
July 15, 2020	<ul style="list-style-type: none"> * Board Meeting * Board action regarding Reopening Plan and implementation * District messaging re Reopening update to families and staff
July 20, 2020 - July 24, 2020	<ul style="list-style-type: none"> * District leadership training regarding Reopening Plan and mental health, emotional support, and cultural diversity * Principals return and continue Site planning based upon current guidelines * Review of County health requirement * District messaging re Reopening update to families and staff * Phone conferences begin with all incoming K-12 families to confirm registration
July 27, 2020 - July 31, 2020	<ul style="list-style-type: none"> * Site planning completed for Reopening * District messaging re Reopening update to families and staff * Phone conferences completed with all incoming K-12 families to confirm intent for registration
August 3, 2020 - August 7, 2020	<ul style="list-style-type: none"> * Review of County health requirements * Site messaging re Reopening update to families and staff
August 10, 2020-August 14, 2020 and August 17, 2020	<ul style="list-style-type: none"> * Site messaging re Reopening update to families and staff * Information provided to families regarding “healthy habits,” school procedures and schedules, and updated health and safety protocol
August 18, 2020	<ul style="list-style-type: none"> * First Day of 2020-2021 School Year * Information provided to students regarding “healthy habits,” school procedures and

	schedules, and updated health and safety protocol
August 19, 2020	<ul style="list-style-type: none"> * Board Meeting * Update regarding Reopening of School

FINANCIAL IMPLICATIONS

Financial implications include potential online curriculum, health and safety, and program option expenses that will be determined by parent registration data and current state and county guidelines regarding physical distancing and other health and safety measures. Detailed financial implications will be shared when this information is available at the July 15, 2020, Board Meeting.

STAFF RECOMMENDATION

Staff recommends Option #3 of the initial Reopening Schools Plan for the 2020-2021 school year. Staff requests guidance and feedback from Trustees regarding the four components of the plan. Staff will recommend approval of the plan at the July 15, 2020, Board Meeting.

Lead Team

The Lead Team includes the following District and site leaders, including representatives of all District departments, elementary and secondary schools, Capistrano Unified Education Association (CUEA), and California School Employees Association (CSEA). The Lead Team provides guidance and recommendations for the development of the main components of the plan.

- Ann Tademy, Research Evaluation Analyst
- Bradley Shearer, Assistant Superintendent, Education Services
- Don Mahoney, Assistant Superintendent, Student Support Services
- Greg Young, CUEA Vice-president and Teacher, High School
- Heidi Harvey, Executive Director, Special Education
- Jennifer Smalley, Assistant Superintendent, Education Services
- Jill O'Connell-Bogle, Principal, Elementary
- Dr. John Morgan, Chief Technology Officer
- Jolene Dougherty, Principal, Cal Virtual and Cal Prep
- Joy Schnapper, CUEA President
- Lynn Smith, Teacher, High School
- Michelle Benham, Principal, Middle School
- Dr. Meg Ervais, Principal and CUMA President
- Natalie Engelson, Sr. Staff Secretary
- Peggy Baerst, Executive Director, Education Services
- Rich Montgomery, Assistant Superintendent, Human Resource Services
- Robert Miller, Assistant Superintendent, Human Resource Services
- Ronda Walen, CSEA President
- Stephanie Avera, Director of Educational Technology
- Dr. Susan Holliday, Associate Superintendent, Education Services
- Tammie Graham, Teacher, Middle School
- Tim Brooks, Associate Superintendent, Human Resource Services
- Tim Hornig, Principal, High School
- Trina Rivas, Teacher, Elementary School
- Dr. Wendy Pospichal, Executive Director, Integrated Services

Logistics Team

The second team, known as the Logistics Team, is a comprehensive group of technical experts who work closely with the Lead Team to address the key areas of the plan. The Logistics Team is made up of stakeholders and representatives of all departments, schools, CUEA, and CSEA.

