

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675
BOARD OF TRUSTEES
Special Meeting

April 15, 2020

Closed Session 5:00 p.m.
Open Session 6:00 p.m.

AGENDA

Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically. Members of the public may live stream the meeting from our District website at CAPOUSD.org; accordingly, the District has provided the following option for the public to address the Board telephonically. If you wish to address the Board telephonically on any agenda item, you may do so by registering before the start of the item on the evening of April 15, 2020. Detailed guidelines and information on what to do if you wish to address the Board of Trustees, is provided at the end of this agenda. Please follow the instructions to register provided by clicking [here](#).

CLOSED SESSION AT 5:00 P.M.

1. CALL TO ORDER

2. CLOSED SESSION COMMENTS

3. CLOSED SESSION (as authorized by law)

A. PUBLIC HEALTH EMERGENCY

Consultation with Agency Counsel

Attorney - Anthony De Marco

(Pursuant to Government Code § 54957(a))

EXHIBIT A-1

B. CONFERENCE WITH LABOR NEGOTIATORS

District Negotiators: Kirsten M. Vital/Tim Brooks/Clark Hampton

Employee Organizations:

1) Capistrano Unified Education Association (CUEA)

2) California School Employees Association (CSEA)

3) Teamsters

4) Capistrano Unified Management Association (CUMA)

(Pursuant to Government Code § 54957.6)

EXHIBIT B-1

C. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Kirsten Vital

(Pursuant to Government Code § 54957)

EXHIBIT C-1

RECORDING OF SCHOOL BOARD MEETINGS

In accordance with Board Policy 9324, Board Minutes, all Regular School Board Meetings will be audio recorded.

OPEN SESSION 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

REPORT ON CLOSED SESSION ACTION

CONSENT CALENDAR

All matters listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board or staff request specific items to be discussed and/or removed from the Consent Calendar. The Superintendent and the staff recommend approval of all Consent Calendar items.

CURRICULUM AND INSTRUCTION

- | | |
|--|-----------------------------------|
| 1. RATIFICATION OF THE 2019-2020 SCHOOL CALENDAR:
Approval of the ratification of the 2019-2020 school calendar with Distance Learning through June 4, 2020. On March 25, 2020 the Board approved to extend the school closure through May 1, 2020, and approved schools opening May 4, 2020. The Board of Trustees affirms the Superintendent's decision to extend the School Closure/Distance Learning date to June 4, 2020.
<i>Contact: Susan Holliday, Associate Superintendent, Education Services</i> | Page 1
EXHIBIT 1 |
|--|-----------------------------------|

GENERAL FUNCTIONS

- | | |
|---|------------------------------------|
| 2. SCHOOL BOARD MINUTES:
Approval of the March 18, 2020 Special Board Meeting Minutes.
<i>Contact: Colleen Hayes, Manager II, Board Operations/Superintendent's Office</i> | Page 3
EXHIBIT 2 |
| 3. SCHOOL BOARD MINUTES:
Approval of the March 18, 2020 Regular Board Meeting Minutes.
<i>Contact: Colleen Hayes, Manager II, Board Operations/Superintendent's Office</i> | Page 5
EXHIBIT 3 |
| 4. SCHOOL BOARD MINUTES:
Approval of the March 25, 2020 Special Board Meeting Minutes.
<i>Contact: Colleen Hayes, Manager II, Board Operations/Superintendent's Office</i> | Page 16
EXHIBIT 4 |

DISCUSSION/ACTION ITEMS

- | | |
|--|--|
| 5. DISTANCE LEARNING PROGRAM AND SUPPORT FOR FAMILIES:
In response to the COVID-19 pandemic, and to maintain the safety of District students, families, and staff while mitigating the spread of the virus, Trustees approved temporary closure of all schools from March 16, 2020 to May 1, 2020, with spring recess being moved to March 16-20, 2020. In order to provide all students with educational opportunities during temporary school closure, the District has implemented a Distance Learning Program, which includes innovative ways to provide differentiated instruction and social emotional support in a remote learning environment. This report will provide Trustees and the community with an update on Distance Learning including but not limited to; Chromebook deployment, Asynchronous (interactions not in real time) and Synchronous (live real time interactions) learning supports, monitoring student participation and workload, grading and supports for students and families.
<i>CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.</i>
<i>CUSD WIG 2: Communications - Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.</i>
<i>Contact: Susan Holliday, Associate Superintendent, Education Services</i> | INFORMATION/
DISCUSSION
Page 20
EXHIBIT 5 |
|--|--|

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

6. **FIRST READING – EMERGENCY BOARD POLICY E5121.2, GRADES/EVALUATION OF STUDENT ACHIEVEMENT:** **DISCUSSION/ ACTION**

Page 44
EXHIBIT 6

As a result of the continued school closure, through June 4, 2020, due to the COVID-19 pandemic, staff is recommending Trustees waive Board Policy 5121.1, *Grades/Evaluation of Student Achievement*, and in its place, approve an Emergency Board Policy E5121.2, *Grades/Evaluation of Student Achievement*, to temporarily replace Board Policy 5121.1. Emergency Board Policy E5121.2 updates language for the process of administering grades. During the period of the school closure, teachers shall provide grades to students that reflect a “do no harm” approach. A student’s grade on the report card should not be negatively impacted by the school closure. If a student received a particular mark at an earlier reporting period prior to the closure, the student would be unable to receive a lower mark on the subsequent reporting period. Grading will continue with a mark of 2 through 4 for elementary grades and letter grades (A-C) with the proposed option of Credit, No Credit or Incomplete at the secondary level. There is no financial impact.

CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Emergency Board Policy E5121.2, *Grades/Evaluations of Student Achievement*.

Motion by _____ Seconded by _____

7. **WAIVER OF BOARD POLICY 5121.1, GRADES/EVALUATION OF STUDENT ACHIEVEMENT:** **DISCUSSION/ ACTION**

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EXHIBIT 7

As a result of the continued school closure, through June 4, 2020, due to the COVID-19 pandemic, staff is recommending Trustees waive Board Policy 5121.1, *Grades/Evaluation of Student Achievement*. Staff will also be recommending Trustees approve an Emergency Board Policy E5121.2, *Grades/Evaluation of Student Achievement*, to temporarily replace Board Policy 5121.1. There is no financial impact.

CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Associate Superintendent, Education Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve waiving Board Policy 5121.1, *Grades/Evaluation of Student Achievement*.

Motion by _____ Seconded by _____

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, APRIL 29, 2020, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

If you wish to register to be a public speaker, please register by clicking [here](#).

CLOSED SESSION: In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic.

ORAL COMMUNICATIONS (Non-Agenda Items): Regular, scheduled meetings of the Board shall have a portion of each meeting devoted to Oral Communications. Oral Communications, will take place following Special Recognitions. The total time for the Oral Communications portion of regular meetings shall be twenty minutes. Individual presentations are limited to a maximum of three minutes per individual but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. The Board may, however, at its discretion, refer items to the administration for follow-up or place topics on a future Board agenda.

ORAL COMMUNICATIONS (Agenda Items): Members of the public shall also have an opportunity to address the Board on Open Session agenda items before their consideration by the Board. Individual presentations for the Consent Calendar are limited to a maximum of five minutes for all Consent Calendar items. Individual presentations for Discussion/Action agenda items are limited to a maximum of three minutes however; the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers, who wish to address a specific agenda topic. The total time for presentations shall be limited to twenty minutes per agenda topic, unless the Board grants additional time. The Board shall hear all presentations after any staff comments but prior to the formal discussion by Board members of the agenda topic under consideration.

Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic unless otherwise approved by the Board. When addressing a specific item on the agenda, the Board may vote to allow additional public speaker time for an individual Discussion/Action item.

PUBLIC HEARINGS: Any time the Board schedules a separate public hearing on a given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the recommended action at the time of the hearing.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services

Date: April 15, 2020

Board Item: Ratification of the 2019-2020 School Calendar

HISTORY

The Superintendent or designee shall recommend to the Board of Trustees a calendar for each school that will meet the requirements of law as well as the needs of the community, students, and the work year as negotiated for all personnel. Each school calendar shall show the beginning and ending school dates, legal and local holidays, minimum days, vacation periods, and other pertinent dates. The 2019-2020 school calendar was Board approved on November 16, 2016.

BACKGROUND INFORMATION

On March 25, 2020 the Board approved to extend the school closure through May 1, 2020, and approved schools opening May 4, 2020.

CURRENT CONSIDERATIONS

The Board of Trustees affirms the Superintendent's decision to move the School Closure/Distance Learning date to June 4, 2020.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Approval of the Ratification of the 2019-2020 School Calendar.

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California
2019-2020 SCHOOL CALENDAR

Packet Pick-up, High School

Registration Window, High School
Packet Pick-up, Middle School

Registration Window, Middle School
ATP OPENING DAY OF SCHOOL
Elementary School Professional Development
OPENING DAY OF SCHOOL
(MINIMUM DAY for Elementary and Middle School Students)
Back-to-School Night, Middle School
(MINIMUM DAY per individual school site calendar)
LABOR DAY (Legal Holiday)
Back-to-School Night, High School
(MINIMUM DAY per individual school site calendar)
Back-to-School Night, Elementary
(MINIMUM DAY per individual school site calendar)
End of First Progress Reporting Period (High School)
End of First Quarter (Middle School)
End of First Reporting Period (Elementary)
MINIMUM DAY Parent Conferences, Elementary only
NO SCHOOL K-12 Pupil Free Day
(Secondary Prof. Dev.)(Elementary Parent Conferences)
End of Second Progress Reporting Period (High School)
VETERANS DAY (Legal Holiday)
THANKSGIVING RECESS (Recess for Students and Teachers)
SCHOOL RESUMES
Final Exam Days, High School (Minimum Days, High School)
End of First Semester (High School)
End of Second Quarter (Middle School)
NO SCHOOL-K-12 Pupil-Free Day
(Secondary Semester Wrap-up)
WINTER RECESS (Recess for Students and Teachers)
CHRISTMAS HOLIDAYS (Local and Legal Holiday)
SCHOOL RESUMES
Second Semester Begins
DR. MARTIN LUTHER KING, JR. DAY (Legal Holiday)
LINCOLN DAY (Legal Holiday)
WASHINGTON DAY (Legal Holiday)
End of First Progress Reporting Period (High School)
End of Second Progress Reporting Period (Elementary)
MINIMUM DAY Parent Conferences, Elementary only
End of Third Quarter (Middle School)
SPRING RECESS (Recess for Students)
SPRING HOLIDAY (District Holiday)
ENRICHMENT LEARNING
(Enrichment for Students and Recess for Teachers)
End of Second Progress Reporting Period (High School)
MEMORIAL DAY (Legal Holiday)
SCHOOL CLOSURE (Distance Learning)
change)
ATP LAST DAY OF SCHOOL
Final Exam Days, High School
End of Second Semester (High School)
End of Fourth Quarter (Middle School)
End of Third Progress Reporting Period (Elementary)
LAST DAY OF SCHOOL FOR ALL STUDENTS

July 22, 2019 9:00AM to 12:00 Noon
July 23, 2019 4:00PM to 7:00PM
July 24, 2019 9:00AM to 12:00 Noon
July 29th-August 2nd, 2019
July 30th, 2019 9:00AM to 12:00 Noon
July 31st, 2019 4:00PM to 7:00PM
Aug. 1st, 2019 9:00AM to 12:00 Noon
Aug. 5th-9th, 2019 and Aug. 12th-16th 2019
Monday, August 19, 2019
Thursday, August 15, 2019
Tuesday, August 20, 2019

Tuesday-Thursday, August 27-29, 2019

Monday, September 2, 2019

Tuesday-Thursday, September 3-5, 2019

Tuesday-Thursday, September 10-12, 2019

Friday, September 27, 2019

Friday, October 11, 2019

Friday, October 25, 2019

Monday-Thursday, October 28-31, 2019

Friday, November 1, 2019

Friday, November 8, 2019

Monday, November 11, 2019

Monday-Friday, November 25-29, 2019

Monday, December 2, 2019

Tuesday-Thursday, December 17-19, 2019

Thursday, December 19, 2019

Thursday, December 19, 2019

Friday, December 20, 2019

Monday-Friday, December 23, 2019-January 3, 2020

Tuesday-Wednesday, December 24-25, 2019

Monday, January 6, 2020

Monday, January 6, 2020

Monday, January 20, 2020

Friday, February 14, 2020

Monday, February 17, 2020

Friday, February 21, 2020

Friday, February 28, 2020

Tuesday-Friday, March 3-6, 2020

Friday, March 13, 2020

Monday, March 16-March 20, 2020

Friday, March 20, 2020

Monday, April 6 – April 10, 2020

Friday, April 17, 2020

Monday, May 25, 2020

Monday, March 23 – June 4, 2020 (subject to

Wednesday, June 3, 2020

Tuesday-Thursday, June 2-4, 2020

Thursday, June 4, 2020

Thursday, June 4, 2020

Thursday, June 4, 2020

Thursday, June 4, 2020

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF SPECIAL MEETING
MARCH 18, 2020
EDUCATION CENTER – BOARD ROOM

Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically.

President Reardon called the meeting to order at 7:01 p.m.

Call to Order

The Special meeting of the Board of Trustees was called to order by President Reardon at 7:01 p.m.

ROLL CALL:

Present: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas, Reardon
Absent: None

The Pledge of Allegiance was led by Jim Reardon, President, Board of Trustees.

**Pledge of
Allegiance
Permanent Record**

The Board meeting discussion related to each of the items on the public agenda is on file in the Superintendent's office as a matter of the permanent record. An audio recording of the meeting is available on the District website: www.capousd.org

It was moved by Trustee McNicholas and seconded by Trustee Holloway and motion carried by a 7-0 roll call vote to adopt the Special Board Meeting agenda.

**Adoption of the
Board Agenda**

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas, and Reardon
NOES: None
ABSENT: None

DISCUSSION/ACTION ITEMS

President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services, to present the item.

**Independent
Contractor
Agreement No.
1920269 for
Emergency Covid-
19 Procedures –
American
Technologies,
Incorporated
Agenda Item 1**

It was moved by Trustee Holloway and seconded by Trustee McNicholas to approve Independent Contractor Agreement No. 1920269 for Emergency Covid-19 Procedures – American Technologies, Incorporated. This item required a unanimous vote. The motion failed 6-0-1.

AYES: Trustees Castellanos, Hanacek, Holloway, Jones, McNicholas, and Reardon
NOES: Trustee Bullockus
ABSENT: None

It was moved by Trustee McNicholas and seconded by Trustee Holloway to adjourn the meeting, motion carried 7-0.

Adjournment

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas and Reardon
NOES: None
ABSENT: None

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF SPECIAL MEETING
MARCH 18, 2020
EDUCATION CENTER – BOARD ROOM

President Reardon announced the meeting adjourned at 7:10 p.m.

Board Clerk

Secretary, Board of Trustees

Minutes submitted by Colleen Hayes, Manager II, Board Operations/Superintendent's Office

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
MARCH 18, 2020
EDUCATION CENTER – BOARD ROOM

Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically.

President Reardon called the meeting to order at 4:33 p.m.

**Call to Order/
Adjourn to Closed
Session
Closed Session
Comments**

The Board recessed to closed session to discuss: Conference with Legal Counsel – Anticipated Litigation; Conference with Legal Counsel – Existing Litigation; Conference with Real Property Negotiators; Liability Claim; Student Expulsions; Public Employee Discipline/Dismissal/Release; Public Employee Employment/Appointment; Conference with Labor Negotiators, and Public Employment and Evaluation of Performance.

The regular meeting of the Board of Trustees was called to order by President Reardon at 7:17 p.m.

ROLL CALL:

Present: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas, and Reardon

Absent: None

The Pledge of Allegiance was led by Jim Reardon, President, Board of Trustees.

**Pledge of
Allegiance
Permanent Record**

The Board meeting discussion related to each of the items on the public agenda is on file in the Superintendent's office as a matter of the permanent record. An audio recording of the meeting is available on the District website: www.capousd.org

It was moved by Trustee McNicholas and seconded by Trustee Holloway and motion carried by a 7-0 roll call vote to adopt the Regular Board agenda with the exception of items 13, 16, and 28 pulled by staff.

**Adoption of the
Board Agenda**

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas, and Reardon

NOES: None

ABSENT: None

President Reardon asked Colleen Hayes, Manager II - Board Operations/ Superintendent's Office to read the report out of closed session:

**President's Report
from Closed
Session Meeting**

Agenda Item #3A– Conference with Legal Counsel – Anticipated Litigation

Significant Exposure to Litigation – Five Cases

Trustees voted 7-0 to approve the staff recommendation on the following cases:

ADR Case Number 20191213

ADR Case Number 20200210

ADR Case Number 20200211

ADR Case Number 20202320

Trustees voted 5-0-1-1 with Trustee Reardon recusing himself, to approve staff recommendation on the following case:

ADR Case Number 20200116

On Agenda Item A-6 Trustees gave direction to staff.
On Agenda Item A-6.1 Trustees gave direction to staff.
On Agenda Item A-7 case #1 Trustees gave direction to staff.
On Agenda Item A-7 case #2 Trustees gave direction to staff.

Agenda Item #3B – Conference with Legal Counsel – Existing Litigation

Significant Exposure to Litigation – Three Cases

Trustees voted 5-0-1-1 with Trustee Reardon recusing himself, to approve staff recommendation on the following cases:

OAHS Case Number 2019110345
OAHS Case Number 2019110740

Trustees voted 7-0 to approve staff recommendation on the following case:
OAHS Case Number 2019120826

Agenda Item #3C – Conference with Real Property Negotiators

Property: PA-3 K-8 School No. 2 an approximate 20-acre school site
No reportable action.

Agenda Item #3D – Liability Claim

Significant Exposure to Litigation – One Case

Trustees voted 7-0 to approve staff recommendation on:
Rejection of Government Claim No. 1906942.

Agenda Item #3E – Student Expulsions – Nine Cases

Trustees voted 7-0 to approve staff recommendation on the following cases:

Case # 2020-026
Case # 2020-027
Case # 2020-028
Case # 2020-029
Case # 2020-030
Case # 2020-031
Case # 2020-032
Case # 2020-033
Case # 2020-034

Agenda Item #3F – Public Employee Discipline/Dismissal/Release

Trustees voted 7-0 to approve staff recommendation on Cases F-1 and F-2.

Agenda Item #3G – Public Employee Employment/Appointment

Trustees voted 7-0 to approve staff recommendation to appoint Dr. Manoj Mahindrakar, Principal High School, assigned to San Juan Hills High School.

Agenda Item #3H – Conference with Labor Negotiators

On agenda item H-1, no reportable action.
On agenda item H-2, Trustees gave direction to staff.

Agenda Item #3I – Public Employee and Evaluation of Performance

No reportable action.

Superintendent Vital reported on the various activities at our sites in the past weeks.

**Board and
Superintendent
Comments**
6 of 56

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
MARCH 18, 2020
EDUCATION CENTER – BOARD ROOM
**Oral
Communications**

No speakers addressed the Board.

At 7:29 p.m. President Reardon opened the Public Hearing on Resolution No. 1920-40, An Increase in Statutory School Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code § 17620 and Government Code § 65995.

President Reardon closed the Public Hearing at 7:30 p.m.

At 7:30 p.m. President Reardon opened the Public Hearing on Instructional Materials Recommended for Adoption: Grade 12 Advance Placement (AP) American Government; grade 12 AP Economics; Grades 10-12 AP European History; Grades 9-10 AP World History; Grade 11 Advanced Placement (AP)/International Baccalaureate (IB) American History; Grade 12 AP/IB Psychology.

President Reardon closed the Public Hearing at 7:31 p.m.

**Public Hearing:
Resolution No.
1920-40, An
Increase in
Statutory School
Fees Imposed on
New Residential
and Commercial/
Industrial
Construction
Pursuant to
Education Code
§ 17620 and
Government Code
§ 65995
Agenda Item 1
Public Hearing:
Instructional
Materials
Recommended for
Adoption:
Advanced
Placement
American
Government;
Advanced
Placement
Economics;
Advanced
Placement
European History;
Advanced
Placement World
History;
Advanced
Placement/
International
Baccalaureate
American History;
Advanced
Placement/
International
Baccalaureate
Psychology
Agenda Item 2**

CONSENT CALENDAR

All matters listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or the public request specific items to be discussed and/or removed from the Consent Calendar. The Superintendent and the staff recommend approval of all Consent Calendar items.

President Reardon asked Trustees for items they wished to pull from the Consent Calendar. Trustees pulled agenda item 9.

It was moved by Trustee Holloway and seconded by Trustee McNicholas motion carried by a 7-0 roll call vote to approve the following Consent Calendar with the exception of items pulled.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones,
McNicholas and Reardon
NOES: None
ABSENT: None

Approval of donations of funds and equipment.

Approval of purchase orders (Attachment 1) and commercial warrants (Attachment 2).

Approval of the District standardized Independent Contractor, Professional Services, Field Service and Master Contract agreements.

Approval of Change Order No. 1, Bid No. 1920-05 for the Newhart Middle School STEAM Building Project related to unforeseen conditions relating to power at portable 131 that were required to be resolved to keep the site operational.

Approval to utilize the State of California Multiple Award Schedule (CMAS) Contract No. 3-19-70-3372C, General Services Administration Schedule No. GS-35F-189BA, and any subsequent revisions, amendments, and extensions awarded to BorderLAN, Inc., for the purchase and warranty of certain information technology goods and services, specifically internet content filter, as needed by the District.

**Donation of Funds
and Equipment
Agenda Item 3
Purchase Orders,
Commercial
Warrants and
Previously Board-
Approved Bids
and Contracts
Agenda Item 4
Independent
Contractor,
Professional
Services, Field
Service, and
Master Contract
Agreements
Agenda Item 5
Change Order No.
1, Bid No. 1920-
05, Newhart
Middle School
Steam Building
Project
Agenda Item 6
State of California
Multiple Award
Schedule Contract
No. 3-19-70-
3372C, General
Services
Administration
Schedule No. GS-
8 of 56**

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
MARCH 18, 2020
EDUCATION CENTER – BOARD ROOM

Approval of the Account-AbilitySM Software Services Agreement with Colbi Technologies for construction project accounting software which will track the budgets and all expenditures for the Aliso Niguel High School STEM and Newhart Middle School STEAM construction projects.

Approval of the Memorandum of Understanding (MOU) with County of Orange, OC Public Libraries, in partnership with San Juan Capistrano Library for participation in the Summer Food Service Program maintained by Food and Nutrition Services.

Approval of the agreement for participation in the mobile school pantry with Second Harvest Food Bank of Orange County.

Approval of meal prices for the 2020-2021 school-year.

This item was pulled by staff.

Approval of the ratification of Agreement No. 48868 with the Orange County Superintendent of Schools to allow Early Childhood Guided Language Acquisition Design (GLAD) training for Early Childhood Programs staff.

Approval of Agreement No. 49773 with the Orange County Superintendent of Schools to allow the District to receive the Quality Rating and Improvement System Block Grant for continuous quality improvement of early education programs.

This item was pulled by staff.

35F-189BA,
Purchase and
Warranty of
Information
Technology Goods
and Services –
BorderLAN, Inc.
Agenda Item 7
Account-Abilitysm
Software Services
Agreement - Colbi
Technologies, Inc.
Agenda Item 8
Memorandum of
Understanding
with County of
Orange, OC
Public Libraries
for Summer Food
Service Program
Agenda Item 10
Member Program
Agreement for
Mobile School
Pantry – Second
Harvest Food
Bank of Orange
County
Agenda Item 11
Proposed 2020-
2021 School-Year
Meal Prices
Agenda Item 12
Deletion of Board
Policy 6141.4,
Career
Preparation
Agenda Item 13
Agreement No.
48868 with the
Orange County
Superintendent of
Schools
Agenda Item 14
Agreement No.
49773 with the
Orange County
Superintendent of
Schools
Agenda Item 15
Addendums to the
Agreement for
Additional Schools

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
MARCH 18, 2020
EDUCATION CENTER – BOARD ROOM

Approval of the ratification of Agreement No. 49885 with the Orange County Superintendent of Schools enables the District to partner with county staff to provide professional development to District teachers.