Members of the Logistics Team include:

- Andrea Karolys, District Nurse
- Barbara Skelly, Teacher, Elementary
- Bill Kaiser, Teacher, High School
- Carlos Chicas, Director of Transportation
- Clint Collins, Principal, Transition Programs
- Danielle Clark, Director of Related Services
- Danielle Davis, Assistant Principal, Elementary
- Dr. Dave Stewart, Executive Director, Human Resource Services, Professional Learning
- Deb Wiederecht, Occupational Therapist
- Dr. Debbi Keeler, Director II, Early Childhood Programs
- Dorcas Scinico, Preschool Teacher
- Greg Nestor, Manager, Warehouse/Graphic Arts
- Heidi Crowley, Coordinator II, Charter Schools
- Jacquelyn Crummett, Lead Food Service Professional
- Janelle Stever, Program Specialist
- Jeana Dagley, Principal, Elementary
- John Forney, Chief Facilities Officer
- John Misustin, Principal and CUMA Representative, High School
- Johnnie Booker, Paraeducator IV
- Julie Uy, Office Manager
- Dr. Kathy Purcell, Executive Director, Special Education
- Kristen Hilleman, Director of Food and Nutrition Services
- Lauren Pattullo, Coordinator II, Special Education Services
- Luci Coppola, Assistant Principal, High School
- Lynh Rust, Executive Director, Contracts and Purchasing
- Marnie Feeley, Psychologist
- Matt Atilano, Teacher, Middle School
- Michelle Moore, Principal
- Mike Beekman, Executive Director, Safety and Student Services
- Mike Moore, Teacher, High School
- Molly Thoman, Transportation Route Planner
- Nancy Cho, Program Specialist
- Natalie Baptiste, Coordinator II
- Nenoska Frink, Program Specialist
- Osvaldo Florentino, Custodian
- Pati Romo, Executive Director
- Philippa Townsend, Assistant Superintendent, Fiscal Services
- Rebecca Bailey, Assistant Principal, Elementary

- Dr. Rebecca Pianta, Coordinator, Counseling and Support Services
- Ryan Ortiz, Assistant Principal, Middle School
- Sandy Clark, Paraeducator IV
- Sonia LeTourneau, Buyer Planner
- Stacy Yogi, Executive Director
- Vernitra Clark, LVN



Distance Learning Survey Results

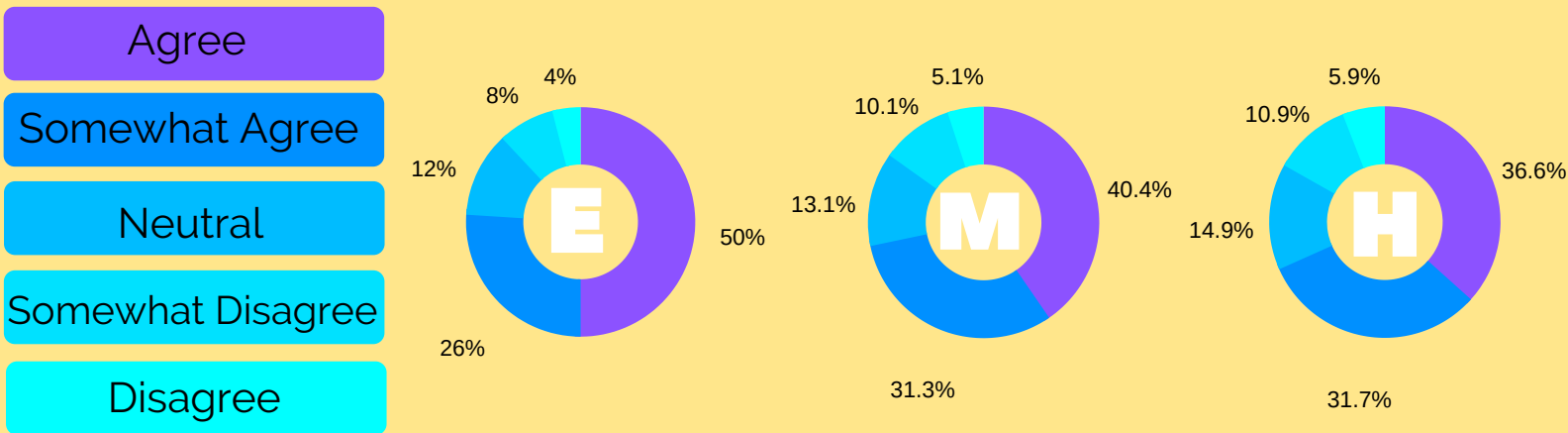
On Friday, May 22, 2020 staff sent out a survey to CUSD families to get feedback on their experiences with Distance Learning over the last two months, as well as their input regarding the reopening of school in the Fall. The results are as follows.