Approval of the ratification of the Sales and Services Agreement with the University of Southern California Irvine, History Project.

Approval of the ratification of the Amendment to the Advancement Via Individual Determination (AVID) College Readiness System Services and Products Agreement for AVID Elementary and Secondary Membership.

Acceptance of Williams Settlement Legislation Orange County Department of Education (OCDE) Second Quarter Report.

Approval of the contract for the Admin Induction Colloquium on May 5, 2020, to be held at San Juan Hills Golf Club for the conclusion of the program.

Approval of the activity list for employment, separation, and additional assignments of certificated employees.

Approval of the activity list for employment, separation, and additional assignments of classified employees.

Approval of the March 4, 2020 Special Board Meeting Minutes.

**Participating in
Inside the
Outdoors Field or
School Programs,
Agreement No.
12025,
Addendum No. 13,
15, 16, and 17
Agenda Item 16
Agreement No.
49885 with the
Orange County
Superintendent of
Schools
Agenda Item 17
Sales and Services
Agreement with
the University of
Southern
California, Irvine
Agenda Item 18
Amendment to
the AVID
Services and
Products
Agreement
Agenda Item 19
Orange County
Department of
Education Second
Quarter Report –
Williams
Settlement
Legislation
Agenda Item 20
Admin Induction
Colloquium
Agenda Item 21
Resignations/
Retirements/
Employment -
Certificated
Employees
Agenda Item 22
Resignations/
Retirements/
Employment -
Classified
Employees
Agenda Item 23
School Board
Minutes
Agenda Item 24**

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
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EDUCATION CENTER – BOARD ROOM

President Reardon recognized Gregory Merwin, Associate Superintendent, Student Support Services, to present this item.

This is an information item only and no Board action is necessary.

Trustee Jones left the meeting at 8:13 p.m.

President Reardon recognized Susan Holliday, Associate Superintendent, Education Services to present the item.

The following speaker addressed the Board:

- *Gavin Keller, School Director, Journey Charter School, spoke regarding the Charter Renewal Petition*

It was moved by Trustee McNicholas and seconded by Trustee Holloway to adopt Resolution No. 1920-43, Resolution of the Board of Trustees to Approve the Charter Renewal Petition of Journey School Public Charter School Subject to Entry into Memorandum of Understanding. The motion carried 6-0-1

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

President Reardon recognized Susan Holliday, Associate Superintendent, Education Services to present the item.

Trustees asked that this item be brought back on the Consent Calendar for a second reading.

This item was pulled by staff.

Superintendent Vital recommended the Trustees vote on all instructional materials in one action.

It was moved by Trustee Hanacek and seconded by Trustee Holloway to approve all instructional materials recommended for adoption, agenda items 29 to 34, in one vote. The motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

Approval of Secondary History/Social Science instructional materials for Advanced Placement American Government, grade 12: *American Government: Stories of a Nation* ©2019 Bedford, Freeman and Worth. The motion carried 6-0-1.

**Coronavirus:
District Plans for
Communication,
Prevention, and
Intervention
Agenda Item 25
Resolution No.
1920-43,
Resolution of the
Board of Trustees
to Approve the
Charter Renewal
Petition of
Journey School
Public Charter
School Subject to
Entry into
Memorandum of
Understanding
Agenda Item 26**

**First Reading –
Board Policy 6145,
Extracurricular
and Co-
Curricular
Activities
Agenda Item 27
First Reading –
Board Policy 6178,
Career Technical
Education
Agenda Item 28
Motion to Take
Action on Items
29-34 with One
Vote**

**Instructional
Materials
Recommended for
Adoption:
Secondary History/
Social Science,**

CAPISTRANO UNIFIED SCHOOL DISTRICT
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Approval of Secondary History/Social Science instructional materials for Advanced Placement Economics, grade 12: *Krugman's Economics for the AP Course* ©2019 Bedford, Freeman and Worth. The motion carried 6-0-1.

**Advanced
Placement
American
Government,
Grade 12
Agenda Item 29
Instructional
Materials
Recommended for
Adoption:
Secondary History/
Social Science,
Advanced
Placement
Economics, Grade
12**

Approval of Secondary History/Social Science instructional materials for Advanced Placement European History, grades 10-12: *A History of Western Society for the AP Course* ©2020 Bedford, Freeman and Worth. The motion carried 6-0-1.

**Agenda Item 30
Instructional
Materials
Recommended for
Adoption:
Secondary History/
Social Science,
Advanced
Placement
European History,
Grades 10-12**

Approval of Secondary History/Social Science instructional materials for Advanced Placement World History, grades 9-10: *Ways of the World: A Global History with Sources* ©2020 Bedford, Freeman and Worth. The motion carried 6-0-1.

**Agenda Item 31
Instructional
Materials
Recommended for
Adoption:
Secondary
History/
Social Science,
Advanced
Placement World
History, Grades 9-
10**

Approval of Secondary History/Social Science instructional materials for Advanced Placement/International Baccalaureate American History, grade 11: *Give Me Liberty! An American History* ©2020 W.W. Norton. The motion carried 6-0-1.

**Agenda Item 32
Instructional
Materials
Recommended for
Adoption:
Secondary
History/Social
Science, Advanced
Placement/
International
Baccalaureate
American History,
Grade 11**

Agenda Item 33
12 of 56

CAPISTRANO UNIFIED SCHOOL DISTRICT
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Approval of Secondary History/Social science instructional materials for Advanced Placement/International Baccalaureate Psychology, grade 12: *Psychology for the AP Course* ©2020 Bedford, Freeman and Worth. The motion carried 6-0-1.

**Instructional
Materials
Recommended for
Adoption:
Secondary
History/Social
Science, Advanced
Placement/
International
Baccalaureate
Psychology, Grade
12**

President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services to present the item.

**Agenda Item 34
Resolution No.
1920-39,
Resolution of
Intent to Consider
the Conveyance of
an Easement to
City of San Juan
Capistrano for the
Purposes of
Providing
Necessary Public
Water and Sewer
Pipeline Facilities
for the City of San
Juan Capistrano
Adjacent to San
Juan Hills High
School**

It was moved by Trustee Holloway and seconded by Trustee McNicholas to adopt Resolution No. 1920-39, Intent to Consider the Conveyance of an Easement to City of San Juan Capistrano for the Purposes of Providing Necessary Public Water and Sewer Pipeline Facilities for the City of San Juan Capistrano adjacent to San Juan Hills High School. The motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services to present the item.

**Agenda Item 35
Resolution No.
1920-40, An
Increase in
Statutory School
Fees Imposed on
New Residential
and Commercial/
Industrial
Construction
Pursuant to
Education Code
§ 17620 and
Government Code
§ 65995**

It was moved by Trustee McNicholas and seconded by Trustee Holloway to adopt Resolution No. 1920-40, An Increase in Statutory School Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code § 17620 and Government Code § 65995. The motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services to present the item.

**Agenda Item 36
Resolution No.
1920-41, Intent to
Consider the
Conveyance of an
Easement to The
Santa Margarita**

It was moved by Trustee McNicholas and seconded by Trustee Holloway to adopt Resolution No. 1920-41, Intent to Consider the Conveyance of an Easement to the Santa Margarita Water District for the Purposes of Providing Necessary Public Water Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
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EDUCATION CENTER – BOARD ROOM

to Newhart Middle School. The motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services to present the item.

It was moved by Trustee McNicholas and seconded by Trustee Bullockus to adopt Resolution No. 1920-42, Intent to Consider the Conveyance of an Easement to the Moulton Niguel Water District for the Purposes of Providing Necessary Public Water, Reclaimed Water, and Wastewater Facilities to Aliso Niguel High School. The motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services to present the item.

It was moved by Trustee Holloway and seconded by Trustee McNicholas to adopt Resolution No. 1920-45, Resolution Supporting Rancho Mission Viejo, LLC's Request for Amendment to the Master Plan of Arterial Highways. The motion carried 6-0-1 with the following revision to Amendment 5:

5. Realign Cristianitos Road from Cow Camp to Avenida La Pata (to the east away from San Juan Hills High Schools), to be renamed Los Patrones Parkway.

WHEREAS, RMV requested Amendment 5 because the terminus of Cristianitos Road is no longer a logical termination, given TCA's withdrawal of the "Green Alignment" for the SR- 241 toll extension: and

WHEREAS, Amendment 5 would realign Cristianitos Road into an extension of Los Patrones Parkway from Cow Camp Road to South of San Juan Hills High School, would move traffic away from San Juan Hills High School, and may provide an attractive alternative route for the SR-241 toll road extension instead of along Avenida La Pata or the other alternatives being considered in the South County Traffic Relief Effort; and

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

**Water District for the Purposes of Providing Necessary Public Water Services to Newhart Middle School
Agenda Item 37
Resolution No. 1920-42, Intent to Consider the Conveyance of an Easement to the Moulton Niguel Water District for the Purposes of Providing Necessary Public Water, Reclaimed Water, and Wastewater Facilities to Aliso Niguel High School
Agenda Item 38
Resolution No. 1920-45, Resolution Supporting Rancho Mission Viejo, LLC's Request for Amendment to the Master Plan of Arterial Highways
Agenda Item 39**

CAPISTRANO UNIFIED SCHOOL DISTRICT
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President Reardon recognized Clark Hampton, Deputy Superintendent, Business and Support Services to present the item.

It was moved by Trustee Holloway and seconded by Trustee Reardon to approve Operation and Maintenance (O&M) Scope of Work Agreements with REC Solar Commercial Corporation for Capistrano Valley High School, Tesoro High School, Dana Hills High School, Aliso Niguel High School, San Clemente High School and the District Office Solar Projects. The motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

It was moved by Trustee McNicholas and seconded by Trustee Holloway to adjourn the meeting, motion carried 6-0-1.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, McNicholas and Reardon
NOES: None
ABSENT: Trustee Jones

President Reardon announced the meeting adjourned at 9:12 p.m.

Board Clerk

Secretary, Board of Trustees

Minutes submitted by Colleen Hayes, Manager II, Board Operations/Superintendent's Office

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF SPECIAL MEETING
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EDUCATION CENTER – BOARD ROOM

Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically.

Vice President McNicholas called the meeting to order at 5:07 p.m.

**Call to Order/
Adjourn to Closed
Session**

ROLL CALL:

Present: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones, McNicholas, and Reardon

Absent: None

The Board recessed to closed session to discuss: Public Health Emergency; Conference with Real Property Negotiators; Public Employee Discipline/Dismissal/Release.

**Closed Session
Comments**

The Special meeting of the Board of Trustees was called to order by Vice President McNicholas at 6:50 p.m.

ROLL CALL:

Present: Trustees Bullockus, Castellanos, Holloway, Jones, McNicholas, and Reardon

Absent: Trustee Hanacek

Trustee Hanacek telephonically lost connection to the meeting.

The Pledge of Allegiance was led by Martha McNicholas, Vice President, Board of Trustees.

**Pledge of
Allegiance**

The Board meeting discussion related to each of the items on the public agenda is on file in the Superintendent's office as a matter of the permanent record. An audio recording of the meeting is available on the District website: www.capousd.org

Permanent Record

It was moved by Trustee Reardon and seconded by Trustee McNicholas and motion carried by a 6-0-1 roll call vote to adopt the Special Board Meeting agenda. Staff pulled agenda item 5 from the Consent Calendar and will discuss it prior to agenda item 8.