- 24,911 responses were provided for the survey
- 52% indicated having a child at the Elementary level; 23% at the Middle School level; 25% at the High School level

DISTANCE LEARNING

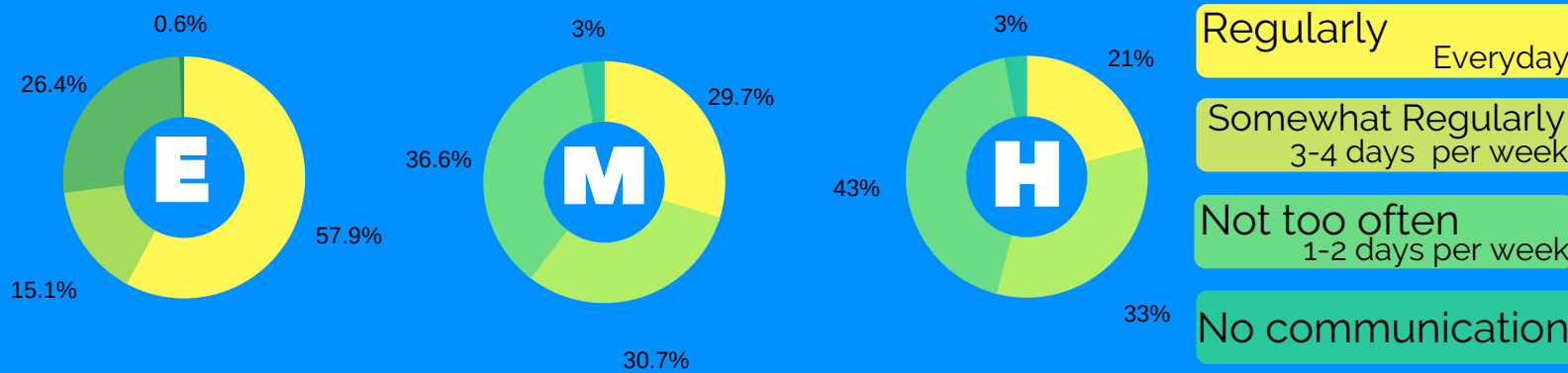
EFFECTIVENESS

The school did an effective job of implementing distance learning.



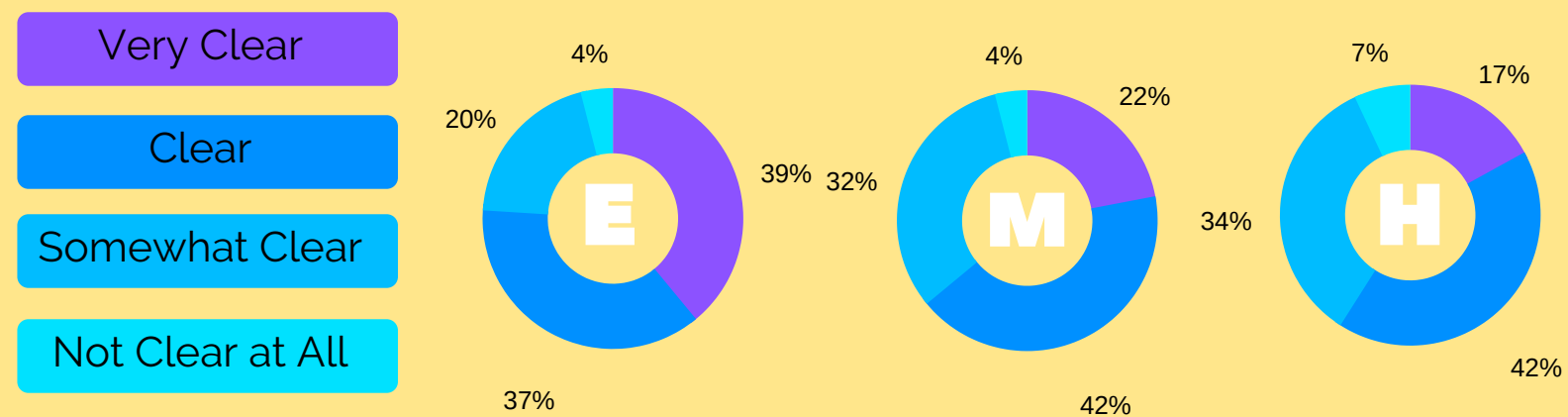
INTERACTION

Generally speaking, interaction with the teacher occurred ...



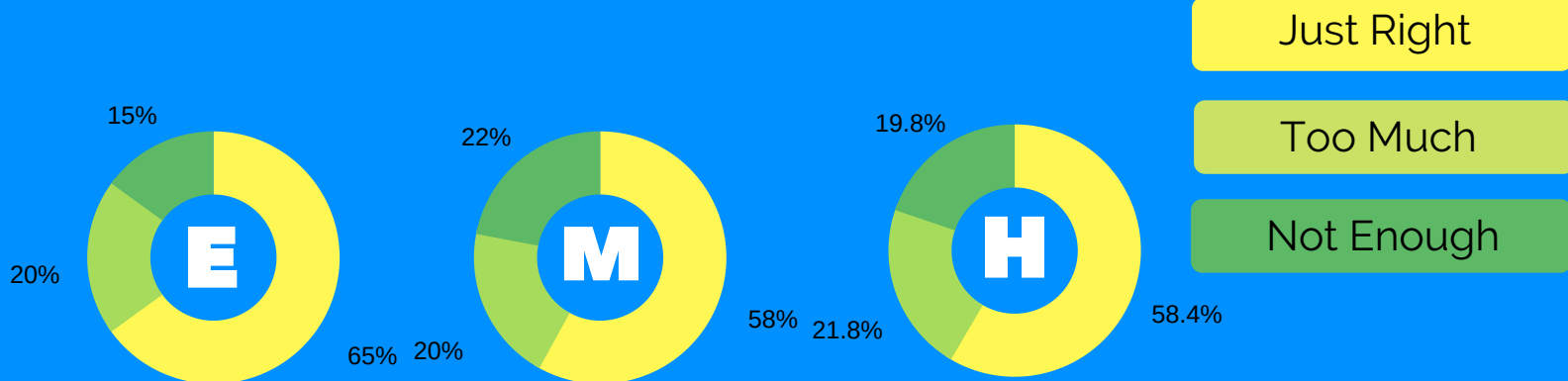
EXPECTATIONS

The school did an effective job of implementing distance learning.



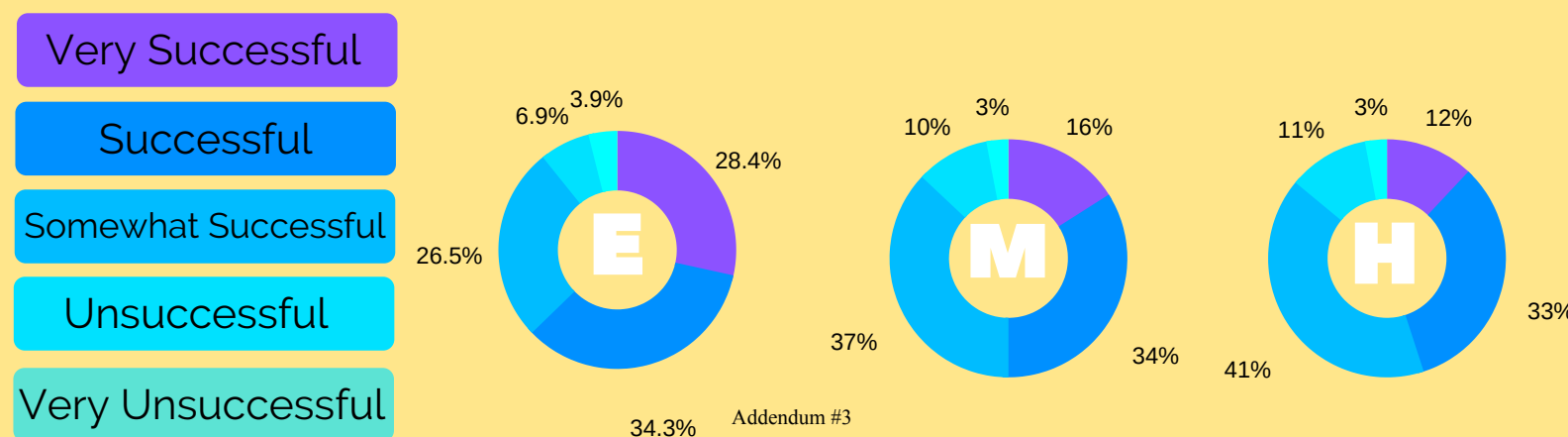
AMOUNT OF WORK

The amount of work assigned by the teacher was ...



SUPPORT PROVIDED BY TEACHER

The instructional support provided by the teacher(s) was ...