**Adoption of the
Board Agenda**

AYES: Trustees Bullockus, Castellanos, Holloway, Jones, McNicholas and Reardon

NOES: None

ABSENT: Trustee Hanacek

Vice President McNicholas asked Colleen Hayes, Manager II - Board Operations/ Superintendent's Office to read the report out of closed session:

**President's Report
from Closed
Session Meeting**

Agenda Item #3A – Public Health Emergency

Trustees gave direction to staff.

Agenda Item #3B – Conference with Real Property Negotiators

Property: South Transportation and Groundskeeping Facility; 5.51 acre property located at 26126 Victoria Blvd, Dana Point, CA 92624

Trustees gave direction to staff.

Agenda Item #3C – Public Employee Discipline/Dismissal/Release

This item was pulled by staff. No reportable action.

All matters listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or the public request specific items to be discussed and/or removed from the Consent Calendar. The Superintendent and the staff recommend approval of all Consent Calendar items.

Consent Calendar

Vice President McNicholas asked Trustees for items they wished to pull from the Consent Calendar. Trustee McNicholas pulled item 6.

It was moved by Trustee Reardon and seconded by Trustee Bullockus, motion carried by a 6-0-1 roll call vote to approve the following Consent Calendar with the exception of items 5 and 6.

AYES: Trustees Bullockus, Castellanos, Holloway, Jones, McNicholas
and Reardon
NOES: None
ABSENT: Trustee Hanacek

Approval of Independent Contractor Agreement No. 1920269 with American Technologies, Incorporated for specialized cleaning and sanitation services in response to COVID-19.

**Independent
Contractor
Agreement No.
1920269 for
Emergency
COVID-19
Procedures –
American
Technologies,
Incorporated
Agenda Item 1
NASPO
ValuePoint
(Formerly Known
as WSCA –
Western States
Contracting
Alliance) Contract
No. 1907,
Awarded to
T-Mobile USA,
Inc.
Agenda Item 2
Centralia School
District Project
No. CEPU,
#N15-2017/18,
2017 Districtwide
Contract for the
Purchase and
Installation of**

Approval to utilize the NASPO ValuePoint (formerly known as WSCA – Western States Contracting Alliance) Contract No. 1907 and any subsequent revisions, amendments, and extensions awarded to T-Mobile USA, Inc., for the purchase and warranty of certain information technology goods and services, specifically wireless mobile devices and services, as needed by the District.

Approval to utilize the Centralia School District Project No. CEPU, #N15-2017/18 Districtwide Contract for the Purchase and Installation of DSA Approved Portable Buildings, from Silver Creek Industries, Incorporated, under the same terms and conditions of the public agency's contract.

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF SPECIAL MEETING
MARCH 25, 2020
EDUCATION CENTER – BOARD ROOM
**DSA Approved
Portable Buildings
– Silver Creek
Industries,
Incorporated
Agenda Item 3
Temporary
Employee Cell
Phone Allowance
Agenda Item 4
School Board
Minutes
Agenda Item 7**

Approval of a temporary employee cell phone allowance for assistant principals, confidential secretaries, and specific directors and coordinators.

Approval of the March 13, 2020 Special Board Meeting Minutes.

DISCUSSION/ACTION ITEMS

Vice President McNicholas recognized Susan Holliday, Associate Superintendent, Education Services, to present the item.

Trustee Hanacek rejoined the meeting telephonically.

It was moved by Trustee Reardon and seconded by Trustee Bullockus to approve Ratification of School Calendar Changes, motion carried 7-0.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones,
McNicholas and Reardon
NOES: None
ABSENT: None

Vice President McNicholas recognized Susan Holliday, Associate Superintendent, Education Services and Greg Merwin, Associate Superintendent, Student Support Services, to present the item.

The following speaker addressed the Board:

Michele Ploessel-Campbell spoke regarding the Coronavirus.

This is an information item only and no Board action is necessary.

Vice President McNicholas recognized Tim Brooks, Human Resource Services, to present the item.

The following speaker addressed the Board:

Michele Ploessel-Campbell spoke regarding the substitute daily rate of pay.

It was moved by Trustee Reardon and seconded by Trustee McNicholas to approve Substitute Daily Rate of Pay Increase, motion carried 7-0.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones,
McNicholas and Reardon
NOES: None
ABSENT: None

**Ratification of
School Calendar
Changes
Agenda Item 5**

**Coronavirus:
Distance Learning
Program, Support
For Families
Agenda Item 8**

**Substitute Daily
Rate of Pay
Increase
Agenda Item 6**

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF SPECIAL MEETING
MARCH 25, 2020
EDUCATION CENTER – BOARD ROOM

It was moved by Trustee Jones and seconded by Trustee Bullockus to adjourn the meeting, **Adjournment**
motion carried 7-0.

AYES: Trustees Bullockus, Castellanos, Hanacek, Holloway, Jones,
McNicholas and Reardon
NOES: None
ABSENT: None

President Reardon announced the meeting adjourned at 8:09 p.m.

Board Clerk

Secretary, Board of Trustees

Minutes submitted by Colleen Hayes, Manager II, Board Operations/Superintendent's Office

CAPISTRANO UNIFIED SCHOOL DISTRICT

BOARD REPORT

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Educational Services
Greg Merwin, Associate Superintendent, Student Support Services

Date: April 15, 2020

Board Item: Distance Learning Program & Support for Families

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 Gavin Newsom declared a “state of emergency” to help prepare for the spread of the virus. On March 13, 2020, Governor Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. The order provides that even if schools close temporarily because of COVID-19, LEAs will continue to receive state funding for those days so that they can:

- Continue delivering high-quality educational opportunities to students to the extent feasible through, among other options, distance learning and/or independent study;
- Provide school meals in non-congregate settings through the Summer Food Service Program and Seamless Summer Option, consistent with the requirements of the California Department of Education and United States Department of Agriculture;
- Arrange for, to the extent practicable, supervision for students during ordinary school hours; and
- Continue to pay employees.

The guidance provided a framework for how LEAs can continue to deliver high-quality educational opportunities to students when the school site is physically closed and the LEA has suspended onsite instruction. In providing this instruction, it is critical that LEAs take steps to ensure that these opportunities are available to all students to the greatest extent possible, including economically disadvantaged students, students with disabilities, and English learners.

BACKGROUND INFORMATION

In response to the COVID-19 pandemic and to maintain the safety of District students, families, and staff while mitigating the spread of the virus, Trustees approved temporary closure of all schools on March 13, 2020 with spring recess being moved to March 16-20, 2020. In order to provide all students with educational opportunities during temporary school closure, the District has implemented a Distance Learning Program which includes innovative ways to provide differentiated instruction and social emotional support in a remote learning environment. Additionally, the District has expanded the meal program in order to increase access for families.

District and site staff have collaborated to develop a robust distance learning plan for all grades, from early childhood through high school and including the Adult Transition Program. As part of the Distance Learning Program, teachers, counselors, support staff, and service providers use both online platforms and conference calls to engage and support students with their learning. In order to guarantee that all students have access to the Distance Learning Program, a parent survey was provided to families to determine the number of Chromebooks needed for students who do not have a device and/or internet service at home. Principals have distributed nearly 5,000 Chromebooks since March 24, 2020 and have begun to distribute hot spots. District Technology Information Services staff have conducted 38 training sessions for almost 6,000 participants. Staff provided an update to Trustees on March 25, 2020 regarding progress made on developing online trainings for staff and the initial launch of distance learning. This evening staff will provide Trustees a more thorough update on distance learning progress, supports and expectations for staff, students and families as well as updated guidance on grading, graduations and Special Education services.

CURRENT CONSIDERATIONS

On March 24, 2020, distance learning began Districtwide. The District has begun its third week of distance learning. “Distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, video, tele courses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. Delivery of content to all students was successful, although, now we continue to refine and improve the delivery of instruction through distance learning. This update provides guidance and information on how we collectively developed agreed upon baseline expectations for the delivery of learning. The purpose is to clarify the roles of students, teachers, and families relative to distance learning, as well as the different options teachers have for content delivery. We also clarify expectations relative to the amount of time students will need to devote to learning each day and throughout the week. We have also updated information on the Enrichment web site that is available for students and teachers to use during this time. Many publishers are generously providing free access to fee-based content and we have included high quality, standards-aligned titles that will benefit our teachers and students.

The report provides a summary of the roles of students, teachers, principals and families. In addition, we have developed a definition of great virtual instruction and the expectations by which instruction is provided. This report provides a summary of expectations, but not limited to, office hours, asynchronous learning (interactions not in real time), synchronous learning (live real time interactions), student workload and

support for struggling students. Like the District's focus and commitment to Great First Instruction, we have begun to draft ideas for Great Virtual Instruction that include best practices within a Distance Learning model to provide a continuum of delivery options with recognition that teaching remotely requires a different approach. Great Virtual Instructional practices in a Distance Learning model include teachers who still implement the 4 main Great First Instruction components:

Lesson Preparation

- Focus on key concepts and skills.
- Provide content and learning activities aligned with the Common Core State Standards that promote the achievement of stated learning objectives and competencies.
- Work collaboratively with grade-level or department to build out lessons/work into phases.

Strategies:

- Set a routine to your day/week and be available to students and parents (scaffolding).
- Mix of technology and virtual face-to-face instruction through online communication tools such as Google Meet.

Interaction:

- Educators use Seesaw, Google Classroom or SchoolLoop to design the sequence of learning and use these tools to facilitate collaboration between educator and student as well as between and among students.
- Hold regular office hours.

Review and Assess

- Provide students regular feedback.
- Provide differentiated, small group support based on student need.

Great Virtual Instruction uses a gradual release model of I Do, We Do, You Do. I Do consists of direct instruction provided via lecture (live and recorded or pre-recorded) and teacher modeling (live and recorded or pre-recorded). We Do consists of a variety of models that provide interactions between the teacher and students, including live office hours where the teacher engages with students, answers questions, works with small groups of students, works with individual students, asks probing questions, clarifies expectations, and provides social interactions. We Do also consists of students working together in discussion boards, small group projects, and shared assignments. You Do consists of independent learning and practice including individual assignments, student engagement with our online curriculum, projects, and assessments. Teachers provide individual and group formative feedback throughout the model.

To visualize what this might look like for a teacher or a student we developed generic weekly sample distance learning schedules. Below you will find a sample "Week At-A-Glance for Elementary, Middle and High School" schedules.

Elementary School Distance Learning Sample Week at a Glance

Time	Monday	Tuesday	Wednesday	Thursday	Friday
20 min.	Go Noodle Exercise & Stretch Morning Check-in	Go Noodle Exercise & Stretch Morning Check-in	Go Noodle Exercise & Stretch Morning Check-in	Go Noodle Exercise & Stretch Morning Check-in	Go Noodle Exercise & Stretch Morning Check-in
1 hour	Synchronous 15 min Word Work (Wonders/Maravillas) Word Study (Benchmark)	Teacher assigned math lesson 11. small group	Synchronous 15 min Word Work (Wonders/Maravillas) Word Study (Benchmark)	Teacher assigned math lesson 11. small group	Synchronous 30 min Science discussion - Claim Evidence Reasoning
	Reading (50/50 narrative and informational- Science or HSS) Responding to text-dependent questions 11. small group	Synchronous 15 min Sharing Mathematical Thinking & Strategies Number sense routines	Reading (50/50 narrative and informational- Science or HSS) Responding to text-dependent questions 11. small group	Synchronous 15 min Sharing Mathematical Thinking & Strategies Number sense routines	OR History/Social Studies discussion - Content Inquiry Citizenship
					Art 30 min.
	Snack & Break	Snack & Break	Snack & Break	Snack & Break	Snack & Break
40 min.	Fact Fluency	Fact Fluency iReady Games	Fact Fluency	Fact Fluency iReady Games	Fact Fluency
	i-Ready Math pathway 15-30 min	Synchronous 15-20 min Designated ELD (small group)	i-Ready Math pathway 15-30 min	Synchronous 15-20 min Designated ELD (small group)	i-Ready Math pathway 15-30 min
1 hour	Office hours 1 hr	Music Core Knowledge or Epic! reading	Office hours 1 hr	Music Core Knowledge or Epic! reading	Office hours 1 hr
	Lunch	Lunch	Lunch	Lunch	Lunch
30 min.	FOSS Science Experience/Investigate Record notice, wonderings & initial observations End-of-Day Check-in	Reading & Responding Collaborative Writing (opinion, explanatory, narrative) End-of-Day Check-in	FOSS Science Sensemaking through reading and exploring End-of-Day Check-in	Reading & Responding Collaborative Writing (opinion, explanatory, narrative) End-of-Day Check-in	Social-Emotional Learning Family Activity End-of-Day Check-in

Middle School Distance Learning Sample Week at a Glance

8:30 AM - 9:00 AM	Get set for the week Review weekly agenda and learning objectives for the week for all classes.	Get set for the day Review agenda and learning objectives for math, science, and PE classes.	Get set for the day Review agenda and learning objectives for language arts, social studies, and electives classes.	Get set for the day Review agenda and learning objectives for math, science, and PE classes.	Get set for the day Review agenda and learning objectives for language arts, social studies, and electives classes.
9:00 AM - 10:30 AM	Teacher office hours Reach out to teachers with questions regarding assignments and projects.	Math Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other.	Language Arts Review material (screencastify, reading, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other.	Math Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other.	Language Arts Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other.

		Work on assignment and ask for help.	Work on assignment and ask for help.	Work on assignment and ask for help.	Work on assignment and ask for help.
10:30 AM - 11:00 AM	Break	Break	Break	Break	Break
11:00 AM - 12:30 PM	Participate in discussion boards	Science Review material (screencastify, online video, live hangout) Participate in virtual class activity/lab (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Social Science Review material (screencastify, reading, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Science Review material (screencastify, online video, live hangout) Participate in virtual class activity/lab (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Social Science Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.
12:30 PM - 1:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 PM - 3:00 PM	Comment on video clips, answer discussion questions, complete quick writes, complete challenge questions, etc.	PE Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Exercise	Elective Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	PE Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Exercise	Elective Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.

High School Distance Learning Sample Week at a Glance

8:30 AM - 9:00 AM	Tutorial Review assignments and projects that are posted for each class. Reach out to teacher with any questions or concerns.	Tutorial Review assignments and projects that are posted for each class. Reach out to teacher with any questions or concerns.	Tutorial Review assignments and projects that are posted for each class. Reach out to teacher with any questions or concerns.	Tutorial Review assignments and projects that are posted for each class. Reach out to teacher with any questions or concerns.	Tutorial Review assignments and projects that are posted for each class. Reach out to teacher with any questions or concerns.
9:00 AM - 10:30 AM	Teacher office hours Reach out to teachers with questions regarding assignments and projects. Participate in discussion boards Comment on video clips, answer discussion questions, complete quick writes, complete challenge	First Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Second Period Review material (screencastify, reading, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	First Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Second Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.

	questions, etc.				
10:30 AM - 11:00 AM	Break	Break	Break	Break	Break
11:00 AM - 12:30 PM	Teacher office hours Reach out to teachers with questions regarding assignments and projects. Participate in discussion boards Comment on video clips, answer discussion questions, complete quick writes, complete challenge questions, etc.	Third Period Review material (screencastify, online video, live hangout) Participate in virtual class activity/lab (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Fourth Period Review material (screencastify, reading, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Third Period Review material (screencastify, online video, live hangout) Participate in virtual class activity/lab (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Fourth Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.
12:30 PM - 1:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 PM - 3:00 PM	Teacher office hours Reach out to teachers with questions regarding assignments and projects. Participate in discussion boards Comment on video clips, answer discussion questions, complete quick writes, complete challenge questions, etc.	Fifth Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Sixth Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Fifth Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.	Sixth Period Review material (screencastify, online video, live hangout) Participate in virtual class activity (live hangout) w/teacher to practice and interact with the material and each other. Work on assignment and ask for help.

As we transition to distance learning, we each have areas to learn and grow in to support this new way of learning. Here are examples of expectations and strategies to support students, families and teachers through this unprecedented change:

Students

- Identify a comfortable and quiet space to learn and study.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Dedicate appropriate time to learning as guided by your teacher(s)
- Check the online platforms for information on classes, assignments, resources daily
- Ensure that you know your usernames and passwords for instructional resources that are accessible via the District portal and/or website
- Submit assignments by due dates established by your teacher(s)

Families

- Assure that a mobile device and internet access are available at home; contact your school if there is a need for a mobile device and/or internet access for at-home use.

- Monitor District communications for up-to-date information regarding school closures, instructional continuation plans, and distance learning resources. Visit the following [link](#) to learn more.
- Ensure that your children know their usernames and passwords for instructional resources and encourage their participation in distance learning offerings.
- Maintain communication with your children's teachers and school counselor(s).
- Engage your children in conversations regarding assignments.
- Monitor time spent engaging in online and offline learning.
- Support your children's emotional balance by providing time for physical activity and play.
- Online resources for parents:
 - For technology, visit the following [link](#).
 - For enrichment, visit the following links for [secondary](#) and [elementary](#) resources.
- We are also proud to announce a new [CUSD Social Emotional Home Resources Learning Page](#) for families to access a variety of videos and resources that can help you talk to your child about COVID-19.
- Finally, be sure to visit our online [Family Resource Center](#) for more strategies and information on a variety of topics, including dyslexia, autism, nutrition, mental health, ADHD, and more.

Teachers:

In partnership with CUEA, Human Resource Services and Education Services are in the process of collaboratively identifying consistent agreements and expectations for teachers to assist with consistency and clarity across the District. The teams are finalizing agreements within a Memorandum of Understanding and will be able to update Trustees and the community once finalized within a week. Teams are discussing the daily delivery of instruction, including both live and recorded sessions; as well as office hours and 1:1 or small group instruction. The goal is to create expectations so that across the District students have consistency in their learning and what is expected of them.

Support for English Learners:

Staff have been working to provide support to students who are English learners, their families and teachers.

- Students: Professional Tutors of America has continued to provide approximately 180 English learners (grades 2-12) 1-on-1 tutoring through virtual instruction. Rosetta Stone has been purchased for 75 newcomer English learners (grades 8-12) to support reading, writing and speaking English. Newcomers in grades 1-3 have been added to the Imagine Learning electronic learning program; currently 97 students in grades 1-8 have access to this language support.
- Parents: Translations of important District and school messages have been provided in Spanish and Farsi by email and phone. Site and District-based Bilingual Community Services Liaisons are assisting with communication to families of English learners to support technology needs.
- Teachers: The English Language Arts Curriculum Specialist showed elementary teachers the online English Language Development (ELD) lessons through Wonders (including Adaptive Learning (Electronic Learning Program) ELP for differentiated support) and Benchmark during grade level Google Hangout meetings. Secondary Teachers are implementing Inside and Edge online ELD curriculum resources. [Tips for Supporting English Learners during Online Learning](#) has been posted to the elementary and secondary resource pages to support teachers.

Grading:

Elementary schools completed the second trimester on February 28, 2020. Students received report cards for the second trimester by March 6, 2020. Schools closed on March 13, 2020, which resulted in 2 weeks of instruction for the third trimester prior to school closure.

Middle school third quarter ended on March 13, 2020. The school closure will only impact student grades for fourth quarter.

High School 6-week grades were submitted for progress reporting purposes on February 21, 2020. These were the last formal grades reported by teachers prior to school closures. Twelve week grades will be reported after April 17, 2020. Staff recommend that 12-week grades be restricted to only allow students to be given a higher grade than what they received at the 6-week mark. This will provide students an incentive and an opportunity to improve upon whatever grade they had been issued on February 21, 2020.

On April 1, 2020 California Department of Education released guidance on grading practices:

- The assignment of grades and credits is a local determination made in consultation with teachers.
- There is nothing in the *Education Code* which governs whether a class can be offered as credit/no credit, pass/fail or a modified A–D.
- Ensure that grading policies hold students harmless for their spring grades and the transition to distance learning.
- Grading policies take the needs of all students into account, including those of English Learners, homeless and foster youth, and those with differing access to digital learning and other tools or materials.
- For students with disabilities, any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student’s Individualized Education Program (IEP) to ensure that the changes respond to their learning needs.
- LEAs and teachers establish policies for how students can make up late or missing work due to illness
- As defined in Education Code § 49066 (a), which states: “When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.”

Orange County Office of Education recommends that districts approach grading through a growth mindset and embrace “do no harm” for this semester. “Do no harm” could be that no student receives a failing grade during the spring semester. Instead, if a student has not completed work to sufficiently assess their progress during the second semester, a “No Credit” or “Incomplete” could be given with students provided the opportunity to finish the course, with no penalties, during the summer and/or when school resumes in the fall.

University of California and California State University systems as well as the Association of Independent California Colleges and Universities have stated their willingness to accept grades of Pass/No Pass or Credit/No Credit in lieu of traditional letter grades. Similar statements have been provided by the following universities: Harvard, Stanford, Columbia, University of Michigan, Duke, Massachusetts Institute of

Technology, Vanderbilt, Cornell, and Boston College. The UC Office of the President provided the following statement to the District on April 9, 2020: “UC cannot prescribe to individual schools or districts how to choose to implement their grading policies. UC will accept A-G courses from schools, even if they are using a mixed grading model for Spring/Summer 2020. We are working to ensure that all of our campuses are aware of our position on this matter.”

As far as we know the following Orange County School Districts have adopted or are strongly considering the following grading practices:

- Santa Ana Unified School District will use a Pass/Incomplete model.
- Los Alamitos Unified School District will use a traditional A,B,C, and D model with no F grades being accepted.
- Anaheim Union High School District will use a traditional model with no F grades being accepted.
- Fullerton Union High School District will use a traditional model with no F grades being accepted.
- Tustin Unified will use a Credit/Incomplete model.
- Garden Grove Unified will use a Credit/No Credit model.

Districtwide, staff believe that during periods of school closure or other emergencies in which distance learning is provided, teachers will provide grades to students that reflect a “do no harm” approach during the period of the closure. A student’s grade on the report card should not be negatively impacted by the school closure. If a student received a particular mark at an earlier reporting period prior to the closure, the student would be unable to receive a lower mark in the subsequent reporting period.

At the elementary grades, teachers will continue to provide grades on the standards based report card as a means of offering feedback, motivating, and holding accountable for work they complete. However, following the “do no harm” approach, a student would not receive a score on the third trimester (Spring) that is lower than that received at the prior trimester (Winter). A student could receive a higher score, but not a lower one. For a student who received a score of “1” (Insufficient progress toward reporting period expectations) during the prior trimester (Winter), that student would receive a score of “2” (Progressing toward reporting period expectations) or higher in the third trimester (Spring), as no student should be penalized for being unable to access instruction in the traditional setting during the closure. Education Services will continue to work with CUEA and the report card committee to review standards identified on the standards based report card and clarify the expectations for progress monitoring and marks. Staff will also examine the impact of the school closures on student progress and identify potential interventions to address learning loss due to the closures in either the summer or fall of 2020 depending on the ending of social distancing measures.

Teachers at the secondary level will continue to provide traditional grades to students as a means of offering feedback, motivating, and holding students accountable for work they complete. Teachers assign grades, it is not the choice of a student on whether they receive a grade or alternative mark. Education Code as well as current policy provides flexibility for teachers to determine what types of activities may be calculated when determining a student’s grade. Proposed Emergency Board Policy E5121.2, *Grades/Evaluation of Student Achievement*, limits the marks that can be used for secondary students to the traditional A, B, and C grades with an additional “CR” for Credit or “NC” for No Credit for entry level electives courses. Students will remain competitive with the recommendation of implementing traditional letter grades.