REOPENING OF SCHOOL

ON CAMPUS VS. VIRTUAL

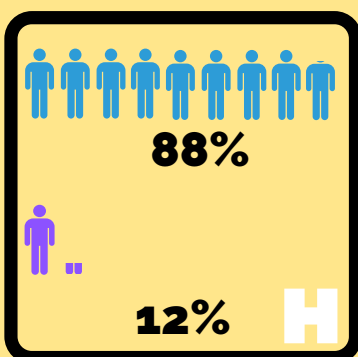
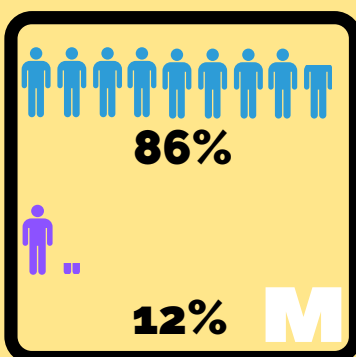
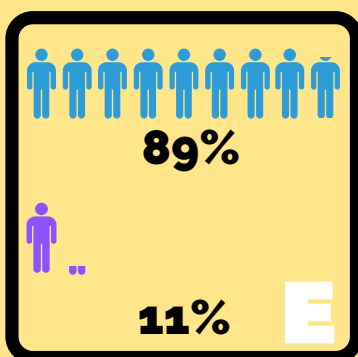
When schools open in the fall, assuming health restrictions are lifted and schools are in normal operations, which option would be your preference?



Likely to prefer my child would attend school on campus full-time



Likely to prefer my child would enroll in one of CUSD's Home/Independent Online study programs



HYBRID VS. VIRTUAL

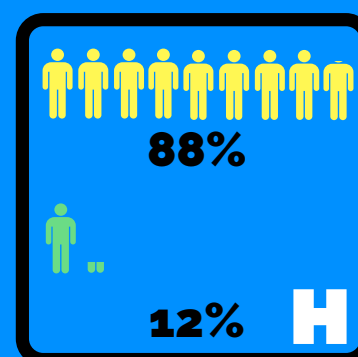
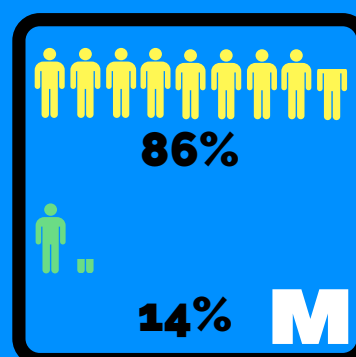
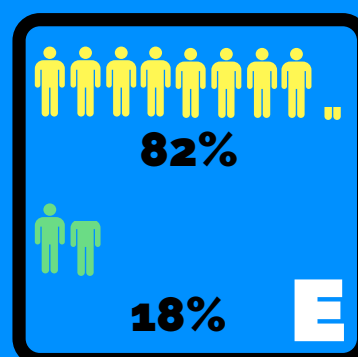
If this fall schools were unable to have students back in the traditional format but rather provided a hybrid model where students are on campus 2-3 days a week and learning online the remaining days, what would be your preference?



I would participate in the hybrid model where my student would come on campus 2 or 3 days a week.



I would not participate in the hybrid model and would prefer to have my student in a 100% online or home school model.



CHILDCARE

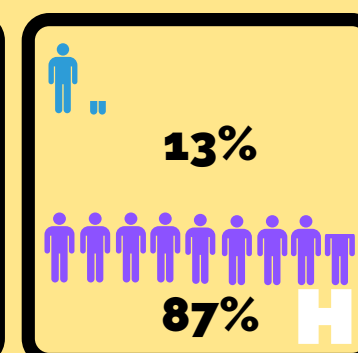
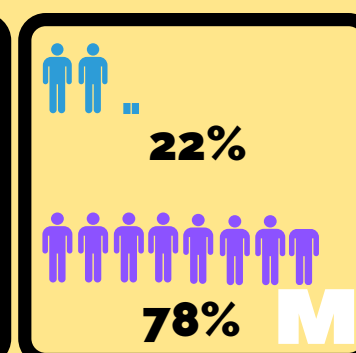
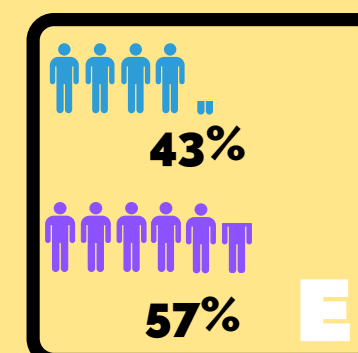
If this fall schools were unable to bring back students in a traditional format, but were required to provide a hybrid model in which students were only on campus 2-3 days per week, would you have a need for child care on the days your student was not attending school on campus (even if childcare was provided at another school)?