Staff will also be recommending to allow for the mark of “CR” for Credit for teachers to assign to students during the current school closures for students who are not able to demonstrate proficiency that would warrant a grade of A, B, or C, but who do not deserve a D or an F based on their circumstances. A “CR” would not hurt or help a student’s grade point average (GPA).

Students who are not successful with distance learning during a period of closure or other emergencies, will be assigned a “NC” for No Credit.

Students who receive a NC will be provided with additional opportunities during summer school or through credit recovery or other programs during the school year to make-up work or retake a class for full credit.

Assessments

Governor Newsom issued executive order N-30-20, linked [here](#), suspending all California Assessment of Student Performance and Progress CAASPP testing including the Smarter Balanced Assessment (SBA) in English Language Arts/literacy and Mathematics, the California Science Test (CAST) and all alternative assessments. All summative English Language Proficiency Assessments for California (ELPAC) testing has also been suspended. The Physical Fitness Test (PFT) is on hold until students return to school. The California High School Proficiency Examination test administration was cancelled for the weekend of March 21, 2020. All March test takers have been reregistered for June or provided information on how to request a refund. Additional locations and space within current locations will be increased to accommodate this change. High school equivalency testing is on hold until testing centers are reopen.

The Naglieri Nonverbal Ability Test (NNAT3) score of ninety-sixth percentile and above is used to determine Gifted and Talented Education (GATE) eligibility. NNAT3 test administration was completed prior to school closures. Score reports have been sent via United States Mail to all parents of third grade students and to parents of fourth and fifth grade students who were eligible for retake. Elementary site principals and GATE coordinators have been notified which students qualified as GATE as a result of the 2020 NNAT3. A multiple measures portfolio is completed for students who scored in the near eligible range of the ninety-second to ninety-fifth percentile on NNAT3. Portfolios consist of a characteristics measure, which are checklists completed by parents and teachers, and the academic achievement measure of Smarter Balanced Assessment English Language Arts scaled score in the top ten percent of the exceeds standard range. Checklists have been distributed and an alternative academic achievement measure is being considered for this year’s portfolio.

Middle School Course Placement Criteria

Placement in courses that naturally follow in the course sequence will be determined using traditional methods of placement including grades, teacher feedback, and parent input. For placement in accelerated courses, placement practices will continue to use a combination of grades and performance on assessments. Smarter Balanced Assessment 2019 data will be used for placement of students in courses that have required that score in the past. End of course exams that are used for placement will not be used for the 2020-2021 school year. Staff will provide Trustees an update on recommendations for middle school accelerated placement at the April 29, 2020 Board meeting.

Attendance Tracking

As a result of Governor Newsom's Executive Order on March 13, 2020, Districts will not be penalized for not offering regular school days as a result of closure due to the coronavirus (COVID-19) situation. Schools closed due to COVID-19 will not receive instructional day and minute penalties for COVID-19 closures. Average Daily Attendance will be based on full school months only from July 1 to February 29 for the 2019-2020 academic year. While districts should not record regular daily attendance on school closure days for apportionment purposes, districts are encouraged to track participation and engagement in distance learning while schools are closed. Every site is expected to have a system for attendance tracking and each site has established a system to make sure all students are reporting into their classes/teachers. Every site has a system to reach out and track students that are not checking in.

High School Update on College Entrance, Testing, Award Ceremonies and Graduation

College Entrance:

University of California (UC) and California State University (CSU) systems have agreed to accept pass/fail or credit/no credit grading for courses that would normally require a letter grade. The state has also made testing requirements, financial aid applications and transcript submission more flexible, on the understanding that shelter-in-place orders have slowed down all educational bureaucracies.

On April 1, 2020, the UC Office of the President announced measures to relax undergraduate admissions requirements to "mitigate some of the extraordinary challenges students and their families face." Their webpage, with additional information, can be accessed here: [UC Admissions Response to COVID-19](#).

These measures include:

- Suspending the letter grade requirement for A-G courses completed in Winter/Spring/Summer 2020 for all students, including UC's most-recently admitted freshmen.
- Suspending the standardized test requirement for students applying for Fall 2021 freshman admission.
- Providing that there will be no rescission of student admissions offers that result from students or schools missing official final transcript deadlines, and student retention of admission status through the first day of class until official documents are received by campuses.

The CSU system released its amended admissions policies and practices as well, providing an overview of key changes based on student grade levels. For incoming college freshmen the CSU system will do the following:

- Accept transcripts for incoming freshmen through the Fall 2020 term, and will accept unofficial or self-reported data due to extended school closures. Assessing and initially placing students in first-year English/Math, based on multiple measures: high school college courses completed, grade point averages (GPA) and test scores (Smarter Balanced Assessment Consortium (SBAC), American College Testing (ACT), Scholastic Aptitude Test (SAT)) that students have submitted thus far.
- For high school juniors the CSU system recommends all students enroll in a yearlong, senior-year English course and a Mathematics/quantitative reasoning course.
- CSU is still determining the appropriate path forward for eligibility criteria for Fall 2021 applicants regarding the indefinite suspension of the ACT/SAT examinations. For students in grades 8 through 10 the CSU system stated they would:

- Accept “credit” or “pass” to satisfy A-G requirements completed during Winter, Spring, or Summer 2020 terms. All prior coursework must be graded and a grade C- or better for the course to satisfy A-G requirements.
- Not include grades of credit/pass or no credit/non-passing to be included in the calculation of high school GPA.

Advanced Placement/International Baccalaureate Testing:

Advanced Placement (AP) Testing: College Board has communicated that they will continue with AP exams for students, but in a non-traditional test setting. College Board unlocked any relevant free-response questions in AP Classroom for digital use so students can access all practice questions of the type that will appear on the exam

- Our understanding of what the AP test will look like is as follows: To avoid leaks, the same tests will be given at the same time throughout the nation, from May 11 to May 22, 2020. The exams will be taken at home with open books and notes and will last only about 45 minutes, significantly shorter than the standard 3 - 4 hour duration. The exams can be taken on any device available, computer, tablet or smartphone, or students can write responses by hand and submit a photo via their cell phones. Points will not be earned from content that can be found in textbooks or online, while software will be used to detect a student’s unique identity and style of online interactions, along with plagiarism or similar answers among groups of students
- The AP exam will only include topics and skills most AP teachers and students have already covered in class by early March 2020. Click [here](#) (and scroll down the page) for course specific exam information.
- Test Security is a concern for the College Board, however the exam questions are designed and administered in ways that prevent cheating; they use a range of digital security tools and techniques, including plagiarism detection software, to protect the integrity of the exams.
- Students who are already registered for an exam can choose to cancel at no charge.

International Baccalaureate (IB): Due to the many school closures across the world, IB has decided to cancel the upcoming May 2020 examinations. They do still plan to issue results based on student work submitted - which means that students should still complete their internal assessments (Language B orals, papers/projects in other classes) as these will be an important factor of their scores. The evaluation of these internal assessments along with the ongoing evaluation of student work that teachers have conducted throughout the school year will be used in determining whether or not students receive credit for satisfactorily completing their IB course requirements needed for the awarding of the IB diploma.

Awards Ceremonies:

Awards ceremonies begin in early May and therefore staff have begun to make plans to conduct these events virtually. Staff met with high school activities directors and high school principals. All high schools are developing recorded presentations of awards ceremonies and will post the programs online for all parents and students to join. This information will be communicated to parents and students once plans have been finalized

District schools will use the 12-week progress reporting grades that have been used in the past to determine Scholar of Scholars and Valedictorians for each school. Students will be provided notice on April 17, 2020

of what their GPA is, and at that point students will have 10 days to review and verify their GPAs for accuracy. If there are concerns, they are to report them to their academic advisors to resolve. Scholar of Scholars for each school will be announced in accordance with past practice at each site once they are determined. To accommodate students who have been impacted by COVID-19, teachers will be asked to base their 12-week grades on work that was assigned up through March 13, 2020 and not allow a student's grade to be lower than it was at that time.

Graduations:

At this time no final decisions have been made regarding graduation; it is a little early to make a plan because of the timing and conditions of our release from the health restrictions still remain uncertain. School-site administrators normally are responsible for planning graduation events, but in these times, the District and public health authorities will be providing guidance and support. Our goal will be to avoid putting people at risk. Graduation gatherings involve people of all ages, including people who might be particularly at risk in a "second wave" of infection. If we can be safe, it would be wonderful to conduct graduation, even into summer. To guide our recommendation, staff reached out to students and principals to provide us input on developing next steps. Superintendent Vital and Josh Hill met with Associated Student Body (ASB) presidents on April 1, 2020. The ASB representatives expressed wanting some form of live graduation at some point in the coming summer or fall. Principals shared ideas and feedback at the high school principal meeting on April 4, 2020; many shared ideas for offering a virtual form of a graduation. Principals agreed that a uniform and consistent ceremony should be followed at each of the comprehensive high schools and to hear more from students. Staff developed a survey to send to seniors and their parents to hear from more students on potential options. Results of this survey will be used to inform a recommendation for Trustees for the April 29, 2020 Board meeting. We will continue to watch the course of the crisis and communicate with our Senior Class across the District as we learn more.

Chromebook and Hot Spot Deployment to Students

Principals and TIS have completed deployment of Chromebooks to students and began deploying hot spots to families as of the week of April 6, 2020. Any student who still needs a device or technology can still request this equipment from their site principal.

Counselors and Social Emotional Support

School counselors continue to provide differentiated social emotional support for students and families during "distance learning." Support is provided in the following ways:

- Social emotional lessons and resources in Google Classroom
- Individual tele counseling
- Check-ins with high-risk students and families in need
- Resources and counseling referrals in Counselor's Corner
- Community referrals provided as needed

Counselors are available to students and families for individual counseling support. In order to contact a counselor, counseling referrals are available online by visiting the "Counselors' Corner" on the front page of each school's website. The school counselors prioritize return calls based on the severity of the issue as determined by the answers on the referral. The counselors follow up based on the contact preference the person indicated, such as by phone, email, and through Google Hangout.

Beginning the week of April 6, 2020, school counselors increased outreach by sending out additional parent and student (middle and high school students only) “check-in surveys” to “see how you are doing and to learn if you need anything.” Counselors are using the responses from both parents and students to follow-up directly with families in need and to increase and include additional online resources and lessons. They will also use the information to host webinars in the future.

Special Education Services and Individualized Educational Plans (IEP)

Special Education services began on March 24, 2020, at the same time that the District’s distance learning program started for all students. On April 5, 2020, all parents and guardians of students with IEPs, and adult students with IEPs, were emailed information regarding the continuing of special education and related services provided in an “alternative manner through distance learning.” In accordance with the most current guidance from the United States Department of Education (USDOE) and the California Department of Education (CDE), the information included expectations for how Special Education services would continue during distance learning included the following:

- The Special Education (IEP) team (which may include the education specialist, occupational therapist, speech pathologist, and/or physical therapist) will use virtual services and tele therapy (“real time” via online platforms such as Google Hangout) as the primary method to provide direct support to students. Additional ways that service may be provided include practice activities in a Google Classroom, proposed activities and practice sent through email, and phone or electronic communication. Multiple factors may be taken into consideration when determining the type of service, including parent input and the students’ IEP goals. Options will be discussed with parents.
- If virtual services are not appropriate, the IEP team will discuss a traditional curriculum with parents (for example, paper copies) which can be provided instead of virtual curriculum.
- A member of the student’s IEP team, which includes the child’s general education teacher(s), will communicate on a daily basis with the student through a virtual platform including Google Classroom, Hangout, or teleconferencing. Additionally, each parent can expect regular communication, at least weekly, with a member of the IEP team.

IEP meetings are being held via tele-conferencing and Google Hangout virtual platform. A Frequently Asked Questions (FAQ) document has been developed for families and will be distributed with IEP meeting notices beginning the week of April 13, 2020, to answer questions about the IEP meeting process during distance learning. IEP meetings will continue to follow the District IEP agenda that is available in the [Special Education Procedural Handbook](#) located on the Student Support Services’ website.