YES



NO



SOCIAL DISTANCING MEASURES

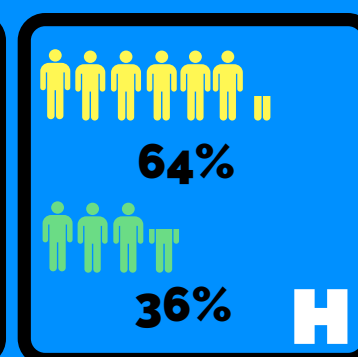
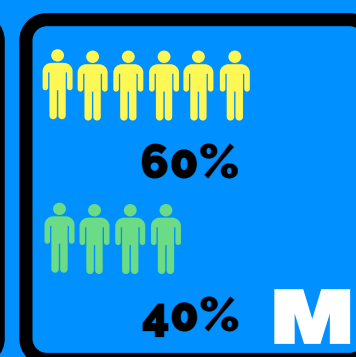
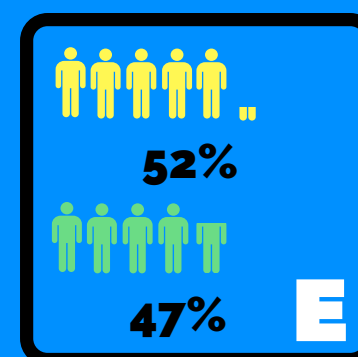
Would you have your child attend school where social distancing measures were in place and students would not have access to recess, outdoor lunch, or other large gatherings including assemblies, attendance at sports or musical events, etc?



YES



NO



SOCIAL DISTANCING MEASURES

Would you have your child attend school where social distancing measures were in place that required students to wear face masks or adhere to other restrictions such as maintaining a six foot distance from others and increased requirements to wash hands and maintain clean work spaces?



YES



NO

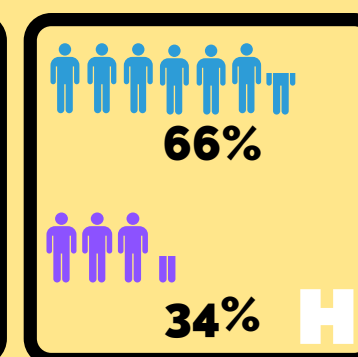
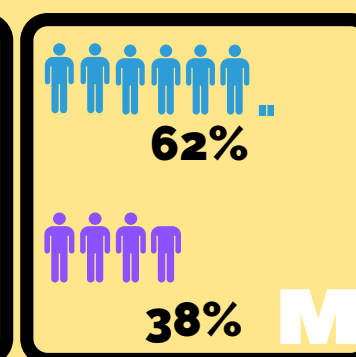
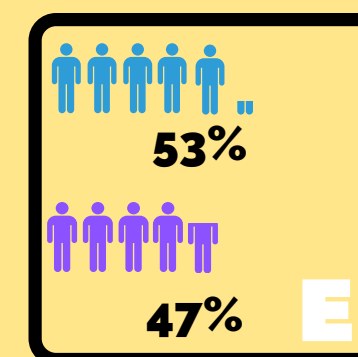


Table 1: Option #3 - K-5 100% on Campus (50% with Teacher/50% with Staff)

Table 1 describes four different types of cohorts, with A and B on their home campus for a full day and cohorts C and D where parents prefer a half day model at their home school with the teacher. Finally, a fifth Cohort, Cohort E, would also be available for students whose families prefer 100% online curriculum. Please note that all times are approximate and may vary.

Table 1: Option #3 - K-5 100% on Campus (50% with Teacher/50% with Staff)

	Cohort A Full Day M-F	Cohort B Full Day M-F	Cohort C ½ Day AM M-F	Cohort D ½ Day PM M-F	Cohort E 100% Online Only
Staggered Arrival	7:45-8:00 am	7:45-8:00 am	8:00-8:15 am	N/A	N/A
Teacher/ Supervisor	Supervisor #1 8:00-10:30 Extended Learning	Teacher #1 8:00-10:30 Classroom Instruction	Teacher #2 8:15-10:45 Classroom Instruction	Independent Study (Online)	Teacher #3 8:00-10:30 Online Instruction
Staggered Dismissal/ Transition	10:30-10:45	10:30-10:45	10:45-11:00	N/A	N/A
Lunch/ Clean desks	10:45-11:30	10:45-11:30	N/A	N/A	N/A
Staggered Arrival	11:30-11:45	11:30-11:45	N/A	11:45-12:00	N/A
Teacher/ Supervisor	Teacher #1 11:45-2:15 Classroom Instruction	Supervisor #1 11:45-2:15 Extended Learning	Independent Study (Online)	Teacher #2 12:00-2:30 Classroom Instruction	Teacher #3 12:30-1:00 Office Hours 1:00-2:30 Independent Study
Staggered	2:15-2:30	2:15-2:30	N/A	2:30-2:45	N/A

Dismissal					
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Table 2: 100% On Campus Learning (K-5)

Option #3 effectively aligns with many of the core values as shown in Table 2. Table 2 demonstrates how Option #3 impacts grades K-5.

Table 2: 100% On Campus Learning (K-5)

Core Values in Alignment with Option #3 (K-5 Only)	Core Values not Aligned with Option #3 (K-5 Only)
Connected with school of residence	50% of day is independent study/extended learning time not with classroom teacher
Sense of normal	
Mental health and emotional support	
Social interaction with peers and teachers	
Ongoing, timely communication	
Rigorous, engaging education	
On campus learning (K-5)	
Online learning available	
Direct instruction for younger students and students with IEPs	
Differentiated support	
Flexible to shift to traditional or 100% online	
Options of ½ day on campus and full day on campus	

Table 3: 50 Percent On Campus, 50 Percent Online

Table 3 demonstrates the 50 percent on campus model, where students attend 2 ½ days per week on campus with the remainder of their time online. The 50 percent model would only be possible if physical distancing requirements were adjusted to allow for 15-18 students per classroom with each class being divided in half. The 50 percent model is divided into six periods and follows the traditional block schedule at the high school. Four days per week permit block periods while the fifth can be used as a quick check in with each teacher where students attend every other week. The fifth day could also be used strictly for intervention if necessary creating a 40 percent model where only students who need additional support would attend on Fridays. Please note that all times are approximate and may vary.

Table 3: 50 Percent On Campus, 50 Percent Online

Student View	A Track	B Track	A Track	B Track	A Track	B Track
	Monday	Tuesday	Wednesday	Thursday	Friday - Wk 1	Friday - Wk 2
Period 1,2	Elective	Elective	HSS	HSS	Elective	Elective
					HSS	HSS
Period 3,4	Science	Science	ELA	ELA	Science	Science
					ELA	ELA
Period 5,6	Math	Math	Independent Learning Support	Independent Learning Support	Math	Math
					Learning Support	Learning Support

Staggered Schedules and Block Days

If restrictions that are in place continue to limit large gatherings, it may be necessary to stagger arrival times for students, particularly at schools with higher enrollment. This would reduce the likelihood of students congregating when they arrive and depart from campus, as well as when they take breaks or get lunch. Students would be assigned to one of four schedules (green, red, yellow, or teal) likely based on their grade level or last name and would attend class with other students on their schedule. The following two models provide examples of how a block day and a traditional day would work using a staggered schedule.

Table 4: Block Day and Staggered Schedule

Table 4: Block Day

Table 4 illustrates how a staggered approach would work on a block day where students attended 2 to 3 classes for 1 hour and 50 minutes each.

Table 4: Block Day and Staggered Schedule

Bell Schedule				
8:00 AM				
8:30 AM	1st Period			
9:00 AM	8:30 AM to 10:20 AM	1st Period		
9:30 AM	Tutorial 10:25 AM to 10:55 AM	9:00 AM to 10:50 AM	1st Period	
10:00 AM		Tutorial 10:55 AM to 11:25 AM	9:30 AM to 11:20 AM	1st Period
10:30 AM			Tutorial 11:25 AM to 11:55 AM	10:00 AM to 11:50 AM
11:00 AM			AM	Tutorial 11:55 AM to 12:25 PM
11:30 AM	3rd Period			
12:00 PM	11:15 AM to 1:15 PM	3rd Period		
12:30 PM		12:00 PM to 1:50 PM	3rd Period	
1:00 PM			12:30 PM to 2:20 PM	3rd Period
1:30 PM				1:00 PM to 2:50 PM
2:00 PM	5th Period			
2:30 PM	1:50 PM to 3:40 PM	5th Period		
3:00 PM		2:20 PM to 4:10 PM	Optional 5th	
3:30 PM			Period 2:40 PM to 4:30 PM	Optional 5th
4:00 PM				Period 3:10 PM to 5:00 PM
4:30 PM				
5:00 PM				

Table 5: Secondary Traditional Day and Staggered Schedule

Table 5: Traditional Day

Table 5 shows how a staggered approach would work on a traditional day where students attend 4 to 6 classes for 55 minutes each.