Medical and Health Services

District nurses and licensed vocational nurses (LVN) continue to provide support for students’ health during the “distance learning” program. A District Nurse Inquiry Form was distributed to all families via their school’s email messaging beginning the week of April 6, 2020, to ask parents about any specific needs or health concerns regarding their child. This form was also shared to all families Districtwide via the District’s Communication Department on April 10, 2020. Parents were also provided the email addresses of their assigned District nurse. District nurses and LVNS are available to families via email Monday through Friday during regular school hours.

School Meals - There are now 11 meal pick-up locations:

- **Aliso Viejo:** Wood Canyon Elementary School
- **Dana Point:** RH Dana Elementary School
- **Laguna Niguel:** Bergeson ES and Hidden Hills Elementary School
- **Mission Viejo:** Carl Hankey K-8 and Castille Elementary School
- **Rancho Santa Margarita:** Las Flores Elementary School
- **San Clemente:** Las Palmas Elementary School and Marblehead Elementary School
- **San Juan Capistrano:** San Juan Elementary School and Marco Forster Middle School

A total of 81,015 meals were served between March 16 and April 8, 2020. In an effort to decrease contact for employees and increase convenience for families, meal pick-up changed to Mondays and Wednesdays only, effective Monday, April 13. On Mondays, students receive 2 breakfast and 2 lunch meals to last through Tuesday. On Wednesday, students receive 3 breakfast and 3 lunch meals to last through Friday.

A meal delivery pilot in San Clemente, for families with transportation and/or health barriers in accessing the District's meal sites, is being planned for implementation by April 20, 2020. It will be scaled up Districtwide if successful.

Childcare and Supervision

As per the Governor's Executive Order, "to the extent practicable, to arrange for the supervision of children during ordinary school hours." The YMCA is offering child care at select sites. They are licensed, following Orange County Health Care Agency protocols daily and financial assistance is available. They have contracts with Hoag, Memorial Care, UCI, and Kroger, and are providing services for essential workers. [Children's Home Society](#) is a resource and referral network providing parents with information about childcare options, and gives referrals to licensed child care programs. Essential workers can apply for child care reimbursement. Staff will continue to explore options for child care services taking into consideration licensing requirements, OCHCA protocols, additional cleaning needs, and the ability to enforce social distancing.

STAFF RECOMMENDATION

This is an information item only and no Board action is necessary.

PREPARED BY: Susan Holliday, Associate Superintendent, Education Services
 Greg Merwin, Associate Superintendent, Student Support Services
 Brad Shearer, Assistant Superintendent, Curriculum and Instruction, Elementary
 Jennifer Smalley, Assistant Superintendent, Curriculum and Instruction, Elementary
 Joshua Hill, Assistant Superintendent, Curriculum and Instruction, Secondary

Capistrano Unified School District

Distance Learning Update
April 15, 2020

Presentation Objectives

- Distance Learning Plan
 - Great Virtual Instruction (GVI)
 - A Week at a Glance
 - Expectations for Students, Families, Teachers, and Principals
 - Supports for English Learners
 - Grading & CDE guidance (to be discussed this evening tied to Grading Board Policy)
 - Update on Assessments & Class Placements
 - Attendance
 - High School:
 - Testing (AP/IB/SAT/ACT), College Information, Awards Ceremonies & Graduation
 - Social Emotional and Medical Health Support
 - Special Education Services and IEPs

Distance Learning Program

Distance Learning Program (DLP) began Tuesday, March 24, 2020

Week 3 of DLP began April 13, 2020

Moving to Great Virtual Instruction...

Distance Learning Program

A Week in The Life of a Teacher/Student

- ☐ Preparing weekly lesson plans
- ☐ Office Hours
- ☐ Monitoring Student Activity
- ☐ Daily Instruction/Learning
- ☐ Synchronous Hangouts
- ☐ Small Group Instruction
- ☐ ELD
- ☐ Sharing progress and feedback with students/parents/counselors
- ☐ Collaborating with Ed. Specialist
- ☐ Participating in Professional Learning
- ☐ Participating in IEP meetings

Distance Learning Program

Expectations:

Students

- Participate in distance learning

Families

- Maintain communication with your children's teachers and school counselor(s).
- Engage your children in conversations regarding assignments.

Teachers: (In process of developing MOU with CUEA)

- Recorded or live lessons, unless following block schedule
- Office hours
- 1:1 or small group support provided for students

Teaching and learning will occur daily in one or more of the following delivery modalities:

- Asynchronous lessons: recorded lessons based on a specific content objective, blog, classroom, etc
- Synchronous lessons: live lesson based on a specific content objective

Principals:

- Join teachers classrooms and conduct virtual visits
- Setting aside time for "virtual office hours" to support staff
- Ensuring every student and all families have access to a computer and WiFi

Distance Learning Program

Grading:

- Staff developed draft Emergency Board Policy language on Grading which will be shared this evening following this item.
- CDE guidance released on April 1st, it is local determination and to follow Education Code.
- OCDE strongly recommends the grading approach of “Do No Harm” for this semester.
- University of California and California State University systems as well as the Association of Independent California Colleges and Universities have stated their willingness to accept grades of Pass/No Pass or Credit/No Credit in lieu of traditional letter grades but they are still accepting grades.

Grading Option

Do no harm

Hybrid Option:

Elementary

- Marks 2 - 4
- No participation marks

Secondary

- Letter Grades (A-C)
- Credit/No Credit
- No participation marks

Grading Option

Do no harm

K-12 - Universal Option:

- Pass/No Pass or Credit/No Credit in lieu of traditional letter grades

Distance Learning Program

Graduations

- At this time no final decisions have been made regarding Graduation. If we can be safe, it would be wonderful to conduct graduation, even into summer or fall.
- Timing and conditions of our release from the health restrictions still remain uncertain today.
- School-site administrators normally are responsible for planning graduation events, but in these times, the district and public health authorities will also be providing guidance and support.
- Met with ASB presidents on April 1, 2020. The ASB representatives expressed wanting some form of live graduation at some point in the coming summer or fall.
- Principals agreed that a uniform and consistent ceremony should be followed at each of the comprehensive high schools and to hear more from students.
- Staff sent Seniors and their Parents a survey on April 14, 2020 to get input.
- Results of this survey will be used to inform our recommendation at the April 29, 2020 Board Meeting.
- We will continue to watch the course of the crisis and communicate with our Senior Class across the District as we learn more.

Distance Learning: Special Education Services

Special Education Services and Individualized Educational Plans (IEP)

Special education services began on March 24, 2020, at the same time that the District's distance learning program started for all students. On April 5, 2020, all parents and guardians of students with IEPs, and adult students with IEPs, were emailed information regarding the continuing of special education and related services provided in an "alternative manner through distance learning."

IEP Meetings

IEP meetings are being held during distance learning via tele-conferencing and Google Hangout virtual platform. Families will be provided information regarding IEP meetings, including the agenda format and how to access Google Hangout.

Distance Learning: Counseling and Medical Services

Counselors and Social Emotional Support

School counselors continue to communicate with students and families and provide differentiated social emotional support during distance learning in a variety of ways:

- Social emotional lessons and resources in Google Classroom
- Check-ins with high-risk students and families in need
- Districtwide “check-in” surveys to both students and families for additional outreach
- Resources and counseling referrals are online; visit the “Counselors' Corner” on every school’s website.

Medical and Health Services

- District nurses and licensed vocational nurses (LVN) continue to provide support for students’ health during the “distance learning” program.
- A District Nurse Inquiry Form was distributed to all families via email beginning the week of April 6, 2020, to ask parents about any specific needs or health concerns regarding their child

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services

Prepared by: Joshua Hill, Assistant Superintendent, Curriculum and Instruction, Secondary
Brad Shearer, Assistant Superintendent, Curriculum and Instruction, Elementary
Jennifer Smalley, Assistant Superintendent, Curriculum and Instruction,
Elementary

Date: April 15, 2020

Board Item: First Reading – Emergency Board Policy E5121.2, Grades/Evaluation of Student Achievement

HISTORY

A review of Board Policy 5121.1, *Grades/Evaluation of Student Achievement*, determined that aspects of the policy needed to be revised based on current circumstances related to school closures. The policy was adopted in 1997 and was further revised in 2019. The changes are being applied to an emergency policy that is recommended to Trustees for approval.

BACKGROUND INFORMATION

California education officials issued [guidance on graduation requirements and grading for high school seniors](#) on April 1, 2020. State Schools Chief Tony Thurmond stated that the guidance was drafted in collaboration with local districts and higher education institutions. California's Department of Education provided the following general guidance:

- The assignment of grades and credits is a local determination made in consultation with teachers.
- There is nothing in the *Education Code* which governs whether a class can be offered as credit/no credit, pass/fail or a modified A–D
- Ensure that grading policies hold students harmless for their spring grades and the transition to distance learning.
- Grading policies take the needs of all students into account, including those of English Learners, homeless and foster youth, and those with differing access to digital learning and other tools or materials.

- For students with disabilities, any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student's Individualized Education Program (IEP) to ensure that the changes respond to their learning needs.
- Local Education Agencies and teachers establish policies for how students can make up late or missing work due to illness
- As defined in Education Code § 49066 (a), which states: "When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final."

The Orange County Department of Education strongly recommended that districts approach grading through a growth mindset and embrace "do no harm" for this semester. "Do no harm" would be that no student receives a failing grade during the spring semester. Instead, if a student has not completed work to sufficiently assess their progress during the second semester, a "No Credit" or "Incomplete" could be given where students would be provided the opportunity to finish the course, with no penalties, during the summer and/or when school resumes in the fall.

University of California (UC) and California State University (CSU) systems as well as the Association of Independent California Colleges and Universities have stated their willingness to accept grades of Pass/No Pass or Credit/No Credit in lieu of traditional letter grades. Similar statements have been provided by the following universities: Harvard, Stanford, Columbia, University of Michigan, Duke, Massachusetts Institute of Technology, Vanderbilt, Cornell, and Boston College. The UC Office of the President provided the following statement to the District on April 9, 2020: "UC cannot prescribe to individual schools or districts how to choose to implement their grading policies. UC will accept A-G courses from schools, even if they are using a mixed grading model for spring/summer 2020. We are working to ensure that all of our campuses are aware of our position on this matter."

As far as we know the following Orange County School Districts have adopted or are strongly considering the following grading practices:

- Santa Ana Unified School District will use a Pass/Incomplete model.
- Los Alamitos Unified School District will use a traditional A, B, C, and D model with no F grades being accepted.
- Anaheim Union High School District will use a traditional model with no F grades being accepted.
- Fullerton Union High School District will use a traditional model with no F grades being accepted.
- Tustin Unified will use a Credit/Incomplete model.
- Garden Grove Unified will use a Credit/No Credit model.

CURRENT CONSIDERATIONS

Staff recommends approval of the following revisions being recommended for Emergency Board Policy E5121.2, *Grades/Evaluation of Student Achievement*.

K-12

During periods of school closure or other emergencies in which distance learning is provided, teachers will provide grades to students that reflect a “do no harm” approach during the period of the closure. A student’s grade on the report card should not be negatively impacted by the school closure. If a student received a particular mark at an earlier reporting period prior to the closure, the student would be unable to receive a lower mark on the subsequent reporting period.

Elementary

Teachers continue to provide grades on the standards based report card as a means of offering feedback, motivating, and holding students accountable for work they complete. However, following the “do no harm” approach, a student would not receive a score on the third trimester (Spring) that is lower than that received at the prior trimester (Winter). A student could receive a higher score, but not a lower one. For a student who received a score of “1” (Insufficient progress toward reporting period expectations) during the prior trimester (Winter), that student would receive a score of “2” (Progressing toward reporting period expectations) or higher in the third trimester (Spring), as no student should be penalized for being unable to access instruction in the traditional setting during the closure. Education Services will continue to work with the Capistrano Unified Education Association (CUEA) and the report card committee members to review standards identified on the standards based report card and clarify the expectations for progress monitoring and marks. Staff will also examine the impact of the school closures on student progress and identify potential interventions to address learning loss due to the closures in either the summer or fall of 2020 depending on the ending of social distancing measures.