Table 5: Secondary Traditional Day and Staggered Schedule

Bell Schedule				
8:00 AM				
8:30 AM	PLC			
9:00 AM	1st Period	PLC		
9:30 AM	9:00 AM to 9:55 AM	1st 9:15 AM to 10:10 AM	PLC	
10:00 AM	2nd 10:00 AM to 10:55 AM	2nd 10:15 AM to 11:10 AM	1st 9:30 AM to 10:25 AM	PLC
10:30 AM				1st 9:45 AM to 10:40 AM
11:00 AM	3rd Period 11:10 AM to 12:05 PM	3rd 11:25 AM to 12:20 PM	2nd 10:30 AM to 11:25 AM	2nd 10:45 AM to 11:40 AM
11:30 AM			3rd 11:40 AM to 12:35 PM	AM
12:00 PM				4th 11:55 AM to 12:50 PM
12:30 PM				
1:00 PM	4th Period 1:00 PM to 1:55 PM	4th 1:15 PM to 2:10 PM		
1:30 PM				
2:00 PM	5th 2:00 PM to 2:55 PM	5th 2:15 PM to 3:10 PM	4th 1:30 PM to 2:25 PM	
2:30 PM				4th 1:45 PM to 2:40 PM
3:00 PM	6th Period 3:10 PM to 4:05 PM	6th 3:25 PM to 4:20 PM	5th 2:30 PM to 3:25 PM	
3:30 PM				5th 2:45 PM to 3:40 PM
4:00 PM			6th 3:40 PM to 4:35 PM	
4:30 PM				6th 3:55 PM to 4:50 PM
5:00 PM				

Table 6: Option #3 - 50% On Campus and 50% Online Learning (6-12)

Table 6 demonstrates the values that are aligned with Option #3 for the secondary students. There is a sense of connectedness with their home school and half of the school week occurs on campus. However, it should be noted that some courses may not be available at the high school level.

Table 6: Option #3 - 50% On Campus and 50% Online Learning (6-12)

Core Values in Alignment with Option #3 (6-12 only)	Core Values not Aligned with Option #3 (6-12 only)
Connected with home school	Campus Learning time is 50%
Sense of normal	Some extracurricular activities offered
Mental health and emotional support	Most specialized programs and career pathways offered
Social interaction with peers and teachers	Some electives and PE options may be limited
Ongoing, timely communication	
Rigorous, engaging education	
100% Online learning available	
Direct instruction for students with IEPs	
Differentiated support	
Flexible to shift to traditional or 100% online	

Table 7: Option #3

Important Factors for Option #3

Table 7 provides a list of important factors in options #3, including the flexibility to return to a traditional format, childcare, and time spent on campus.

Table 7: Option #3

Option #3 Important Factors	Option 3
100% Online/Independent Study at Home School	Yes
Flexibility to Return to Traditional Format	Yes
Requires Online Curriculum	Yes
Time Spent on Campus (K-5)	100%
Time Spent on Campus (6-12)	50% (6-12)
Students at School of Residence (K-12)	Yes
Childcare Available during school hours	Yes
Staggered Schedule	Yes
Approximately 16:1 in a Classroom	Yes

Table 8: Options and Alignment with Core Values

Comparison of Options and Alignment with Core Values

The options included in the Reopening Schools Plan respond to the core values of the District's communities. However, due to limitations of facility space and resources, each option effectively addresses some but not all of the core values of safety, connectedness, and learning. Table 8 shares each option with the values that it successfully addresses and the values that are unable to be considered.

Table 8: Options and Alignment with Core Values

	Core Values Included in Option	Core Values <u>Not</u> Included in Option
Option #1: <u>Traditional and 100% Online Option</u> * K-12 traditional * K-12 online option	* All values addressed	* Families do not have half day option (K-5)
Option #2: <u>100% Online Only</u> * K-12 online	* Attending home school	* Limited feeling of connectedness (K-12) * Limited sense of normal (K-12) * Social interaction limited (K-12) * Emotional support limited (K-12) * Limited program options, electives, career pathways, and extra-curricular (9-12)
Option #3: <u>AM/PM</u> * K-5 full day on campus (with half day option) * 6-12 50% on campus/50% online * K-5 at school of residence * 6-12 at school of residence	* All students attend their school of residence (K-12) for on campus learning * Feeling of connectedness (K-12) * "Sense of normal" (K-12) * Emotional support (K-12) * Students who want full day attend "extended learning" on campus in "learning spaces" (K-5) * 50% on campus (6-12) * Families have ½ day option at school of residence (K-5) * Rigorous, engaging, consistent curriculum (K-12) * Option for 100% online (K-12)	* Potential for change in availability of electives, PE, and co-curricular activities (6-12)

	<ul style="list-style-type: none"> * Option for half day (K-5) * Independent learning (6-12) * Differentiation available (K-12) * Cultural diversity and social emotional learning (K-12) * Program options, electives, career pathways (7-12) * SPED mainstreaming (K-12) * Flexibility to return to traditional format (K-12) 	
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