Secondary

Teachers will continue to provide traditional grades to students as a means of offering feedback, motivating, and holding students accountable for work they complete. Teachers assign grades, it is not the choice of a student on whether they receive a grade or alternative mark. Education Code as well as current policy provides flexibility for teachers to determine what types of activities may be calculated when determining a student’s grade. Proposed draft Emergency Board Policy E5121.2 limits the marks that can be used for secondary students to the traditional A, B, and C grades with an additional “CR” for Credit or “NC” for No Credit. Students will remain competitive with the recommendation of implementing traditional letter grades.

The revisions being recommended will allow for the mark of “CR” for Credit for teachers to assign to students during the current school closures for students who are not able to demonstrate proficiency that would warrant a grade of A, B, or C, but who do not deserve a D or an F based on their circumstances. A “CR” would not hurt or help a student’s grade point average (GPA). Also,

the University of California (UC) and California State University (CSU) systems as well as schools such as Stanford and Harvard have indicated their willingness to accept a “CR” as an indication that a student has successfully passed a class. The UC and CSU systems have also stated that a grade of “CR” would not impact a student’s GPA.

Students who are not successful with distance learning during a period of closure or other emergencies, will be assigned the following mark:

NC = No Credit

Students who receive an NC will be provided with additional opportunities during summer school or through credit recovery or other programs during the school year to make-up work or retake a class for credit. A grade of NC will not negatively impact a student’s GPA.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Emergency Board Policy E5121.2, *Grades/Evaluations of Student Achievement*.

PREPARED BY: Joshua Hill, Assistant Superintendent, Curriculum and Instruction, Secondary
Brad Shearer, Assistant Superintendent, Curriculum and Instruction,
Elementary
Jennifer Smalley, Assistant Superintendent, Curriculum and Instruction,
Elementary

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

It will be the purpose of the District and the school system to report student progress in terms of District, school, class and individual goals. Parents will receive information from the school on a periodic basis indicating student progress toward these goals.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system. Nothing herein shall conflict with a teacher's ability to assess student work as defined in Education Code § 49066 (a), which states: "When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final."

During periods of school closure or other emergencies in which distance learning is provided, teachers will provide grades to students that reflect a "do no harm" approach during the period of the closure. A student's grade on the report card should not be negatively impacted by the school closure. If a student received a particular mark at an earlier reporting period prior to the closure, the student would be unable to receive a lower mark in the subsequent reporting period.

Elementary School Student Progress

In the fall of each school year, students in Grades K-5 take literacy skills assessments to assess their individual skill levels in reading readiness and/or reading fluency.

In the fall of each school year, parents shall be invited to attend a Parent-Teacher conference to review their child's academic progress-to-date and, if needed, develop a Family School Partnership Plan and/or Intervention Plan to ensure the child's continued progress in the current school year. Students will be encouraged, as appropriate, to attend fall Parent-Teacher Conferences.

Report cards will be issued at the end of each-trimester-reporting period. Student progress in reading, writing, mathematics, history/social science, science, physical education, and the arts will be reported in relation to grade-level performance standards

Number marks will be issued in subject matter as follows:

- 4 = Excelling at reporting period expectations
- 3 = Meeting reporting period expectations
- 2 = Progressing toward reporting period expectations
- ~~1 = Insufficient progress toward reporting period expectations~~

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

~~Effort marks will be issued in subject matter and in skills and behaviors that support learning as follows:~~

_____	O = Outstanding
_____	S = Satisfactory
_____	AC = Area of concern
_____	U = Unsatisfactory

English Language Learners (ELL) will receive progress reports on levels of English language fluency.

Individual schools and teachers may supplement report cards with additional information throughout the school year as they deem appropriate.

In the winter and the spring of each year, students retake the literacy skills assessments as a means to monitor continued progress and growth toward end-of-year benchmark goals.

At the end of the second reporting period, parents shall be invited to attend a second Parent-Teacher Conference, as needed, to review student progress-to-date and consider additional strategies for success through the end of the school year.

Secondary School Student Progress

In middle schools, grades are available in the parent portal at the end of each quarter. Parents may request to have report cards mailed home if they do not have portal access. ~~Mid-quarter progress reports will be issued to students in danger of failing (D or F grades) not later than the week during which the end of the first half of the marking period or instruction for the course falls.~~

In high schools, grades are available in the parent portal at the end of each 6-week grading period and at the end of each semester. Parents may request to have report cards mailed home if they do not have portal access. ~~Passing semester grades for high school courses will be awarded five credits per course. Passing grades include A, B, C, or CR-D grades. In addition, teachers must notify parents of the danger of failing a semester course during the last six weeks of the semester if no prior notification has been given.~~

Letter grades will be issued at the secondary level in subject matter as follows:

- A = Excellent progress
- B = Above average progress
- C = Average progress
- ~~D = Below average F = Failing~~

Student semester grade points will be computed for courses on the following numerical value for

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

all courses taken for the purpose of determining grade point average (GPA): A = 4; B=3; C = 2;
~~D = 1; F = 0~~

For Advanced Placement and Honors level courses only, grade points will be computed on the following numerical value: A = 5; B = 4; C = 3; ~~D = 1; F = 0~~

When students with honors credits on their transcripts transfer from out of district or out of state schools, only courses designated as honors by CUSD and approved by the University of California will be recognized.

In an entry level elective course, evaluation may be denoted using the following symbols:

CR = Credit

NC = No credit

During periods of school closure or other emergencies, teachers may use the CR following mark to designate that the student should receive credit for the course when there was not adequate data to assign a traditional mark or individual circumstances warrant that an exception to other marks should be provided for a student:

~~P = Pass~~

Students who receive a CRP will receive credit for the class and will be allowed to enroll in the next class in the course sequence. The grade of PCR will not be calculated in the student's GPA.

Students who are not successful with distance learning during a period of closure or other emergencies, will be assigned the following mark:

~~INC = Incomplete~~

Students who receive an INC will be provided with additional opportunities during summer school or through credit recovery or other programs during the school year to make-up work or retake a class for full credit. A grade of NC will not negatively impact a student GPA.

Citizenship marks will be issued as follows:

~~O = Attitude and behavior are outstanding S = Attitude and behavior are satisfactory S = Behavior needs improvement~~

~~U = Attitude and behavior are unsatisfactory~~

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

A teacher shall base student grades on their mastery of course content based on District standards. Students shall have the opportunity to demonstrate mastery through a variety of methods, including, but not limited to tests, projects, portfolios, class discussion, attendance, effort, student conduct, and/or work habits as appropriate. A student's physical education grade may not be adversely affected by the student's failure to wear standardized physical education apparel when such failure is a result of circumstances beyond the student's control. (Education Code 49066) In the event of a disagreement related to a student's grade, a parent may request a change to a student's record via the process outlined in Board Policy 5125.3.

If a test or assignment used by a teacher to evaluate student learning becomes compromised, a teacher has the discretion to disregard the results of the test/assignment. To remedy the situation, a teacher may administer a new test/assignment, weight the test/assignment and assign a letter grade to the test/assignment, or assign a subjective grade. In the event that a compromise occurs at the end of a quarter, grading period, or semester, the teacher has the discretion to rely on previous assessment results in the marking period. (Education Code 49066 and 49067)

*Legal Reference:***EDUCATION CODE***48070 Promotion and retention 48431.6 Required systematic review**49066 Grades; finalization; physical education class**49067 Mandated regulations regarding pupil's achievement**Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986 224 Cal. Rptr. 885, 179 C.A. 3d 593)*

Policy

adopted: August 18, 1997

revised: February 11, 2008

revised: March 13, 2019

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services

Prepared by: Joshua Hill, Assistant Superintendent, Secondary Education
Brad Shearer, Assistant Superintendent, Curriculum and Instruction, Elementary
Jennifer Smalley, Assistant Superintendent, Curriculum and Instruction,
Elementary

Date: April 15, 2020

Board Item: Waiver of Board Policy 5121.1, Grades/Evaluation of Student Achievement

HISTORY

Board Policy 5121.1, *Grades/Evaluation of Student Achievement*, was adopted in 1997 and was last revised and approved on March 13, 2019.

BACKGROUND INFORMATION

As a result of the continued school closure, through June 4, 2020, due to the COVID-19 pandemic, staff is recommending Trustees waive Board Policy 5121.1, *Grades/Evaluation of Student Achievement*. Staff will also be recommending Trustees approve an Emergency (E) Board Policy E5121.2, *Grades/Evaluation of Student Achievement*, to temporarily replace Board Policy 5121.1.

CURRENT CONSIDERATIONS

Approval to waive Board Policy 5121.1, *Grades/Evaluation of Student Achievement*, to be temporarily replaced with an Emergency (E) Board Policy E5121.2, *Grades/Evaluation of Student Achievement*.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve the waiver of Board Policy 5121.1, *Grades/Evaluation of Student Achievement*.

PREPARED BY: Joshua Hill, Assistant Superintendent, Curriculum and Instruction, Secondary
Brad Shearer, Assistant Superintendent, Curriculum and Instruction,
Elementary

Jennifer Smalley, Assistant Superintendent, Curriculum and Instruction,
Elementary

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

It will be the purpose of the District and the school system to report student progress in terms of District, school, class and individual goals. Parents will receive information from the school on a periodic basis indicating student progress toward these goals.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system. Nothing herein shall conflict with a teacher's ability to assess student work as defined in Education Code § 49066 (a), which states: "When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final."

Elementary School Student Progress

In the fall of each school year, students in Grades K-5 take literacy skills assessments to assess their individual skill levels in reading readiness and/or reading fluency.

In the fall of each school year, parents shall be invited to attend a Parent-Teacher conference to review their child's academic progress-to-date and, if needed, develop a Family School Partnership Plan and/or Intervention Plan to ensure the child's continued progress in the current school year. Students will be encouraged, as appropriate, to attend fall Parent-Teacher Conferences.

Report cards will be issued at the end of each-trimester-reporting period. Student progress in reading, writing, mathematics, history/social science, science, physical education, and the arts will be reported in relation to grade-level performance standards

Number marks will be issued in subject matter as follows:

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GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

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In high schools, grades are available in the parent portal at the end of each 6-week grading period and at the end of each semester. Parents may request to have report cards mailed home if they do not have portal access. . Passing semester grades for high school courses will be awarded five credits per course. Passing grades include A, B, C, or D grades. In addition, teachers must notify parents of the danger of failing a semester course during the last six weeks of the semester if no prior notification has been given.

Letter grades will be issued at the secondary level in subject matter as follows:

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 B = Above average progress C = Average progress
 D = Below average F = Failing

Student semester grade points will be computed for courses on the following numerical value for all courses taken for the purpose of determining grade point average (GPA): A = 4; B=3; C = 2; D = 1; F = 0

For Advanced Placement and Honors level courses only, grade points will be computed on the following numerical value: A = 5; B = 4; C = 3; D = 1; F=0

When students with honors credits on their transcripts transfer from out of district or out of state schools, only courses designated as honors by CUSD and approved by the University of California

will be recognized.

BP 5121.11 (c)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

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U = Attitude and behavior are unsatisfactory

A teacher shall base student grades on their mastery of course content based on District standards. Students shall have the opportunity to demonstrate mastery through a variety of methods, including, but not limited to tests, projects, portfolios, class discussion, attendance, effort, student conduct, and/or work habits as appropriate. A student's physical education grade may not be adversely affected by the student's failure to wear standardized physical education apparel when such failure is a result of circumstances beyond the student's control. (Education Code 49066) In the event of a disagreement related to a student's grade, a parent may request a change to a student's record via the process outlined in Board Policy 5125.3.

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Legal Reference:

EDUCATION CODE

48070 Promotion and retention 48431.6 Required systematic review

49066 Grades; finalization; physical education class

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Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986 224 Cal. Rptr. 885, 179 C.A. 3d 593)

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CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California